

Volusia County Schools

Dept. Of Corrections Educational Program



2022-23 Ungraded Schoolwide Improvement Plan

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Dept. Of Corrections Educational Program

1300 RED JOHN DR, Daytona Beach, FL 32124

<http://myvolusiaschools.org/alternative-education/pages/departement-of-juvenile-justice-sites.aspx>

Demographics

Principal: Patricia Corr

Start Date for this Principal: 9/23/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Alternative Education, working together with area schools, families and community stakeholders, will meet the educational needs of all students by providing academic instruction through challenging and differentiated curriculum. Alternative Education will provide a safe and positive learning environment in order to ensure all students have an opportunity for academic success.

Provide the school's vision statement.

Our greatest contribution is to be sure that there is a teacher in every classroom who cares that every student, every day, learns, grows, and feels like a human being; they don't care until they know we care.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Our population are ages 15 to 17, and the educational academic levels range from ACCESS all the way to standard general level. We provide assessments through Renaissance which enables us to screen all students, set goals, monitor progress, track standards mastery, and predict performance.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Roos, Candace	School Counselor	Scheduling, graduation assurance, college and career guidance, and school leadership
Vaughn, Alexis	Teacher, K-12	support established initiatives and processes for DOC
Plummer, Michael	Teacher, Career/ Technical	supports established initiatives and processes for DOC
Kirvan, Colleen	Assistant Principal	support established initiatives and processes for DOC
Pelletier, Rebecca	School Counselor	supports initiatives and processes for DOC
Cruz, Sheila	Teacher, K-12	supports initiatives and processes for DOC
Nass, Keri Lynn	Teacher, K-12	supports initiatives and processes for DOC
Williams, LaKeshia	Teacher, K-12	supports initiatives and processes for DOC
Cioffi, Joseph	Teacher, K-12	supports initiatives and processes for DOC

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Friday 9/23/2022, Patricia Corr

Total number of students enrolled at the school.

7

Total number of teacher positions allocated to the school.

1

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	2	1	3	1	0	7
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	1	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	1	1	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	1	2	1	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	0	2	1	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	1	0	0	2

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	1	2	1	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Thursday 8/4/2022

2021-22 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	1	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	0	0	0	2

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	1	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					52%	56%
ELA Learning Gains								49%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		33%	38%					48%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		30%	40%					76%	68%
Social Studies Achievement		40%	48%					69%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

In reflection to the areas of focus, within ESSA subgroups, progress monitoring reports were in place for weekly conference and discussion. Our stakeholders team met and reviewed areas of concern and isolated individual needs for graduation assurance.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Proficiency. New renaissance program and star testing assessments. Other educational programs, Edgenuity, course completions reward system. Professional development for instructors and staff, reading interventions, social - emotional training, PLC and progress monitoring tools.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

MATH Proficiency / ELA Proficiency. Students need a foundation in math and reading skills. Additionally students have attendance issues. Students do not have positive relationships with staff and adults in general. Students need assistance setting goals and self monitoring for completion of work.

What trends emerge across grade levels, subgroups and core content areas?

Math proficiency is a requirement. Students lack foundation in math and reading skills; as well as having attendance issues. Students require positive relationships with staff and adults now and in the future. Students in Alternative Ed. tend to show deficits in GPA, EOC's, FSA, and graduation rate.

What strategies need to be implemented in order to accelerate learning?

MATH/ELA Proficiency best practices in the classroom remediation of Math and Reading skills, Continue productive PLC's and monitoring meetings, develop positive teacher/student relationships, increase in course completions / graduation assurance through credit retrieval, successful transition back to zoned school, increase in graduation assurance rate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

[9:40 AM] Cioffi, Joseph M.

There will be thirteen ERPL/Faculty Meetings. Both school and district lead. These meetings will provide an ample amount of strategy and training to everyone. Giving opportunities to develop professional skills in teacher clarity, success criteria, profile of environments, curriculum establishment, and teaching supports.

Areas of Focus:

#1. DJJ Components specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math Proficiency - Students Lack foundation in Math Skills. Students are not on track when they come to our programs; if they are, we must maintain their progress. State assessments Star/Renaissance assessments indicated this necessity.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in our program for more than 20 days will be on track to complete course with 70% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly progress monitoring will be assessed through renaissance. Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

Person responsible for monitoring outcome:

LaKeshia Williams (lswilli1@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiation through scaffolding

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Scaffolding has a .82 effect size (Hattie). The math proficiency not only showed low performance, but also nearly the greatest decline from the prior year, and the math component had Nearly the greatest gap when compared to the state average. This Data component showed the lowest performance according to last years Early Warning System indicators. Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Assess individual student needs
2. Provide supplementary resources
3. Progress monitoring/Edgenuity
4. Teacher/Student ratio (small group; 1:1)
5. Provide emotional /behavioral supports
6. Guided notes
7. Gradual release
8. Break tasks down into small steps
9. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships
10. Emphasis on graduation assurance through credit retrieval
11. Remediation of Foundational skills in Math and Reading

Person Responsible

LaKeshia Williams (lswilli1@volusia.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

#2. DJJ Components specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Ela proficiency - Student lack foundation in ELA skills. Students are not on track when they come to our programs. If they are, we must maintain their progress. Star/Renaissance progress monitoring indicated this necessity.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in our program for more than 20 days will be on track to complete the course with 70% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly progress monitoring will be assessed through Renaissance. Weekly progress monitoring through course/completions/quarterly grades, on target with target date on Edgenuity.

Person responsible for monitoring outcome:

LaKeshia Williams (lswilli1@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiation through scaffolding.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ela component had the greatest gap when compared to the state average. The data component showed the lowest performance according to the EWS. Students in Alternative Ed. tend to lag behind all other subgroups in GPA, EOC's, FSA, attendance, and graduation rate.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Assess individual student needs.
2. Provide supplementary resources.
3. Progress monitoring /Edgenuity.
4. Small group and guided notes.
5. Break task into small steps.

Person Responsible

LaKeshia Williams (lswilli1@volusia.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Community Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

At our site, we involve all stakeholders. However, there are very few instances where outside stakeholders can attend program events. Most of our interactions are with the program personnel. We are a team that works closely together with our building's staff to enable student success. Educators and staff personnel attend meetings and treatment team meetings with program for the betterment of students. Additionally, program personnel are all involved in school activities and meetings. To better involve outside stakeholders we will use Teams and Zoom programs that will allow for live video stream between program and stakeholders. Continued communication will be attained through email and phone calls. All data can be tracked and communicated through call history and email tracing.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area, related data, and the resulting action steps to communicate with the community stakeholders will be achieved through phone, email, and live zoom/teams facetime calls.

Describe how implementation will be progress monitored.

The implementation of the target area, related data, and the resulting action steps to communicate with the community stakeholders will be progress monitored through survey analysis. Biannually SurveyMonkey Forms surveys will be sent out via email and text links when applicable.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Professional Learning Committees are established at each alternative education site. The committee consist of all internal and external stakeholders (teachers, para, school counselor, administrator, and program staff). Committee meetings are held weekly to review each student individually in the area of academics and behavioral. Students have an opportunity for input or the have their concerns addressed by submitting a PLC request through one note. Continuing an ongoing dialogue with teachers and having platform that allows students to have a voice promotes a positive school culture and environment. It promotes communication between all parties, it reflects trust, respect and clear expectations that are foundational to the success of all students. All stakeholders play an essential role in the development of and implementation of school improvement plans.	Williams, LaKeshia, lswilli1@volusia.k12.fl.us