Volusia Regional Juvenile Detention Center

2022-23 Ungraded Schoolwide Improvement Plan

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Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

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

Demographics

Principal: Thomas Soli J

Start Date for this Principal: 8/4/2020

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	3%
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.

We are a Juvenile Detention Center. Any youth arrested in Volusia, St Johns, Putnam, or Flagler counties, are detained in our facility, if admitted. The average stay is 10 calendar days, however we could have youth just over night or for several months. Our youth typically have several risk factors in addition to being incarcerated. A majority of our youth are from non-biological parents, have various special programs and even mental health issues.
Alternative Education strategies include: Differentiated Instruction, Developing Individual Skills, Advocate Appropriately, Social Skills, Behavior Modification, Cornell Note-Taking, Goal Setting/Progress Monitoring, and Gradual Release Models.

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	support established initiatives and processes for all sites
Pelletier, Rebecca	School Counselor	support established initiatives and processes for Detention and support for all sites for SIP
Cioffi, Joseph	Teacher, K-12	support established initiatives and processes for DJRF
Roos, Candace	School Counselor	support established initiatives and processes for DOC and other sites
Vaughn, Alexis	Teacher, K-12	support established initiatives and processes for Elementary
Nass, Keri Lynn	Teacher, K-12	support established initiatives and processes for all sites
Plummer, Michael	Teacher, K-12	support established initiatives and processes for all sites
Williams, LaKeshia	Teacher, K-12	support established initiatives and processes for DOC
Cruz, Sheila	Teacher, K-12	support established initiatives and processes for Stewart - Beach House and RAP

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Tuesday 8/4/2020, Thomas Soli J

Total number of students enrolled at the school.
50

Total number of teacher positions allocated to the school.
5

Number of teachers with professional teaching certificates?
5

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
4

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
Number of students enrolled	0	0	0	0	0	0	2	4	7	14	10	4	2	43
Attendance below 90 percent	0	0	0	0	0	0	1	1	2	6	2	3	0	15
One or more suspensions	0	0	0	0	0	0	1	0	3	6	3	3	1	17
Course failure in ELA	0	0	0	0	0	0	1	1	1	4	2	2	0	11
Course failure in Math	0	0	0	0	0	0	0	1	1	5	2	3	1	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	6	12	7	3	2	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	1	5	8	3	1	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	3	1	0	0	5

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
								Grade Level						
Students with two or more indicators	0	0	0	0	0	0	1	2	3	9	5	4	1	25

The number of students identified as retainees:

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

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	2	5	3	10	4	3	0	27
Attendance below 90 percent	0	0	0	0	0	0	2	3	1	3	0	1	0	10
One or more suspensions	0	0	0	0	0	0	2	2	1	5	0	1	0	11
Course failure in ELA	0	0	0	0	0	0	1	2	3	6	3	2	0	17
Course failure in Math	0	0	0	0	0	0	1	3	2	8	2	2	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	4	2	5	2	2	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	4	2	5	3	2	0	18
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	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	2	4	3	8	4	2	0	23

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	1	0	0	1	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	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		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					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					
Cohort Comparison		0%				

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					

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?

Progress monitoring through weekly Professional Learning Community meetings and review of Edgenuity reports. Our Progress Monitoring includes Edgenuity % complete, grade average, days since last activity, etc. This data was reviewed and discussed weekly for each individual youth enrolled. The Instructional team would come up with suggestions for improved educational practice for youth who are not progressing as expected. Progress monitoring was shared with stake holders, including Detention Program and JPOs etc. Report card grades were evaluated for accuracy and whenever possible, measures were taken to address credit retrieval.

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

ELA made a jump from 63%course failure in ELA, down to 25% course failure in ELA. Similarly, in Math, data indicates that Math course failure has gone down from 67% in previous years, down to 30% last year. A change in incentives being pivoted from behavior gains, to academic gains / course completions over the last school year has led to such a great improvement in our data trend.

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?

Performance on ELA state assessments went from 63% to 77% level 1 in ELA as demonstrated in EWS data.

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

NA We have no subgroup data due to our transient population.

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

Continue our weekly progress monitoring as it has been successful.

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.

