Daytona Juvenile Residential Facility School

2023-24

Schoolwide Improvement Plan (SIP)

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Daytona Juvenile Residential Facility

1386 INDIAN LAKE RD, Daytona Beach, FL 32124

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide a supportive high-quality education for students within a residential placement ensuring AWARENESS, ACTION, AND ACHIEVEMENT.

Provide the school's vision statement.

Providing positive pathways to inspire students to recognize their full potential when transitioning back into their community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	Principal	Lead support and oversight for all Alternative Residential Education programs.
Roos, Candace	School Counselor	Guidance Counselor and Graduation Tracking
Cioffi, Joseph	Teacher, K-12	DJRF Contact, Math/PE/ESE Teacher
Cruz, Sheila	Teacher, K-12	SMA contact, Eng/Soc Teacher
Pelletier, Rebecca	School Counselor	DAC and SIP Contact
Vaughn, Alexis	Teacher, K-12	Elementary contact for Alternative Residential Programs
Miller, Jennifer	Teacher, ESE	support and establish data for DJRF. PBIS implementation
Williams, LaKeshia	Teacher, K-12	DOC Contact and support and establish initiatives

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In Alternative Residential Education Programs we use our SAC team to fulfill the stakeholder involvement requirements.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Regularly monitoring the effectiveness of implementation and impact on increasing the achievement of students in meeting the states academic standards will be accomplished through weekly Professional Learning Community meetings and progress monitoring review of Edgenuity reports.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	*[Data Not Available]*
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Acceptable 2021-22: Commendable 2020-21: Acceptable

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		44	50		46	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		28	38		33	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		68	64		30	40			
Social Studies Achievement*		59	66		40	48			
Middle School Acceleration					43	44			
Graduation Rate		90	89		65	61			
College and Career Acceleration		65	65		62	67			
ELP Progress		44	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students											
SWD											
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											
PAC											
WHT											
FRL											

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students											
SWD											
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											
PAC											
WHT											
FRL											

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Proficiency/ ELA Proficiency.
Students demonstrate a lack of foundation in math and reading skills.
Students to staff/adult relationships need improvement.
Student goal setting skills need to be focused and developed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Graduation Assurance- through credit retrieval.
Students in Alternative education tend to lag behind all other subgroups in GPA, EOC's, FSA, and Graduation rate.
Students in Alternative education also demonstrate a lack of remediation of foundation skills in math and reading.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Proficiency.
Students demonstrate a lack of foundation in math and reading skills.
Students to staff/adult relationships need improvement.
Student goal setting skills need to be focused and developed.
Students in Alternative education tend to lag behind all other subgroups in GPA, EOC's, FSA, and Graduation rate.

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

Science proficiency.
Continued use of the new educational program, edgenuity, course completions.
Professional development of instructors and staff, reading interventions, social-emotional training, PLC and progress monitoring tools

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Course completion, remediation, Student goal setting, and professional training of teachers in social/ emotional struggles of the students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Math/ELA Proficiency
2. Productive PLC's
3. Positive Teacher/student relationships
4. Increase in course completions/ graduation assurance through credit retrieval
5. successful transition back to zone school, increase in graduation assurance rate

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment was identified as a crucial need in our Alternative Residential Programs based on our student population and need for community support and motivation.

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

Specific measurable outcomes Alternative Residential Programs expect to achieve are data based on edgenuity course completions and achievement of diplomacy with High School Equivalency students.

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

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

Person responsible for monitoring outcome:

Joseph Cioffi (jmcioffi@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In Alternative Residential Educational Programs we are using course completion rewards, monthly recognitions, Graduation ceremonies, and motivational guest speakers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We are using the above interventions to create a positive culture among Alternative Residential Education students and to make students feel that their efforts are worthwhile during their placement with us.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Person Responsible: Joseph Cioffi (jmcioffi@volusia.k12.fl.us)

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Early Warning Signs data from last school year, almost half of our youth are level 1 in state mandated assessments for Math. Over 10% of our youth had a substantial reading deficiency which impacts math curriculum as well. Under 50% of our youth had course failure in ELA. Over half 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.

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:

Joseph Cioffi (jmcioffi@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiation through scaffolding. 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This Data component showed the lowest performance according to last years EWS indicators. Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: [no one identified]

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Early Warning Signs data from last school year, 2/3rds of our youth are level 1 in state mandated
assessments for ELA. Over 10% of our youth had a substantial reading deficiency. A fourth of our youth had course failure in ELA. Over half 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.

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:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiation through scaffolding. Scaffolding has a .82 effect size (Hattie). The ELA proficiency not only showed low performance, but also nearly the greatest decline from the prior year, and the ELA component had Nearly the greatest gap when compared to the state average.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This Data component showed the lowest performance according to last years EWS indicators. Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Joseph Cioffi (jmcioffi@volusia.k12.fl.us)

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

1. SAC meetings
2. Faculty meetings
3. News Letters
4. Brochures
5. CAB and FAB - Community Advisory Board and Facility Advisory Board
6. DJJ council meetings
7. Webpage

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Due to the nature of our Alternative Residential Education Programs we use our Parent visitation, Transition Communication, IEP meetings, and Treatment team meetings to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The Alternative Residential Education Programs plan to strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum by supplementing the edgenuity instruction based on individual student needs, blending instruction to increase student understanding and and increasing rigor by offering honors level courses.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

</div>

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A Mental Health is addressed and monitored through the program provider at each site.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Due to the nature of our programs we are limited in our preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. We do offer Career Technical Education Business Entrepreneurship, Florida Ready to work, and Onet Career interests surveys.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS
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 the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All instructional personnel receive in-depth training in Mental Health First Aid, how to address crisis including escalation techniques. Classroom management, addressing all aspect of affect and behavior is also offered in RULER, SEL trainings. Culture and Climate: The needs of all youth are met via support for all exceptionalities, ESOL, 504, youth with social and emotional concerns, homeless and migrant populations. Our youth are at risk and we train and support educators to meet the needs of all unique

issues as they arise. ESSA Subgroups: We serve a diverse cross cultural sampling at our facility, especially as youth come to our site from Volusia, St. John, Putnam and Flagler counties. The educators here are experienced and well trained in techniques to overcome cultural barriers to instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A