Juvenile Justice Center Alt Ed

2017-18 Schoolwide Improvement Plan

Juvenile Justice Center Alt Ed

3300 NW 27TH AVE, Miami, FL 33142

http://djjcs.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	97%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Juvenile Justice Center Alt Ed

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Mission: The mission of the administration, faculty and staff at the Juvenile Justice Center School is to provide a safe, conducive learning environment via an educational program that is relevant and sensitive to the academic, emotional, and behavioral needs of our student population. We believe that each student can learn and has the inalienable right to receive meaningful instruction. We serve as catalyst for change in the outlooks of our students and plant seeds for change by demonstrating that we care about the individual's welfare and future success

b. Provide the school's vision statement.

Vision: Juvenile Justice Center School is designed to provide an educational program that has enough flexibility to meet the needs of our academically and culturally diverse, yet high-risk population.

2. School Environment

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

Juvenile Justice Center School fosters positive relationships through honesty, respect and compassion, which enhances the self-esteem, safety, and well-being of our students, families and staff. Students are consistently recognized for exemplary behavior and actions that contribute to the sustaining of a culture of safety and respect.

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

Juvenile Justice Center School empowers our students by involving them in planning, creating, and sustaining a school culture of safety and respect in conjunction with the Department of Juvenile Justice protocols and systems.

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.

The teachers, staff, and community of Juvenile Justice Center School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. The school's culture is characterized by collaboration and a sense of community among teachers, staff, students, parents, the Department of Juvenile Justice, and community members. The classroom teacher is responsible for establishing a tone and climate, which allows for high quality instruction and learning to take place. Clear expectations, specific rules and set procedures are articulated and established to enhance positive student behavior All stakeholders continuously set high expectations for behavior and academic achievement.

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.

School Counselors and a School Psychologist are assigned to students via grade level and meet with their respective students on a weekly basis to ensure social-emotional needs are being met. For students in need of additional services, referrals to the on-site Citrus Mental Health team are made. Partnership with on-site mental health provider Camelot Community Care.

Partnership with the Legal Up! Program to provide ongoing classroom presentations through the involvement of judges, lawyers and local employers to provide students with hands on experience in legal issues pertaining to landlord-tenant rights, financial planning, employability issues etc. Partnership with the M-DCPS HIV/AIDS Education program to provide classroom presentations on a monthly basis.

School Counselors participate in weekly Treatment Team meetings with Camelot Community Care to provide input on academic progress, and behavior concerns in order to address student psychological needs for a Treatment Plan. School Counselors participate in weekly Juvenile Justice Detention Review meetings with DJJ, Probation Officers, and Attorneys to provide support and obtain information relative to students' pending cases. School counselors participate in Juvenile Justice Commitment Staffing meetings to provide student academic, IEP and health records for exit transition services to programs. School counselors coordinate activities for Red Ribbon Day with Say No-to-Drugs affirmations and guest speakers.

School counselors provide bullying and anger management classroom presentations within the classroom. School counselors infuse activities and lessons to promote the Values Matter Initiative throughout the school year. School Counselors conduct multimedia group presentations utilizing Discovery Education for various student services topics, i.e. self-esteem, critical thinking, problem solving, employability, social and life skills, personal growth and development topics.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Juvenile Justice Center School is cognizant of the social and emotional needs of all students. The School Psychologist along with the Guidance Counselors provide data based, non-biased psychological assessment data, consult with staff and parents, provide support and resources drug and alcohol prevention programs, violence prevention programs, protective behaviors programs, and academic improvement programs. The Guidance Counselors provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well- being of families and the academic functioning of children. They also assist in providing academic and interventions for targeted students, participate in data-based decision making, serve as liaisons for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided. Parental involvement is integrated with the use of a transition telephone call log for parent contact, a parent resource magazine rack located in the lobby of the school, Connect Ed for updates on report cards, progress reports as well as District parent information. Parental contact is documented via the use of the SCAM which is coded into the District's DSIS. The Student Services Department organizes the school's annual Open House.

Parents are contacted for support and collaboration regarding academic, personal/social, transitional and educational needs of students on an ongoing basis.

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 process that Juvenile Justice Center School utilizes to build and sustain partnerships include maintaining a symbiotic relationship with the Department of Juvenile Justice that also have various members involved on the EESAC. Having community partners holding key positions on the EESAC allows for the local community to be aware of the resources and support needed at Juvenile Justice Center School. An additional and integral process that the school uses is the Educational Alternative Outreach Social Worker within the community to help serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The Social Worker schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Additionally, Weekly Detention Review meetings with the Miami-Dade Regional Department of Juvenile Justice are conducted to discuss student concerns and transition issues. Weekly meetings with the Multi-Disciplinary Commitment Staffing Committee comprised of the State Attorney, Public Defender, Social Worker, Probation Officer, M-DCPS Juvenile Support Office, students, and parents.

Juvenile Justice Center School is partnered with the following community agencies:
Legal Up! Program
FIU Community Law Teaching Program
Florida Heiken Children's Vision Program LLC
Miami-Dade Area Health Agency
Camelot Healthcare Management
Miami-Dade Regional Department of Juvenile Justice
HPV Awakening Organization
Motivational Edge

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Daly-Barnes, Tanya	Assistant Principal
Sconiers, Jacquelle	Teacher, ESE
Campbell, Desrick	Teacher, K-12
Meza, Eliana	School Counselor
Graham-Clark, Gina	Teacher, K-12
Shackelford, Latonya	Teacher, K-12
Griffith, Freida	Teacher, K-12
Kumanchik, Dwight	Teacher, ESE

b. Duties

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

Site Administrator- Ensures that all members of the Leadership Team are focused on the school's vision and mission, effectively manages the School Leadership team to promoting collaboration and a positive school climate, ensures implementation of intervention support and documentation, ensures adequate professional development to support the implementation, inform staff and parents of school-based initiatives.

Chairpersons - Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.

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.

Juvenile Justice Center School Leadership Team meets consistently to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our leaders, teachers and students. This includes sustaining, evaluating and coordinating Best Practices across the curriculum. The team will identify instructional focus, professional development needs, mentoring and supplemental resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Members develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tanya S. Daly-Barnes	Principal
Gina Graham	Teacher
Jacquelle Sconiers	Teacher
Martha Mcguire	Teacher
Dwight Kumanchik	Teacher
Desrick Campbell	Teacher
Diana Stafford	Education Support Employee
Geneva Banks	Education Support Employee
Steve Owens	Business/Community
Phyllis Kotey	Business/Community
Barbara Boyce	Business/Community
Doris Smith	Business/Community
Rose Cromartie	Teacher
Tashia Amenero	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Met regularly to monitor implementation of the state system of school improvement and accountability, evaluation of the school improvement plan, and utilization of the school's annual budget.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members are actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational program.

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

EESAC is responsible for assisting in the preparation and evaluation the school's annual budget. The healthy collaboration of EESAC contributes to stakeholders' participation in school management, financing and organizing of resources, budgeting, and implementation of policies. Therefore, the EESAC directly affects students' academic performance.

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

N/A

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
Daly-Barnes, Tanya	Assistant Principal
Graham-Clark, Gina	Teacher, K-12
Shackelford, Latonya	Teacher, K-12
Sconiers, Jacquelle	Teacher, K-12
Griffith, Freida	Teacher, K-12

b. Duties

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

Incorporating reading and literacy instruction into all subject areas is a shared responsibility within the school. In order to deepen understanding, discussions about text require robust instruction in reading, writing, listening, speaking and language in all content areas. Teachers will infuse reading and literacy standards in content areas through collaborative planning, graphic organizers and comprehension strategies. Utilizing visual aids, multimedia source, diagrams, etc. from content area text and materials, the teachers will assist students in making connections. Teachers will scaffold student reading and learning through close, analytical reading of content area text books and/or articles. All teachers will be encouraged to attend professional development sessions to learn effective reading strategies that can be incorporated in all classrooms to enhance comprehension. The Literacy Leadership Team will collaborate in creating plans for a school-wide emphasis on integrating reading strategies into content area classes. The District Pacing Guides reflect text complexity expectations of the Common Core State Standards. Adherence to the exemplar lessons in the Pacing Guides will contribute to all students' improvement in reading. The team, in accordance with the administration, will ensure that all teachers are incorporating research based reading strategies into their lessons.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning time among teachers is beneficial to the success of a school. This planning time helps improve instruction by allowing teachers to share best practices, analyze students' work, and plan curriculum and lessons together. Common planning helps teachers maximize the time and resources that they have available. The guidance of department chairpersons and mutually agreed upon protocols during department meetings also helps maximize the time teachers plan together. Furthermore, weekly grade-level team meetings also contribute meaningful professional development and implementation.

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

1. Provide internship opportunities with local universities and partner with College campus Job Fairs. Principal 2. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers. Principal - Assistant Principal - Department Chairperson 3. Provide opportunities for teachers to visit peer teachers and share best practices. Principal - Assistant Principal - Department Chairperson 4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.). Principal - Assistant Principal - Department Chairperson

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

Veteran instructional personnel with demonstrated efficiency in pedagogical practices.
Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Coaches and mentor volunteer will assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

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.

Juvenile Justice Center School utilizes the district adopted texts, pacing guides, instructional tools, and materials that are aligned to Florida's standards.

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.

Students placed in a detention center shall be evaluated to determine areas of academic need and strategies for appropriate intervention and instruction within five (5) school days upon entry. A research-based assessment that will assist the student in determining his or her educational and career options and goals shall be administered within twenty-two (22) days after the student's entry into the program.
(e) All students in DJJ detention, prevention, residential, or day treatment programs shall also participate in the statewide and district-wide assessments.
An individual progress monitoring plan shall be developed within ten (10) school days of a student's entry into a DJJ prevention, residential, or day treatment program or no later than three (3) school days after the administration of the entry assessment. This plan shall be based upon the student's entry assessments and past educational history. The plan shall include:
1. Specific, individualized academic and career objectives;
2. Remedial strategies, as needed;
3. Progress monitoring evaluation procedures; and,
4. An implementation schedule for determining progress toward meeting the goals of academic and career objectives, including specific monitoring responsibilities. An ESE student's progress monitoring plan must be consistent with the student's individual educational plan (IEP).

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:

Strategy Rationale

Strategy Purpose(s)
""

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Educational program of the Juvenile Center School is implemented, monitored, and adjusted based on the admission and withdrawal of each student by the court, and as outlined by the curriculum standards of Miami-Dade County Public Schools and as outlined by the Juvenile Education Enhancement Program (JEEP) Benchmarks. Educational Transition of students enrolled at the Juvenile Justice Center School occurs simultaneously on several levels at the Juvenile Detention Center.

For the purpose of transition planning and provision of reentry services, representatives from the school district where the student will return, and from the One Stop Center providing services to the students in the school district, will participate as members of the local DJJ reentry teams.

Development of a transition plan is a collaboration of the personnel in the juvenile justice education program, reentry personnel, personnel from the school district where the student will return, the student, the student's family, and DJJ personnel for committed students.

The reentry transition plan includes:

• Identification of services and interventions that address the student's assessed educational needs and post-release education plans; and

• Identification of services to be provided during the DJJ program and services to be implemented upon release including;

? Continuing education in secondary school;

? CAPE programs;

? Postsecondary education; or

? Employment.

• Specific monitoring responsibilities to determine whether the individualized transition plan is being implemented and the student is provided access to support services by individuals who are responsible for providing those services.

The Educational Alternative Outreach Program Transition School Social Worker is designated to support youth returning from DJJ programs to reenter school, assist with transferring and receiving educational records, and provide information to other districts on local school options for returning DJJ students. Some of the duties and responsibilities are:

? Check daily on the DJJIS system for incoming youth returning to the county.

? Attend weekly transition and exiting meetings.
? Collaborate with the SPED Program Coordinator in transitioning of special needs youth.
? Attend monthly DJJ community reentry board meeting to provide educational input for MDCPS students who are returning home from commitment program.

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 counselors review accrued credits, academic progress and current grade placement with all students within five days of entry into the school via transcripts and assigned courses. Student course schedules are developed in accordance with the District's Student Progression Plan/Department of Education Course Code Directory and is reflective of the student's schedule at his or her home school. Student Services Department provides interim progress reports and report cards to all students to ensure that they are aware of their academic progress. Counselors will provide continuous engagement of students in small group focus session emphasizing Exit Transition, personal, and career goals. "Test Talks" are provided to all students for FSA/EOC preparation. Student Services will provide community involvement through a series of classroom presentations on health education, employability skills, planning for the future and workforce development initiatives for all students throughout the year. Counseling staff also works with students and their families to ensure that continuity of instruction is maintained once students are released from detention.

