Stewart Treatment Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Stewart Treatment Center

3875 TIGER BAY RD, Daytona Beach, FL 32124

http://myvolusiaschools.org/alternative-education/pages/department-of-juvenile-justice-sites.aspx

Demographics

Principal: Patricia Corr

Start Date for this Principal: 4/20/2024

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School KG-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)	72%
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.

Alternative Education will assist in developing graduation assurance through a structured alternative program, during an unintentional break in the traditional school environment, by providing academic instruction through challenging and differentiated curriculum within a safe and positive learning environment.

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.

Residential Adolescent Program (RAP)
The Residential Adolescent Program (RAP) is a substance abuse treatment program serving substance dependent youth ages 13-17, utilizing individual, group and family interventions. The average length of stay is 4-6 months. The proven principles of AA/NA are the foundation for the clinical program. Dialectical Behavioral Therapy is an important ingredient in treatment, along with positive peer culture, reality therapy, outdoor therapeutic model, experiential learning theory, and behavior modification systems. Education services are provided by Volusia County Schools. The program is co-occurring capable, staffed by licensed and certified therapists, nurses, and youth specialists.

BEACH House
BEACH House is a shelter that provides short-term respite for youth ages 10-17 who are truant, ungovernable or runaway/homeless. Referrals come from CINS/FINS court, (Children in Need of Services/Families in Need of Services), SMA's CINS/FINS Service Manager, Safe Place sites, law enforcement, school personnel and parents. We provide youth in our care with shelter, meals, individual and group counseling, educational groups and family therapy. Our goal is family reunification and assisting the family in building communication skills and relationships. Program staff also promote awareness activities related to youth at risk in our community

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
Kirvan, Colleen	Assistant Principal	
Plummer, Michael	Teacher, Career/Technical	Technology support/MS Teams contact
Cruz, Sheila	Teacher, K-12	SMA contact. English/Social Studies teacher. Testing Coordinator.
Pelletier, Rebecca	School Counselor	DAC and SIP contact
Cioffi, Joseph	Teacher, K-12	DJRF contact. Math/PE teacher
Vaughn, Alexis	Teacher, K-12	Elementary contact.
Nass, Keri Lynn	Teacher, K-12	Support
Williams, LaKeshia	Teacher, K-12	DOC Contact

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Pending, Patricia Corr

Total number of students enrolled at the school.
20

Total number of teacher positions allocated to the school.
3

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Number of teachers with ESE certification?

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

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

Demographic Data

Early Warning Systems

2022-23

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	1	2	1	2	6	7	0	1	20
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	2	3	0	0	6
One or more suspensions	0	0	0	0	0	0	0	1	1	3	0	0	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	0	0	1	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	1	1	3	3	0	1	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	1	1	1	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	1	1	3	1	6	3	5	0	20
Attendance below 90 percent	0	0	0	0	0	0	1	1	1	1	2	2	0	8
One or more suspensions	0	0	0	0	0	1	1	1	1	1	2	2	0	9
Course failure in ELA	0	0	0	0	0	0	1	1	1	3	1	2	0	9
Course failure in Math	0	0	0	0	0	0	0	3	1	4	2	3	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	3	1	4	2	4	0	15

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	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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		49%	55%					54%	61%
ELA Learning Gains								53%	59%
ELA Lowest 25th Percentile								44%	54%
Math Achievement		32%	42%					55%	62%
Math Learning Gains								52%	59%
Math Lowest 25th Percentile								45%	52%
Science Achievement		45%	54%					61%	56%
Social Studies Achievement		52%	59%					72%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					

				ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
	2019						
Cohort Comparison		0%					
05	2022						
	2019						
Cohort Comparison		0%					
06	2022						
	2019	0%	50%	-50%	54%	-54%	
Cohort Comparison		0%					
07	2022						
	2019	0%	47%	-47%	52%	-52%	
Cohort Comparison		0%					
08	2022						
	2019	0%	50%	-50%	56%	-56%	
Cohort Comparison		0%					

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
01	2022						
	2019						
Cohort Comparison							
02	2022						
	2019						
Cohort Comparison		0%					
03	2022						
	2019						
Cohort Comparison		0%					
04	2022						
	2019						
Cohort Comparison		0%					
05	2022						
	2019						
Cohort Comparison		0%					
06	2022						
	2019						
Cohort Comparison		0%					
07	2022						
	2019	0%	47%	-47%	54%	-54%	
Cohort Comparison		0%					
08	2022						
	2019	0%	29%	-29%	46%	-46%	
Cohort Comparison		0%					

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	71%	-71%
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	70%	-70%
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%
		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.

