

Collier County Public Schools

Collier Juvenile Detention Center



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	56%
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 is pending approval by the Collier County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The goal of Alternative School Programs, PACE included, 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.

Provide the school's vision statement.

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

School Leadership Team

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
Cox, Dan	Assistant Principal

Duties

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 14 programs in nine locations. There are two Juvenile Justice programs, with all the constraints that come with lock-down facilities, transient clientele, students "enrolled" of various grade levels and ability levels in the same classroom. The ELL and SWD population adds another element to curriculum design. Cross curricular lessons and differentiation are critical to the success of these programs. The other 10 programs have students from grades 3 to 12, including students over-age for graduation, infants, and toddlers. The focus remains: help students earn a high school diploma, or earn the grades and credits necessary to return to their home schools. 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, and conference calls.. 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 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 is primarily responsible for the day to day operations of the Naples Alternative Center and Phoenix sites.

Dr. Dan Cox serves as an Assistant Principal mirroring these responsibilities with the day to day operations of the Bethune Educational Center falling under his purview.

Early Warning Systems

Year 2017-18

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Social Emotional Learning is embedded in the mentoring program.
Rationale	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.
Intended Outcome	Students will not return to the this site. They will remain in school and become better citizens.
Point Person	Cynthia Janssen (janssecy@collierschools.com)
Action Step	
Description	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.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)
Plan to Monitor Effectiveness	
Description	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.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)