

Marion County Public Schools

Marion Reg. Juvenile Detention Center



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	12

Marion Reg. Juvenile Detention Center

3040 NW 10TH ST, Ocala, FL 34475

[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	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	46%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Marion 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 Mission of the Marion Regional Juvenile Detention Center (MRJDC) is to provide a continuation of educational services that empowers reassigned, incarcerated and referred students by creating a culture that supports a personalized learning experience by using the continuous improvement model.

Provide the school's vision statement.

MRJDC provides personal and educational support for students at risk of not making continuous progress in school by providing high quality engaging instruction to close the achievement gap among students that are in the same cohort.

School Leadership Team

Membership

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

Name	Title
McAteer, William	Principal
Miller, Jennifer	Other
Hobart, Winona	Teacher, ESE
Thomas, Dwan	Assistant Principal
Fray, Wesley	Other
Bennett, Nicole	Other
Leahmon, Adeniki	School Counselor
Jamerson, Shawntavia	Teacher, ESE
Cicci, Mary	Teacher, K-12
Luckey, Steven	Teacher, K-12

Duties

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

The leadership team meets quarterly for two hours. The leadership team also runs SAC meeting quarterly as well. The leadership team discusses site based issues, brainstorms effective resolutions together. We talk about what goals the education staff need to accomplish. The budget is also discussed in the SAC and leadership meetings. The leadership team talks about technology for our students and also the vocational opportunities we can offer to our students at our DJJ sites. The leadership team is comprised of the lead teacher from each site, Executive Director, Stakeholders, School Counselor, Transitional Specialist, Teacher, Community Members and the Coordinator. The leadership team meets with all of our Title I N&D sites, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the Coordinator of Alternative Learning and Lead Teachers at each site. The transition manager will be responsible for ordering the research based materials. The

Coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes. The Coordinator is responsible for Professional Development, reviewing student data, and teacher walk-throughs.

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	
Successfully Transition	0	0	0	0	0	0	0	0	0	50	35	40	50	175
Earn Diploam or GED	0	0	0	0	0	0	0	0	0	0	0	0	1	1
High School Credits	0	0	0	0	0	0	0	0	0	5	3	2	2	12
Middle School Units	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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

Monday 8/20/2018

Year 2016-17 - As Reported

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

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the credit recovery because students aren't with us long enough to complete an MBI packet. Students can be with us for a couple hours to a couple of months. This is a trend because we don't have students long enough.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline would be GED and Diplomas. It is super hard to get students caught up when they're two to three grade levels behind plus we don't know who we will have on our roster from day to day. What we try to do is meet each student where they are academically and move forward.

Which data component had the biggest gap when compared to the state average?

The biggest gap will be Earn Diploma and GED.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is students being successfully transitioned from MRJDC. This is a trend because we have had a great transitional specialist that has helped students be successful.

Describe the actions or changes that led to the improvement in this area.

The reason transition has improved at MRJDC is the teachers work closely with the Transitional Specialist to make sure students leave our facility and know the best option to be successful.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	44%	56%	0%	42%	52%
ELA Learning Gains	0%	48%	53%	0%	40%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	30%	38%
Math Achievement	0%	44%	51%	0%	37%	43%
Math Learning Gains	0%	42%	48%	0%	35%	39%
Math Lowest 25th Percentile	0%	31%	45%	0%	32%	38%
Science Achievement	0%	60%	67%	0%	63%	65%
Social Studies Achievement	0%	67%	71%	0%	65%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (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 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (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 (0)	0 (0)
Successfully Transition	(0)	(0)	(0)	50 (0)	35 (0)	40 (0)	50 (0)	175 (0)
Earn Diploam or GED	(0)	(0)	(0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
High School Credits	(0)	(0)	(0)	5 (0)	3 (0)	2 (0)	2 (0)	12 (0)
Middle School Units	1 (0)	1 (0)	1 (0)	(0)	(0)	(0)	(0)	3 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

