Riverview Learning Center

2014-15 School Improvement Plan

Riverview Learning Center

801 N WILD OLIVE AVE, Daytona Beach, FL 32118

http://myvolusiaschools.org/alternative-education/pages/riverview-and-highbanks-learning-centers.asp

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	58%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Because we believe that all students should be provided an opportunity for educational success, our mission is to assist in graduation assurance by providing a structured intervention program as an alternative to the traditional school environment.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Each entering student's records are reviewed to determine academic needs as well as academic supports. Schedules are designed to provide the softest landing when the student returns to zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School counselors at all sites set aside time to meet with new students when they enter to address needs and plan for success. Teachers and students work together to set daily and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon. At our residential sites, teachers, counselors and administration participate in program events that celebrate individual students or provide parent visitation opportunities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each site has a positive behavioral system that provides students with daily feedback. Behavior is monitored at specific intervals throughout the day. Behavior teams meet on a weekly or biweekly basis to recognize success and plan supportive interventions for students who need the additional. Behavior expectations are posted and regularly reviewed. At residential sites, faculty and staff meet at regular intervals to ensure that we are being consistent and address necessary changes or improvements.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Teachers, counselors and administrators work together to assist youth. Regular academic counseling is provided with additional access upon request. Residential programs pair each student with counselors for non-educational needs. Students participate in small group and individual counseling based on needs of current population

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance at residential sites is very consistent. Program staff ensure that students arrive on time dressed and ready for the day. Support throughout the day is in place so that students are able to optimize their learning time. Due to the nature of the programs students are provided with access to counselors as needed throughout the school day. Behavioral interventions to redirect behavior rather than suspensions are employed. Many of our student learners are below level and
Students at Riverview and Highbanks generally improve attendance from zone school as number of good days count towards returning to zone. Every student in attendance have had at least one major incident suspension leading to recommendation for expulsion. Every effort is made to support the student in turning behavior around utilizing an emphasis on positive behavioral supports rather than suspensions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	7	6	9	6	0	1	32
One or more suspensions	2	6	3	7	7	2	0	27
Course failure in ELA or Math	0	8	16	18	13	3	1	59
Level 1 on statewide assessment	2	7	18	22	13	3	1	66
	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	9	18	32	17	4	1	84

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The above data reflects baseline date for students exhibiting 2 or more indicators as of Sept. 15, 2014 per district Early Warning System data base. Please note that we consider all of our population, due to the nature of our programs as at-risk and each individual child is addressed and monitored throughout their stay. Areas to meet the needs of our populations are addressed through school leadership meetings and Professional Learning Communities.

Riverview and Highbanks teacher teams meet on a weekly basis to address student behavioral and academic progress.

Teams at all residential program sites have regularly scheduled case management meetings (weekly or bi-weekly to review the progress and address the needs of each student. Teams involve education and program staff to support the total child.

For students exhibiting difficulties beyond those issues addressed by these groups referral is made to the school's Problem Solving Team and the parent invited so that individual interventions may be developed and monitored

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Please reference our comprehensive Parent Involvement Plans

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Alternative Education utilizes it's School Advisory Council to secure and utilize resources that support our students in their achievements. Our membership includes the key decision makers involved with the programs in which our students participate, in addition to, former educators and lay people. We continue to reach out beyond our walls to connect the students to individuals and programs that will support them once they leave us.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Tucker, Kevin	Principal
St. Clair Hines, Tracy	Assistant Principal
Elmore, Michael	Assistant Principal
Harrell, Maurice	Dean
Lewis, Treva	Guidance Counselor
Butler, Laura	Guidance Counselor
Pelletier, Rebecca	Guidance Counselor
Kaste, Peggy	Guidance Counselor
Schervish, Michael	Assistant Principal
Plummer, Michael	Teacher, Career/Technical
Hyde, Susan "Debbie"	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist, reading coach, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional technique for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data minimally three times per year to identify each student's level of proficiency; document interventions and measured growth in the academic improvement plan (AIP) and/or the behavioral intervention plan (BIP) and identify students who continue to lag behind the group on critical measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral

Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocaiton of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Under Title I Part A, our schools work with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Under Part D, Neglected and Delinquent Youth are provided with supports to access instruction in their residential settings.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines Paraprofessionals for support in the classroom Supplemental materials and supplies needed to close the achievement gap Supplemental funds for on-going staff development as determined by the results of student data.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Heather Prince	Business/Community
Paul Brown	Business/Community
Paul Hatto	Business/Community
Paul Finn	Business/Community
Maurice Harrell	Teacher
Becky Pelletier	Teacher
Mike Plummer	Teacher
Shinece Carr	Business/Community
Javonte Crenshaw	Business/Community
Latoya Elliot	Business/Community
David FItzgerald	Business/Community
Trace Hines	Principal
Peggy Kaste	Teacher
Joe Mabry	Business/Community
Ann MacPherson	Business/Community
Tim Midgette	Teacher
Mike Schervish	Principal
Kevin Tucker	Principal
Sharon Hamel	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year SAC reviewed data regarding our specific students, heard input from teachers and students and came to consensus for the focus of this plan. Throughout the school year data was tracked regarding course completions with these results
1st Quarter 2nd Quarter 3rd Quarter 4th Quarter
Highbanks 84.3% 90.0%
SMC RAP 61.0% 78.8% 77.1%
G4S 68.7% 79.3% 92.60%
Riverview
% Pass Pass/Attempt
1st SMC RAP 61.0% 50/82
G4S 68.7% 90/131
2nd SMC RAP 78.8% 149/189
G4S 79.3% 150/189
3rd SMC/RAP 77.0% 84/109
G4S 92.6% 126/136
4th SMC/RAP
G4S

Development of this school improvement plan

One SAC supports the 6 alternative education programs serviced by Volusia County Schools. These include G4S Youth Services, Highbanks Learning Center, Riverview Learning Center, Stewart RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year SAC reviewed data regarding our specific students, heard input from teachers and students and came to consensus for the focus of this plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals. Our SAC met this school and approved us moving forward unanimously.

Preparation of the school's annual budget and plan

The schools annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the schools budgets, spending and progress indicators are presented at each meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

In years past, the SAC approved incentives to encourage course completions and regular attendance in the classrooms. Last year no funds were allocated.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Cotto, Maggie	Teacher, Adult
Elmore, Michael	Assistant Principal
Hyde, Susan "Debbie"	Teacher, K-12
Allen, Christine (CJ)	
St. Clair Hines, Tracy	Assistant Principal
Schervish, Michael	Assistant Principal
Tucker, Kevin	Principal
Engelman-Ferguson, Elizabeth	Teacher, K-12
Finn, Kym	Teacher, K-12
McKay, Harold	Teacher, K-12
Joy, Susan	Teacher, K-12
Gray, Debbie	Teacher, K-12
Jack, Daniel	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the Literacy Leadership Team this year will be the analysis of qualitative/ quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study for teachers through professional books and internet sites. The LLT encourages and supports our annual participation in the Literacy Fair and seeks out additional venues to display our students' work

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each School operates a Department Professional Learning Community
Highbanks and Riverview meet as a department to conduct monitoring activities to review student progress.
DOC, G4S, SMC/RAP & VRJDC operate a school wide Professional Learning Community that meet bimonthly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring and student literacy and course completion success strategies.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration will provide leadership opportunities, provide on-site staff development, support PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, arrange classroom visitations
PLC Group Leaders will provide and support PLC activities and networking
Curriculum AP/Department Chairs will provide information regarding content area specific information
LLT will provide individual and group staff development regarding literacy strategies

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

No pairs are needed at this time
Future pairs would provide mentoring opportunities
Teachers new to program may access classroom visitations and partner with subject alike

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers utilize the district's curriculum maps based upon LAFS, MAFS, & NGSSS to guide and support the use of the Odyssey Platform to deliver instruction to students. Reading and Intensive reading are offered at each site
Teachers scaffold supports based upon student needs providing additional small group or individual instruction using alternate materials.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The nature of our programs presents us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to tailor an educational support system that allows for student progression. Teachers and students plan and monitor educational goals together. PLCs involve each sites department chair, general education and ESE teachers which puts the resources together. They meet regularly and monitor student progress across the curriculum increasing supports where needed. Formal problem-solving strategies are put in place as needed. For students with disabilities, plans are reviewed and necessary itinerant district resources brought in to support and enhance those on site.
Administrators from all sites meet monthly to identify needs and provide supports.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 21,000

Students in our regional detention facility and in our residential program (G4S) are provided extended year education programs that operate throughout traditional holiday periods and summer. These programs are designed to maximize student access to self-paced curriculum for advancement or retrieval of credits. Additionally, literacy programs are in place year-round to expand student reading and writing skills. Summer program, following the tradition 2014 school year, at SMC/RAP was designed to increase student access to credit programs, expand career education opportunities and increase literacy. Our trial program this year added 4320 minutes Students at Riverview and Highbanks that qualify for summer programs are returned to their zoned school's plan for opportunities.

Strategy Rationale

Students at DJJ & RAP program are residential year round. The structure of the educational program allows them to continue learning and close the gap in their instruction needs

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Course Completions

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A counselor to counselor approach is in place for students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and

behavioral growth in program. As temporary students (Beach House and Detention) are placed throughout the year, information is sought from the sending school and all students placed 5 days or more are provided with withdrawal grades. Most of that information is exchanged through the use of email. However, sending schools are invited to reach out to their student through a teacher to teacher exchange as well.

Students exiting the long-term program at G4S have a series of supports in place to transition back to their community. Transition meetings involve Juvenile Probation Officers, Career Connections or similar program staff, receiving school district personnel, therapists, nurse, Volusia education staff join the student and family to develop a formal reentry plan. This formal event occurs at 90 days prior to exit and is followed up again 14 days prior to ensure that the student has a safe environment and the necessary supports to continue to progress upon return.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each sites counselor meets with students to review graduation requirements and develop a course of student designed to meet the individual needs of the student future goals. Educational counseling sessions are based upon the goals of the student developing a plan A, B and C.
G4S and SMC/RAP have a CAPE Academy providing students access to Microsoft Office Specialist Certification. Additionally students may advance through master of the Florida Ready to Work credential.
Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on the realities of cost, distance and requirements. Students are enabled to make a consumer decision and applications processes in place for articulation.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

All school sites offer students elective courses in business, technology, and/or career study. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.
Industry certification programs are in place at G4S and SMC/RAP.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits.
Florida Choices program is used to aid students in discovering learning style, leadership style, and career exploration.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High

School
Count Programs Making College Count Programs College Tours College Rep Visits

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade. 1a

Targets Supported 1b

🔍 G040233

Indicator	Annual Target

Resources Available to Support the Goal 2

- Reduced teacher pupil ration full staff involvement

- School Counselors

- Full staff involvement

- Orientation to program provided by placement specialists

- ESE AP

- Read 180 for Tier 1 students/Reading Edge for Tier 2 students/Odyssey Skills for Reading practice & CW Impact

- Student engagement through relevant competency based self-paced materials

- Students need to successfully complete program

- Title I A & D dollars to support initiatives

- ESOL Program Supports

- Career & Technology Teacher

- Program Support for Emotional/Behavioral Needs

- Behavior Specialist

- Social Worker

- Collaboration with Home Zone schools for individual needs of student

- Collaboration with Daytona State

- GED Program & Testing on site

- Department PLC Bi-weekly Meetings

- Progress Monitoring Tools

- Student's nutritional needs not being met

Targeted Barriers to Achieving the Goal 3

- Students are poor readers

- Students lack positive relationships building skills with adults

- Students have missed relevant learning opportunities prior to entry

Plan to Monitor Progress Toward G1. `8`

Track quarterly completion rates

Person Responsible
Maurice Harrell

Schedule
Quarterly, from 10/20/2014 to 6/3/2015

Evidence of Completion
Completed Charts from all sites

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade. [1]

🔑 G040233

G1.B1 Students are poor readers [2]

🔑 B097308

G1.B1.S1 Build vocabulary [4]

🔑 S108512

Strategy Rationale

Action Step 1 [5]

Provide explicit instruction when introducing new vocabulary - I do phase

Person Responsible

Maggie Cotto

Schedule

Daily, from 8/18/2014 to 6/30/2015

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Classroom coaching and follow up

Person Responsible

Kevin Tucker

Schedule

Biweekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Teacher's use of strategy

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Administrative walk through or classroom observation to target vocabulary instruction