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. Instructional Practice 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 - Our students lack foundational math skills. These skill deficits create an ever-widening chasm between achievement and expected levels of achievement. Students are not on track when they come to our programs; if they are, we must maintain their progress. Data from STAR/Renaissance testing suggests that most students are two or more grade levels behind.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students enrolled in our program, for 20 days or more, will be on track to complete a math course with a passing grade of 70% or more towards credit acquisition. Weekly progress monitoring, course completions, and grading period grade earned in Edgenuity will be on track with target dates etc.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly progress monitoring will be assessed through renaissance/STAR. Weekly progress monitoring, course completions/quarterly grades, and formal transcripts will be monitored to determine outcome.
Person responsible for monitoring outcome:	Sheila Cruz (skcruz@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiation via scaffolding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Math proficiency indicated low performance as well as an unacceptable gap between school and state levels. When noting Hattie's model, this technique has a high impact on student learning at an .82 effect size. Students in Alternative Education tend to lag behind all other subgroups in GPA, EOC, FSA scores, attendance, and graduation rates.

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. Individual focus on student learning gains through an individual evaluation of student's credits, test scores and GPA, the student's desired transition outcomes, and identifying a motivation for learning.
2. Assess individual student needs
3. Provide supplementary resources
4. Progress monitoring/Edgenuity
5. Teacher/student ratio (small group; 1:1)
6. Provide emotional /behavioral supports
7. Guided notes
8. Gradual release
9. Break tasks down into small steps
10. Professional development for instructional staff in Social-Emotional Training, Blended learning, and effective PLCs to foster better student - teacher relationships
11. Emphasis on graduation assurance through credit retrieval
12. Remediation of foundational skills in math and reading

Person Responsible	Sheila Cruz (skcruz@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.

Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.

#2. Instructional Practice 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 - Our students lack foundational reading skills. These skill deficits create an ever-widening chasm between achievement and expected levels of achievement. Students are not on track when they come to our programs; if they are, we must maintain their progress. Data from STAR/Renaissance testing suggests that over 70% of our students are two or more grade levels behind their peers.
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 target to complete and ELA course with a passing grade of 70% or above toward credit acquisition. This will be evidenced through weekly progress monitoring, course completions, STAR/ Renaissance testing, and grade period grades/credits.
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, and formal transcripts will determine outcome.
Person responsible for monitoring outcome:	Sheila Cruz (skcruz@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiation via scaffolding
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When looking at Hattie's model, scaffolding has a high .82 effect size. ELA proficiency, not only should perform at higher rates, but there should be a greater number of course completions. Students in Alternative Education tend to lag behind all other subgroups in the areas of GPA, EOC, and FSA scores, attendance, and graduation rates.

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. Individual focus on student learning gains through an individual evaluation of student's credits, test scores and GPA, the student's desired transition outcomes, and identifying a motivation for learning.
2. Assess individual student needs
3. Provide supplementary resources
4. Progress monitoring/Edgenuity
5. Teacher/student ratio (small group; 1:1)
6. Provide emotional /behavioral supports
7. Guided notes
8. Gradual release
9. Break tasks down into small steps
10. Professional development for instructional staff in Social-Emotional Training, Blended learning, and effective PLCs to foster better student - teacher relationships
11. Emphasis on graduation assurance through credit retrieval
12. Remediation of foundational skills in math and reading

Person Responsible	Sheila Cruz (skcruz@volusia.k12.fl.us)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please	Weekly progress monitoring, course completions/quarterly grades, and formal transcripts will be monitored to determine outcome. .

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.

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 programs that 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 there will be forms sent out to all stakeholders 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
1. Identify stakeholders 2. Gather contact information both emails and phone numbers 3. Establish communication for tracking. 4. Share wins, census, course completions, changes in program/education, individual student needs, progress monitoring through phone, email, and/or team/zoom calls. 5. Deliver biannual surveys through forms to gather feedback from all stakeholders.	Cruz, Sheila, skcruz@volusia.k12.fl.us