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.

Middle and high school students are provided a computer technology course that aligns to the Career and Technical Education Program (CTE). This course is designed to provide a basic overview of current business and information systems, trends, and introduce students to the basics and foundations required for today's business environment. Industry certification is bundled into classroom exercises/hands on experiences which prepare students with entry- level knowledge and expertise in Power Point, Word, and Excel. Upon exiting the facility students will have the opportunity to further prepare for testing in an adult vocational center or high school setting. Students will then be able to acquire future jobs in the field of technology.

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.

The Florida Postsecondary Education Readiness Test (PERT) is used to better gauge a student's readiness for college and accurately place students in classes to increase their progression rates. This test provides placement and diagnostic capabilities aligned with the Florida Common Core College and Career Readiness Standards. This tool, combined with the test's diagnostic capability in math, reading, and writing will provide targeted feedback to help educators better identify students' specific strength areas, as well as areas where improvement is needed. Readiness for postsecondary level will strengthen with the integration of academic and career/technical components, as well as a coherent sequence of courses.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

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. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔑 G097140

Targets Supported `1b`

Indicator	Annual Target
Effective+ Administrators	

Targeted Barriers to Achieving the Goal `3`

- Teachers find difficulty in establishing systems and protocols for active learning due to transient nature of population.

- Limited utilization of technology in the delivery of instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Department Chairpersons and Professional Development Liaison will provide job embedded professional development on the integration of technology as appropriate per content area and the infusion of the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills and strategy acquisition.

Plan to Monitor Progress Toward G1. `8`

Training in Professional Learning Communities' Implementation of Strategy and Observation. Administrative walk-throughs, implementation of strategies identified in professional learning communities (PLCs), collegial discussions, and product analysis of student work samples.

Person Responsible
Tanya Daly-Barnes

Schedule
Weekly, from 9/21/2017 to 4/20/2018

Evidence of Completion
Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples

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. To increase student achievement by improving core instruction in all content areas. [1]

🔑 G097140

G1.B1 Teachers find difficulty in establishing systems and protocols for active learning due to transient nature of population. [2]

🔑 B261313

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills and strategy acquisition. [4]

🔑 S276634

Strategy Rationale

To support students in content, skills, and strategy acquisition in order to increase their skill levels/ strategy acquisition. Students will be able to gain independence, develop critical thinking, and complete increasingly complex, grade-level appropriate tasks. Students will be able to gain learner independence, develop critical thinking, and complete increasingly complex, grade-level appropriate learning tasks.

Action Step 1 [5]

Training in Professional Learning Communities'

Person Responsible

Jacquelle Sconiers

Schedule

Quarterly, from 9/21/2017 to 4/20/2018

Evidence of Completion

Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples

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

Ensure PLC trainings are occurring

Person Responsible

Tanya Daly-Barnes

Schedule

Quarterly, from 9/21/2017 to 4/20/2018

Evidence of Completion

Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples

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

Observe implementation of strategies identified in professional learning communities in classroom instruction.

Person Responsible

Tanya Daly-Barnes

Schedule

Monthly, from 9/21/2017 to 4/20/2018

Evidence of Completion

classroom observations, lesson plans, student work samples

G1.B1.S2 Implement research based vocabulary strategies throughout all content areas. 4

🔑 S276635

Strategy Rationale

Based on District data trends, student support in vocabulary strategies serve to increase student literacy skills across all content areas and career readiness. Emphasis on these strategies will empower students' vocabulary and comprehension skills and help to meet deficits identified in District summative data.

Action Step 1 5

Training in Professional Learning Communities

Person Responsible

Jacquelle Sconiers

Schedule

Quarterly, from 9/21/2017 to 4/20/2018

Evidence of Completion

Walk-through documentation; PLC Planning, agenda and sign in sheets; student work samples

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

Ensure vocabulary and comprehension literacy strategies are being implemented

Person Responsible

Tanya Daly-Barnes

Schedule

Quarterly, from 9/21/2017 to 4/20/2018

Evidence of Completion

Walk-through documentation; PLC training, agenda and sign in sheets, student work samples

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

Observe implementation of strategies identified in professional learning communities in classroom instruction

Person Responsible

Tanya Daly-Barnes

Schedule

Monthly, from 9/21/2017 to 4/20/2018

Evidence of Completion

Classroom observations, lesson plans, student work samples

G1.B2 Limited utilization of technology in the delivery of instruction. `2`

🔍 B261314

G1.B2.S1 Use appropriate technology in aspects of instruction, from delivery to end products, when possible, to increase student engagement and exposure to 21st century skills and standards. `4`

🔍 S276636

Strategy Rationale

Integrate technology in order to facilitate active learning strategies to increase student engagement.

Action Step 1 `5`

Incorporate instructional technology resources in classroom activities

Person Responsible

Jacquelle Sconiers

Schedule

Weekly, from 9/21/2017 to 5/17/2018

Evidence of Completion

Walk through documentation and student work samples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Identify instructional resources and share in Department meetings

Person Responsible

Jacquelle Sconiers

Schedule

Monthly, from 9/21/2017 to 5/17/2018

Evidence of Completion

Agenda and sign in sheets; instructional technology resource documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Observe implementation of instructional technology in classroom environment

Person Responsible

Tanya Daly-Barnes

Schedule

Monthly, from 9/21/2017 to 5/17/2018

Evidence of Completion

Classroom observations, lesson plans, student work samples

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M401035	Training in Professional Learning Communities' Implementation of Strategy and Observation....	Daly-Barnes, Tanya	9/21/2017	Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples	4/20/2018 weekly
G1.B1.S1.MA1 🔍 M401029	Observe implementation of strategies identified in professional learning communities in classroom...	Daly-Barnes, Tanya	9/21/2017	classroom observations, lesson plans, student work samples	4/20/2018 monthly
G1.B1.S1.MA1 🔍 M401030	Ensure PLC trainings are occurring	Daly-Barnes, Tanya	9/21/2017	Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples	4/20/2018 quarterly
G1.B1.S1.A1 🔍 A372930	Training in Professional Learning Communities'	Sconiers, Jacquelle	9/21/2017	Walk- through documentation; PLC planning, agenda and sign in sheets; student work samples	4/20/2018 quarterly
G1.B1.S2.MA1 🔍 M401031	Observe implementation of strategies identified in professional learning communities in classroom...	Daly-Barnes, Tanya	9/21/2017	Classroom observations, lesson plans, student work samples	4/20/2018 monthly
G1.B1.S2.MA1 🔍 M401032	Ensure vocabulary and comprehension literacy strategies are being implemented	Daly-Barnes, Tanya	9/21/2017	Walk-through documentation; PLC training, agenda and sign in sheets, student work samples	4/20/2018 quarterly
G1.B1.S2.A1 🔍 A372931	Training in Professional Learning Communities	Sconiers, Jacquelle	9/21/2017	Walk-through documentation; PLC Planning, agenda and sign in sheets; student work samples	4/20/2018 quarterly
G1.B2.S1.MA1 🔍 M401033	Observe implementation of instructional technology in classroom environment	Daly-Barnes, Tanya	9/21/2017	Classroom observations, lesson plans, student work samples	5/17/2018 monthly
G1.B2.S1.MA1 🔍 M401034	Identify instructional resources and share in Department meetings	Sconiers, Jacquelle	9/21/2017	Agenda and sign in sheets; instructional technology resource documentation	5/17/2018 monthly
G1.B2.S1.A1 🔍 A372932	Incorporate instructional technology resources in classroom activities	Sconiers, Jacquelle	9/21/2017	Walk through documentation and student work samples	5/17/2018 weekly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers find difficulty in establishing systems and protocols for active learning due to transient nature of population.

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills and strategy acquisition.

PD Opportunity 1

Training in Professional Learning Communities'

Facilitator

Juvenile Justice Center School Curriculum Council Department Chairpersons

Participants

Juvenile Justice Center School Instructional Staff members

Schedule

Quarterly, from 9/21/2017 to 4/20/2018

VI. Technical Assistance Items

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