

Collier County Public Schools

Collier Juvenile Detention Center



2016-17 Schoolwide Improvement Plan

Collier Juvenile Detention Center

3315 TAMIAMI TRL E, Naples, FL 34112

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Collier County School Board on 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Collier Juvenile Detention Center

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The goal of all Alternative School Programs, including the Juvenile Justice Programs, is to provide an alternative route for students that have not been successful in the traditional school setting. Students are encouraged to reclaim responsibility and become an active participant in their educational experience.

b. Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

2. School Environment

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

Each Alternative School Site, Juvenile Justice Sites included, works to mentor the students who come to us with academic, behavioral, and social challenges. Our students have not experienced success in the traditional school setting and need both academic support and social mentoring in our alternative programs to graduate, or transition back to their home schools. Students are placed in classrooms with highly qualified certified teachers who have been trained in behavior management techniques. They make use of Love and Logic, PBS, de-escalation, and non-confrontational techniques when dealing with alternative school students. Each student is met where they are, and no two situations are the same. This is not prescriptive or formulaic. Students succeed when teachers successfully bridge the gap.

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

Students arrive in the classroom from their mods to teachers, "Good morning." During the school day, students are spoken to with respect in a calm tone. Alternative School teachers go to great pains to make students feel self-worth because that is the only way they will get beyond the negative influences in their lives.

c. 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 program has a Standard Operating Procedures Manual (SOP) that staff members review at the beginning of each school year. The SOP's are reviewed in the summer with Administration and Lead Teachers for the programs. No changes are made without input from the staff affected. The programs follow guidelines that best suit the type of program and student population. Juvenile Justice Programs follow the SOP with the guidelines from the state as well. In this setting, we still follow the principles of Love and Logic, and PBS. There is a reward system in place and students can earn privileges as a class or individual.

d. 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.

By design each program has a safety net for these Alternative School students. These students need more support than the traditional students by the nature of their previous failures. Each program has guidance services, mentoring, and staff trained to assist students with disabilities - academic and emotional. There are counselors, ESE Inclusion teachers who maintain the IEP's, a Lead Teacher, a reading coach and a Principal.

3. Early Warning Systems

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

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

Attendance in the Detention Center is at 100%. This lock-down facility requires that students attend class unless their behaviors prohibit their attendance. In many cases, suspensions from school cause probation violations that initiate more time in the detention center. Students complete coursework assigned by the teachers that are relevant to the EOC's, PER, or FSA. They also complete work that relates to citizenship and classwork that their home schools assign when available. They have passed the "early warning list."

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Each of our Alternative School students has exhibited the Early Warning Indicators in their home schools, so they are past those indicators when they arrive in our programs, including the detention center students who come to us from all over the state. The program has positive incentives to entice the students to make good choices behaviorally and academically. The ESE inclusion teachers, speech pathologist, reading coach and INSS go to the site weekly, and in the summer, to work with the students to improve their skills and assessment results. They study the data of each student in the facility to make individual plans for gains. They meet and discuss the best plan for each student. These "students" are often with us for only a few hours, or a few days. they range in grade level from elementary to post high school. They are grouped by gender, not grade level in a classroom. The

strategy for these short visits is to provide reading and math strategies - age appropriate -- that they can use when they return to their home schools.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parents do not participate in the operation of the detention center.

2. 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.

The Detention Center staff invites relevant community members to the school to speak to students about citizenship, decision making, and post graduation education and career options.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal

b. Duties

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

Dr. Cynthia M. Janssen serves as the Principal of the Alternative Schools Program. She is in charge of fourteen programs in nine locations. There are three Juvenile Justice programs, with all the constraints that come with locked down facilities, and transient clientele, and have students "enrolled" of various grade levels and ability levels in the same classroom. The ELL and ESE populations add another element to curriculum design. Cross-curricular lessons and differentiation are critical to the success of these programs. The focus remains: help students earn a high school diploma, or earn the grades and credits necessary to return to their home school. Dr. Janssen has a leadership team with members from each program that meets bi-weekly to discuss the current curricular focus and report any challenges. Distance access is via technology. This practice allows everyone to participate and

brainstorm solutions. The focus calendar keeps everyone striving to keep academic rigor and practice front and center, remembering that though we have discipline programs, we are primarily schools. Kelley Costin serves as the Assistant Principal for the Alternative Schools Program. She is largely responsible for the curriculum and assessment in the thirteen programs, directing the lead teachers at the site level to support the principal's and district's agenda. She works with the principal to monitor the curriculum and instruction at all of the sites, and coaches teachers who are struggling with strategies and focus. She ensures that the programs have the texts, on-line access, supplementals, and testing materials that they need.