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	Researched Based Instructional strategies
Rationale	To decrease the achievement gap for students involved in the DJJ youth system and their school cohorts group.
Intended Outcome	If the teachers use research based instructional strategies aligned with the district curriculum maps, then we will increase student academic achievement. Last year we had 1 student receive their GED but we would like to see 3 students receive their GED. We had a total of 25 credits completed last school year and this year we would like to have 35 credits completed.
Point Person	Dwan Thomas (dwan.thomas@marion.k12.fl.us)
Action Step	
Description	Pre-test each youth upon entry to the facility. Utilize test results, the education staff will collaborate to create remediation strategies to implement differentiated instruction for students. Collaborate with community stakeholders to provide pre-employment exposure and on-the-job training for our students.
Person Responsible	Dwan Thomas (dwan.thomas@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The monitoring of effectiveness by GED attainment and credits/units completion. Career employment objectives will be monitored by certifications earned ServSafe Food Handling. The leadership team will meet monthly to go over students progress toward receiving a GED and career goals the students have showed interests through the Florida Choice assessment.
Person Responsible	Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Activity #2	
Title	Increase Career Employment Readiness
Rationale	Increase the opportunity for gainful employment following release and decrease recidivism rate.
Intended Outcome	If we work with community stakeholders and teachers on providing our students with career readiness skills, then we will increase career employment for our DJJ students. We were able to get 3 students set up with employment but this school year we would like to have 6 students employed. Last school year we had total of 8 students complete the career course work and this year we would like to see 10 students complete the career course.
Point Person	Dwan Thomas (dwan.thomas@marion.k12.fl.us)
Action Step	
Description	Collaborate with community stakeholders to provide pre-employment exposure and on-the-job training for our students. Invite guest speakers from a variety of industries to provide information to students about potential career paths. Designate career curriculum focused on preparing students for the workforce. Job Fair/ Career exposure to new industries that have a need for entry-level employment.
Person Responsible	Jennifer Miller (jennifer.miller@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Transitional Specialist will monitor students on an incremental timeline to determine effectiveness. 30 day, 60 day and 90 days from when they leave our program. The student will follow-up with their JPO, Transitional Specialist and local school administrator to make sure they're on track for a career and academic path. Students will also receive career readiness training while at MRJDC to make sure they have the proper skills to apply for jobs and also post secondary education. The teachers will conduct progress monitoring plans each month. MRJDC offers a Career Class that students can receive a half a credit in as an elective. The course offers career readiness training and also allows students to actually apply for jobs. The monitoring plan will include looking at students work and evaluating them on employability skills.
Person Responsible	Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

MRJDC builds partnerships with the community by inviting guest speakers to come and talk with the students. Some programs we use are Tobacco Cessation and a plethora of community stakeholders. Lead teacher participates in facility advisory meetings. The lead teacher is actively seeking a business partner at MRJDC. A toastmaster instructor comes to the facility to teach our students about impromptu

speaking. The Jacksonville Zoo comes yearly to speak to our students about animals habits, ecosystems, and how animals affect and impact the environment. A VSA artist comes out and teaches our students about the importance of art. MRJDC will also continually reach out to organization to provide students a variety of community information. The Transitional Specialist meets with parents at CRT meeting to go over academic and career goals. The ESE specialist also invites parents to attend IEP meeting to give input on what is in the best interest of their child.

PFEP Link

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

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.

MRJDC has an on site guidance counselor and transition specialist. In addition the facility also has a on-site counselor that the teachers can refer youth in crisis. MRJDC also has a district provided Resource Compliance Specialist to ensure students with disabilities needs are met. All of our teachers are going through mental health first aid training with SEDNET. Each month we have guest speakers that are great examples and role models in the community to come out an speak to our students.

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

The Transitional Specialist meets with students that are returning to their base school to make sure they have a successful transition back. The Transitional Specialist also meets with the parents to explain the best option academically and career wise for the student. The Transitional Specialist meets with the facility 30 days before the student is released and then does a 30 day, 60 day and 90 day follow-up on the child.

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 leadership team meets with Title I N&D sites, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the curriculum coordinator. The curriculum coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes. The leadership team reviews TABE data to see what area students struggle to most in academically, then we will make sure we allocate enough funds to that area of concern. Each lead teacher at the school will keep an inventory of resources and what teacher should receive resources.

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

MCSO has a Transition Specialist that provides support to students about college and career awareness. We offer workforce training to our students, which provides our students with customer service certifications and other certifications from Workforce Inc. The Transition Specialist helps them with registration and getting information about colleges and jobs online. The Transitional Specialist also works with the teachers to teach students how to write resumes and fill-out job applications.

Part V: Budget

Total:	\$0.00
--------	--------