Renaissance data reporting / reports for disaggregating data, ESE and accommodations, MTSS/RTi/ PBiS etc

Areas of Focus:

#1. 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.	According to Early Warning Signs data from last school year, 77% of our youth are level 1 in state mandated assessments for ELA. 12% of our youth had a substantial reading deficiency. 25% of our youth had course failure in ELA. 59% of our youth have 2 or more indicators of deficiencies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal to increase the percentage of our lowest quartile reaching passing (60%) from 25% to 20% of ELA course failure. We will use Early Warning Signs data for the 22-23 School Year to monitor progress of our population.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation. Weekly, Professional Learning Communities (PLC) will engage in data analysis of all subgroups to determine the effect of the intervention. Instruction, curriculum and environment will all be assessed during PLC.
Person responsible for monitoring outcome:	Natalie Rooney (ndrooney@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 PLC's. In order 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	Natalie Rooney (ndrooney@volusia.k12.fl.us)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please	Grading period grades, weekly progress monitoring 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.

#2. 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.	According to Early Warning Signs data from last school year, 44% of our youth are level 1 in state mandated assessments for Math. 12% of our youth had a substantial reading deficiency which impacts math curriculum as well. 30% of our youth had course failure in ELA. 59% of are youth have 2 or more indicators of deficiencies.
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. Weekly progress monitoring, course completions and grading period grades 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.	Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.
Person responsible for monitoring outcome:	Harold McKay (hwmckay@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our evidenced-based strategy is Teacher Clarity. We will monitor through frequent walkthroughs by school-based administrators and support contacts. Teachers will receive feedback to guide them in planning and instruction for student learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely tat the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. Behaviors include: * high expectations * share notions of success criteria with youth *ensure that constructive alignment between the lesson, task and assignment exists. * ensure that delivery of the lesson is relevant, accurate and comprehensible to youth * provide welcome feedback about where to move to next

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.

. 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 PLC's. In order 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   Harold McKay (hwmckay@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.

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.
PBIS linked to classroom management strategies

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

Behavior Management System for Detention Program on a weekly basis via PLC. The Alternative Education Leadership Team functions as a Multi-Tiered Systems of Support / BPIS techniques use and a natural
extension of the school's Problem Solving Team (PST).The team meets regularly to engage in the following activities and training: Social Emotional Learning, RULER, Universal Design for Learning, Blended Learning and Instruction, Poverty Awareness, and Cultural Sensitivity. Additionally, the Instructional team implements a Multi-tiered System of Supports and assesses the students Response to Intervention (MTSS/RtI), and the team works in conjunction within Professional Learning Communities (PLC), with the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST). Together they review the progress monitoring data at both the grade level and the classroom level to identify the students who are either meeting/exceeding expectations or those who are at-risk for not performing at least a passing level on required state standards. For those students who are identified as at-risk, a multi-tiered system of supports are put into place to address the deficits and ensure grade-level proficiency as appropriate for the student. Based on the above information, the leadership team, teachers, and SAC identify priority professional development supports for the SIP. These needs drive professional development and the allocation of resources. The team collaborates, solves challenges, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the process of building a consensus, increasing infrastructure, and making decisions related to this implementation. Under Title I Part A, our schools work with outside agencies that provide specific services to identified children and their families. These organizations team with our school to provide specific services to our students, parents, and staff, including all special needs groups.

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

Through weekly Professional Learning Community meetings, Edgenuity data and off-line work is reviewed by all Instructional staff including Instructors, Para Professionals, School Counselor, ESE teachers, Clerical etc. In addition, this same data is also shared with the Administrators for the Detention Center Program including the Superintendent, Assistant Superintendents, Department Leaders over Mental Health, Medical etc. This data is also shared with all the Juvenile Probation Officers, each week.

Describe how implementation will be progress monitored.

Edgenuity progress reports, that include last day of activity, progress through course, grade average, start and target dates etc are reviewed that cover every core course for every youth. This Edgenuity data is converted to an Excel document that includes off-line and behavioral data. In addition, record reviews take place for all youth as they enter as well as each 20th day of enrollment. The district Graduation Progress for Success (GPS) is completed along with Goals and strategies for Reading, Math and Career for each of these 'long-term' youth.

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) Daily review of class rules and expectations 2) Record review at time of enrollment 3) Schedule with Transfer grades shared with teachers at day of enrollment 4) Record review by 20th day of enrollment using the VCS GPS form, that is signed by student and School Counselor 5) Academic and Career Goals and Strategies are generated for all youth by their 20th day of enrollment 6) Weekly, all Education faculty and staff meet to review the education status of all enrolled youth. 7) On exit, transfer grades are collected and shared with stakeholders	Pelletier, Rebecca, rpelleti@volusia.k12.fl.us