Brent Klein serves as the Assistant Principal for the Bethune Center in Immokalee. He is responsible for Beacon, Phoenix, and New Beginnings. He works closely with the DJJ personnel, as he has students regularly assigned to this facility.

2. 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.

School Leadership meets weekly to discuss personnel issues, and makes program adjustments based on these meetings and input from Lead Teachers. Lesson planning, and best practices are discussed in the Leadership team meetings, and lead teachers can bring the ideas and strategies back to their sites. Teacher assignments are based on certification, strengths, and interests. Teachers move from program to program based on big picture needs of Alternative Schools in general. As enrollment dictates the staffing needs, student curricular needs dictate the staff assignments. The Beacon teachers often assist with student needs at other Beacon sites - EDT, EdOptions, or TAPP. In the case of the locked down sites, teachers from other programs share best practices that can be modified to those settings. The students' needs are the priority, and school leadership consistently evaluates the needs of each of the programs and how staff may meet these needs. The new staff members have a mentor teacher in their field or age group, and program or site. Every effort is made to make these matches meaningful so they will be utilized fully. The principal assigns these mentors. The sites have equal access to all technology, texts, and training to benefit the students. The assistant principal monitors this and makes sure that all staff have equal access.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Cynthia M. Janssen	Principal
Eric Peltz	Teacher
Bob Kearns	Business/Community
Sharon Tims	Teacher
Liz Albriton	Business/Community
Beacon Student	Student
Phoenix Student	Student
TAPP Student	Student
Daisy Alberto	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**a. Evaluation of last year's school improvement plan**

Our School Advisory Committee meets monthly to review the School Improvement Plan and the progress the programs are making towards meeting their goals. They review the SOP's, discuss any issues, and how solutions were achieved.

b. Development of this school improvement plan

Members give input as to needs of the programs. Members review the data and goals. Members participate in developing the strategies to achieve the goals. Members approve the final plan.

c. Preparation of the school's annual budget and plan

Alternative Schools do not receive school improvement funds.

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

Alternative Schools do not receive school improvement funds.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Janssen, Cynthia	Principal
Costin, Kelley	Assistant Principal
Klein, Brent	Assistant Principal
Mello, Rosanne	Instructional Coach

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Coach has a seat on the Leadership Team with the Administration and Lead Teachers from each site. She reports out at each bi-monthly meeting and distributes information and strategies that are to be implemented at each site, including the two Juvenile Justice sites. She attends all district meetings to ensure that Alternative School Programs are in compliance and have access to the latest materials and technology. The Lead Teachers return to their sites with this new information and in turn monitor their teachers so that they are implementing reading strategies with fidelity. The Literacy Coach has a weekly visitation schedule published daily in the Morning Memo, distributed by the APC, so that all staff members know when to expect her assistance. The Literacy Coach works with both teachers and students. She helps teachers dis-aggregate data, differentiate instruction for struggling dis-fluent readers, and implement the various computer programs across the grade levels of Alternative Schools. She assists students in pull-out sessions during her scheduled visits. The

Literacy Coach then completes the cycle by reporting to the Leadership Team how the programs are doing with the literacy directives.