Person Responsible

Kevin Tucker

Schedule

On 6/30/2015

Evidence of Completion

VSET documentation

G1.B1.S2 Utilize text dependent question stems tool developed by Archer Israel [4]

🔑 S108513

Strategy Rationale

Action Step 1 [5]

Teachers will utilize text dependent question tool to increase student comprehension

Person Responsible

Maggie Cotto

Schedule

Quarterly, from 11/10/2014 to 6/30/2015

Evidence of Completion

Teachers utilizing tool within their classrooms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom coaching and follow up

Person Responsible

Kevin Tucker

Schedule

Monthly, from 12/3/2014 to 6/30/2015

Evidence of Completion

Teachers use of the tool

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrative walk through or classroom observation focus on text dependent questioning

Person Responsible

Schedule

Monthly, from 12/3/2014 to 6/30/2015

Evidence of Completion

Walk through data and coaching notes reflect teachers utilizing tool

G1.B1.S3 Teach Root Words 4

S122476

Strategy Rationale

Action Step 1 5

Teachers will emphasize root words during reading instruction and focus the students on meaning changes when suffixes and or prefixes are present

Person Responsible

Debbie Gray

Schedule

Monthly, from 1/10/2015 to 6/30/2015

Evidence of Completion

Reading teachers will explore and implement morphographic techniques

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Summary deliverd to Spring Literacy Leadership

Person Responsible

Debbie Gray

Schedule

On 3/20/2015

Evidence of Completion

Literacy Leadership notes will reflect findings on best practices and discussion of roll out to sites

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Reading teachers will utilize strategies with students

Person Responsible

Kevin Tucker

Schedule

Every 6 Weeks, from 3/23/2015 to 6/30/2015

Evidence of Completion

Reading teachers submit reflections on strategy use

G1.B4 Students lack positive relationships building skills with adults 2

🔧 B097311

G1.B4.S1 Positively reinforce each student daily using contingent and non-contingent praise, Model positive behaviors for the students to emulate, Teachers make positive phone calls to parents on a regular basis 4

🔧 S108514

Strategy Rationale

Action Step 1 5

Use contingent and non-contingent praise every day with each student

Person Responsible

Michael Elmore

Schedule

Daily, from 10/21/2014 to 6/30/2015

Evidence of Completion

Behavior Observations

Action Step 2 5

School Based Incentive Programs

Person Responsible

Schedule

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Daily behavior tracking sheets

Person Responsible

Michael Schervish

Schedule

Daily, from 9/16/2014 to 6/30/2015

Evidence of Completion

Teachers providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitoring student progress

Person Responsible

Kevin Tucker

Schedule

Quarterly, from 10/21/2014 to 6/30/2015

Evidence of Completion

PLC minutes indicate administrator present and involved in monitoring process

G1.B4.S2 Teaching students social skills for positive participation in a variety of settings and activities
4

🔑 S108515

Strategy Rationale

Action Step 1 5

Send delegates to The Habits of Happy People Seminar

Person Responsible

Linda Froman

Schedule

On 10/21/2014

Evidence of Completion

Meeting Agenda and notes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Delegates develop and implement ERPD for Alt Ed Staff

Person Responsible

Rebecca Pelletier

Schedule

Semiannually, from 1/7/2015 to 3/4/2015

Evidence of Completion

Participants will submit action plan to implement strategies with students

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Walk throughs focused on teaching/modeling happy habits

Person Responsible

Tracy St. Clair Hines

Schedule

Quarterly, from 3/4/2015 to 4/30/2015

Evidence of Completion

VSET data

G1.B9 Students have missed relevant learning opportunities prior to entry 2

B097316

G1.B9.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum 4

S108517

Strategy Rationale

Action Step 1 5

Provide follow up coaching of gradual release model

Person Responsible

Kevin Tucker

Schedule

Monthly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Administrative walk throughs

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Teachers will monitor student progress

Person Responsible

Michael Plummer

Schedule

Biweekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 [7]

Multiple walk-throughs targeted for gradual release use

Person Responsible

Kevin Tucker

Schedule

Quarterly, from 8/18/2014 to 6/30/2015

Evidence of Completion

VSET documentation

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis [4]

🔑 S108518

Strategy Rationale

Action Step 1 [5]

Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release.

Person Responsible

Tracy St. Clair Hines

Schedule

Biweekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Passing quarterly grade

Plan to Monitor Fidelity of Implementation of G1.B9.S2 [6]

Monitor student success

Person Responsible

Michael Plummer

Schedule

Weekly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Student reports

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 `7`

Provide feedback to teachers

Person Responsible

Kevin Tucker

Schedule

Quarterly, from 8/18/2014 to 6/30/2015

Evidence of Completion

Minutes of PLC meetings

G1.B9.S3 Utilize differentiated instruction for content, process, product, affect and learning environment `4`

Strategy Rationale

`🔑 S122504`

Action Step 1 `5`

Provide ERPD on Differentiated Instruction

Person Responsible

Callista OConnell

Schedule

Every 2 Months, from 11/5/2014 to 4/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B9.S3 `6`

Teachers will complete reflections on use of differentiated instruction techniques

Person Responsible

Michael Elmore

Schedule

Every 2 Months, from 11/12/2014 to 4/15/2015

Evidence of Completion

Each site based administrator will provide written follow up assigned teachers' reflections and asked to be invited to observe an implementation

Plan to Monitor Effectiveness of Implementation of G1.B9.S3 `7`

walk through focused on differentiated instruction techniques

Person Responsible

Kevin Tucker

Schedule

On 4/30/2015

Evidence of Completion

VSET walk through data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide explicit instruction when introducing new vocabulary - I do phase	Cotto, Maggie	8/18/2014	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	6/30/2015 daily
G1.B1.S2.A1	Teachers will utilize text dependent question tool to increase student comprehension	Cotto, Maggie	11/10/2014	Teachers utilizing tool within their classrooms	6/30/2015 quarterly
G1.B4.S1.A1	Use contingent and non-contingent praise every day with each student	Elmore, Michael	10/21/2014	Behavior Observations	6/30/2015 daily
G1.B9.S1.A1	Provide follow up coaching of gradual release model	Tucker, Kevin	8/18/2014	Administrative walk throughs	6/30/2015 monthly
G1.B9.S2.A1	Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release.	St. Clair Hines, Tracy	8/18/2014	Passing quarterly grade	6/30/2015 biweekly
G1.B1.S3.A1	Teachers will emphasize root words during reading instruction and focus the students on meaning changes when suffixes and or prefixes are present	Gray, Debbie	1/10/2015	Reading teachers will explore and implement morphographic techniques	6/30/2015 monthly
G1.B4.S2.A1	Send delegates to The Habits of Happy People Seminar	Froman, Linda	10/21/2014	Meeting Agenda and notes	10/21/2014 one-time
G1.B9.S3.A1	Provide ERPD on Differentiated Instruction	OConnell, Callista	11/5/2014		4/1/2015 every-2-months
G1.B4.S1.A2	School Based Incentive Programs			one-time	
G1.B4.S1.A3	[no content entered]			one-time	
G1.MA1	Track quarterly completion rates	Harrell, Maurice	10/20/2014	Completed Charts from all sites	6/3/2015 quarterly
G1.B1.S1.MA1	Administrative walk through or classroom observation to target vocabulary instruction	Tucker, Kevin	8/18/2014	VSET documentation	6/30/2015 one-time
G1.B1.S1.MA1	Classroom coaching and follow up	Tucker, Kevin	8/18/2014	Teacher's use of strategy	6/30/2015 biweekly
G1.B4.S1.MA1	Monitoring student progress	Tucker, Kevin	10/21/2014	PLC minutes indicate administrator present and involved in monitoring process	6/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Daily behavior tracking sheets	Schervish, Michael	9/16/2014	Teachers providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program	6/30/2015 daily
G1.B9.S1.MA1	Multiple walk-throughs targeted for gradual release use	Tucker, Kevin	8/18/2014	VSET documentation	6/30/2015 quarterly
G1.B9.S1.MA1	Teachers will monitor student progress	Plummer, Michael	8/18/2014	Progress monitoring data	6/30/2015 biweekly
G1.B1.S2.MA1	Administrative walk through or classroom observation focus on text dependent questioning		12/3/2014	Walk through data and coaching notes reflect teachers utilizing tool	6/30/2015 monthly
G1.B1.S2.MA1	Classroom coaching and follow up	Tucker, Kevin	12/3/2014	Teachers use of the tool	6/30/2015 monthly
G1.B4.S2.MA1	Walk throughs focused on teaching/ modeling happy habits	St. Clair Hines, Tracy	3/4/2015	VSET data	4/30/2015 quarterly
G1.B4.S2.MA1	Delegates develop and implement ERPD for Alt Ed Staff	Pelletier, Rebecca	1/7/2015	Participants will submit action plan to implement strategies with students	3/4/2015 semiannually
G1.B9.S2.MA1	Provide feedback to teachers	Tucker, Kevin	8/18/2014	Minutes of PLC meetings	6/30/2015 quarterly
G1.B9.S2.MA1	Monitor student success	Plummer, Michael	8/18/2014	Student reports	6/30/2015 weekly
G1.B1.S3.MA1	Reading teachers will utilize strategies with students	Tucker, Kevin	3/23/2015	Reading teachers submit reflections on strategy use	6/30/2015 every-6-weeks
G1.B1.S3.MA1	Summary deliverd to Spring Literacy Leadership	Gray, Debbie	1/10/2015	Literacy Leadership notes will reflect findings on best practices and discussion of roll out to sites	3/20/2015 one-time
G1.B9.S3.MA1	walk through focused on differentiated instruction techniques	Tucker, Kevin	4/1/2015	VSET walk through data	4/30/2015 one-time
G1.B9.S3.MA1	Teachers will complete reflections on use of differentiated instruction techniques	Elmore, Michael	11/12/2014	Each site based administrator will provide written follow up assigned teachers' reflections and asked to be invited to observe an implementation	4/15/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

G1.B1 Students are poor readers

G1.B1.S1 Build vocabulary

PD Opportunity 1

Provide explicit instruction when introducing new vocabulary - I do phase

Facilitator

Hines/Gray/Allen/Finn, Cotto/Elmore, Hartshaw/Schervish and staff

Participants

All instructional personnel

Schedule

Daily, from 8/18/2014 to 6/30/2015

G1.B1.S2 Utilize text dependent question stems tool developed by Archer Israel

PD Opportunity 1

Teachers will utilize text dependent question tool to increase student comprehension

Facilitator

Allen/Finn/Gray/Trace Schervish/Hartshaw Elmore/Cotto

Participants

All instructional personnel

Schedule

Quarterly, from 11/10/2014 to 6/30/2015

G1.B1.S3 Teach Root Words

PD Opportunity 1

Teachers will emphasize root words during reading instruction and focus the students on meaning changes when suffixes and or prefixes are present

Facilitator

Hines/Gray

Participants

Reading Teachers

Schedule

Monthly, from 1/10/2015 to 6/30/2015

G1.B4 Students lack positive relationships building skills with adults

G1.B4.S2 Teaching students social skills for positive participation in a variety of settings and activities

PD Opportunity 1

Send delegates to The Habits of Happy People Seminar

Facilitator

Froman/Pelletier/Richards

Participants

Alt Ed Teachers

Schedule

On 10/21/2014

G1.B9 Students have missed relevant learning opportunities prior to entry

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis

PD Opportunity 1

Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release.

Facilitator

Site administrators with support of key staff

Participants

All teachers, coach and school counselors

Schedule

Biweekly, from 8/18/2014 to 6/30/2015

G1.B9.S3 Utilize differentiated instruction for content, process, product, affect and learning environment

PD Opportunity 1

Provide ERPD on Differentiated Instruction

Facilitator

VCS

Participants

All faculty

Schedule

Every 2 Months, from 11/5/2014 to 4/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.	2,104
Grand Total	**2,104**

Goal 1: 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.		
Description	**Source**	**Total**
B1.S2.A1 - Train the trainer Model/Archer Israel Teacher Stipends	Title I Part A	500
B1.S3.A1 - Stipend Saturday work session	Title I Part A	180
B1.S3.A1 - Materials for Morphography	Title I Part A	500
B4.S1.A1 - Student Incentives	School Improvement Funds	0
B4.S1.A2 - Site specific incentives	School Improvement Funds	700
B4.S2.A1 - 3 teachers to attend seminar	General Fund	224
Total Goal 1		**2,104**