D. Public and Collaborative Teaching

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

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

Alternative School Programs have varied foci and sites, but the same overall goals and curriculum standards. To increase consistency in standards, goals, and protocols, we have same subject area, same age group, same program/different site, and same program meetings regularly. We host in-service training twice a year in a central location so that teachers can work collaboratively in planning their semesters. We have a full staff Best Practices Day mid-year so teachers can showcase their strategies. We compile the plans in a document sent out electronically each year for easy reference. This is a living document and new teachers have full access to this as they come on board with us. We have SOP's (Standard Operating Procedures) for each program and they are reviewed at staff PLC's. We publish a Morning Memo headlined with Love and Logic, Marzano, and Harry Wong quotes to keep our focus of encouraging students to achieve in the forefront.

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

The district has procedures in place to recruit highly qualified, certified-in-field, effective teachers to the district. There are recruitment fairs as needed multiple times a year, and the district website posts openings as they become available. Our administrative team works to support and thereby retain our new teachers by providing them with appropriate mentors in their program and/or field of certification. We personally monitor these teachers several times a week early on to ensure that they feel supported and gain insight to our Alternative Programs. Oftentimes teachers move from program to program so it is important that they understand how other programs work. We encourage them to visit their counterparts at other sites, as well as other subject area teachers to benefit from their experience. We also have full program participation in our yearly Best Practices Day in January to support the new teachers. We have as many meetings and trainings as possible to allow the different programs to collaborate and compare strategies.

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

We follow the district's procedures in assigning mentors to the new teachers. We choose the mentors according to the program, certification, and teaching assignment that the new teacher has undertaken. We have several teachers qualified to serve as mentors, and we use them appropriately. The mentors are veterans and they meet more than weekly with their mentees. They keep records of meetings and they support the new teacher with knowledge of the program, curriculum, technology, SOP's, staff, support staff, and procedures. Mentors often help the new teachers set up their classrooms and attain the supplies that they need. They are big brothers and sisters, and our most supportive staff members.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Administration, lead teachers, and department chairs have been trained in the Florida Standards and how they should be implemented in the various Alternative School Programs. These leaders have met and continue to meet bi-monthly to monitor how the standards have been supported and how they will continue to be implemented. The on-line platform has been evaluated by the teachers and they have eliminated non-standards from the curriculum and added teacher created units to support the standards. Teachers are sharing the curriculum that they develop across all of the programs, adding consistency and clarity to the courses developed. The syllabi are shared and teachers work together. The Core Standards are being met.

b. Instructional Strategies

1. 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 Principal, and two Assistant Principals monitor the assigned programs and their adherence to the district and state mandates. They study the data provided by the district website and the individual program lead teachers, ESE inclusion teachers, Reading Coach, and INSS. The programs meet weekly to discuss specific students and their needs. There are also informal meetings and discussions that occur more frequently when students are struggling to make progress. The plans that are put in place are fluid and subject to adaptation as needed. Each student enrolling in Alternative Schools has a history of challenges and the programs study the history to help guide the present. We do not wait for assessment to make the big change. We make incremental changes daily to assist our students. We have Alt. Ed. Assistants in most of our programs that help students in the classroom during instruction. They also work one on one with students who need this individual attention. We have small group pull-out sessions in some programs, and ESE consultation in others. We have small class sizes and cross-curricular instruction to increase reading in content area skills and content relevance. We work as many small teams to better help our students succeed.

2. 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: Extended School Day

Minutes added to school year: 0

This is a lock down facility. The students are offered an opportunity to speak with guards, counselors, probation officers, and teachers about making good choices

Strategy Rationale

If successful, the students will not re-offend.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Janssen, Cynthia, janssecy@collierschools.com

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

Data is collected on graduation rates, successfully avoiding juvenile justice programs. This is submitted to the district in the End of Year Report, and to the Juvenile Justice Program and in their yearly report.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Each Alternative School program has protocols in place to support students as they move from our programs to the next stage in their education. Students are invited to attend college and tech school presentations, as well as military community service presentations. These are all well-attended. Students are detained but they need to "catch up" and return to their home schools. Oftentimes these students transition to another of our Alternative School programs. They must have well-crafted schedules to mesh with the options available at their home schools and other programs.

b. College and Career Readiness

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

The Juvenile Detention Center has presentations that are appropriate to their individual program. There are tech school presentations, social services presentations, and other community presentations as they present and are deemed appropriate.

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals