Miami-Dade County Public Schools

Juvenile Justice Center Alt Ed

2019-20 Schoolwide Improvement Plan

Table of Contents

Juvenile Justice Center Alt Ed

3300 NW 27TH AVE, Miami, FL 33142

http://djjcs.dadeschools.net

Demographics

Principal: Theron Clark

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the administration, faculty and staff at the Juvenile Justice Center School is to provide a our students a safe, conducive learning environment via 21st Century educational program that is relevant and sensitive to the academic, emotional, and behavioral needs. We believe that each student can learn and has the inalienable right to receive a high quality 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.

Provide the school's vision statement.

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.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Allen-Lindsay, Sophia	Teacher, ESE	ESE Department Chair and LEAD Teacher 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. In the capacity of LEAD Teacher, assists school administration and facility teachers with the implementation of the curriculum, policies and procedures, state program requirements and initiatives deemed an asset to student progression and overall positive school culture.
Cromartie, Rose	Teacher, K-12	Reading/ Language Arts Department Chair -- Assists 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.
Campbell, Desrick	Teacher, K-12	Mathematics Department Chair- Assists 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.
Meza, Eliana	School Counselor	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,

Name	Title	Job Duties and Responsibilities
		administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Sconiers, Jacquelle	Teacher, ESE	Career Technology, ESE, Assessment Coordinator -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.
Jean-Pierre, Darline	School Counselor	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.
Shackelford, Latonya	Assistant Principal	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
Pascale, Sean	Psychologist	Psychologist and PD Liaison - 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. Serves as a liaison between state facility mental health agency and the school program.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	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)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

	CIVICS EOC				
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
	HISTORY EOC				
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
	ALGEBRA EOC				
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
	GEOMETRY EOC				
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

	2019 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 2017-18	C & C Accel 2017-18
BLK											
	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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Data obtained from the Juvenile Justice Center School is derived from a transient population. According to students present and reported as participating in the Spring 2019 State Assessment reports, the major component identified to be addressed is text based writing. Transiency is the major contributing factor, along with the overall low performance factors of student reading comprehension levels such as recognizing key ideas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Juvenile Justice Center School is a transient population. Students tested in the 2017-18 school year are not indicative of students who may have entered and tested within the 2018-19 school year, therefore not providing an accurate portrayal of increase or decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Juvenile Justice Center School is a transient population. Students tested in the 2017-18 school year are not indicative of students who may have entered and tested within the 2018-19 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

Juvenile Justice Center School is a transient population. Students tested in the 2017-18 school year are not indicative of students who may have entered and tested within the 2018-19 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Juvenile Justice Center School is a transient population. Any data which may possibly be derived from EWS is likely to be inconsistent and fluctuate throughout the school year due to the transiency.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improving student capacity to learn in a transient environment
2. Improving student appropriate access, teacher access and implementation of current technologies suitable of being utilized in a secure detention facility.
3. Maintaining a positive school culture.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Writing Across All Content Areas
Rationale	Based on data received of the students tested in Spring 2019 state assessment cycle, the scores identified text based writing skills are an area of need enrichment.
State the measurable outcome the school plans to achieve	If appropriate strategies in writing are addressed, then the school plans to achieve an increase in text based writing efficiency by 5 percentage points.
Person responsible for monitoring outcome	Latonya Shackelford (lshackelford@dadeschools.net)
Evidence-based Strategy	Process Writing Instruction
Rationale for Evidence-based Strategy	The process writing instructional approach allows for extensive opportunities to write, encourages writing for authentic audiences and purposes, engages students in cycles of planning, translating, and reviewing, gives students a personal responsibility and ownership of their writing projects with self-reflection and evaluation in an environment that fosters writing along with individualizes assistance and instruction as needed.
Action Step	
Description	1. Provide instructional staff professional development in process writing instructional approaches across the curriculum. (Person Responsible- PD Liaison) 2. Encourage lesson planning to include weekly opportunities for writing and writing evaluation across the curriculum. (Person Responsible - Dept. Chair, Professional Educator) 3. Incorporate increased student writing opportunities outside of the classroom structure, within the school culture activities. 4. Review end products within team and department meetings to identify specific skills to address in the student population. 5. After reviewing and re-engaging writing instruction with students, re-evaluate student end products for skill progress.
Person Responsible	Latonya Shackelford (lshackelford@dadeschools.net)

#2	
Title	Logical Inferences and Key Details
Rationale	Addressing Logical inferences and Key Details supports progression of standards in both reading comprehension and math problem solving skill building, an under attempted problem category on state assessment tests and classroom assignments.
State the measurable outcome the school plans to achieve	If strategies addressing increased support in Logical Inferences and Key Details are examined, then the school should expect an average increase of achievement across ELA tested grade levels of 8 percentage points and across mathematics tested grade levels of 5 percentage points.
Person responsible for monitoring outcome	Latonya Shackelford (lshackelford@dadeschools.net)
Evidence-based Strategy	Use of Research based Graphic Organizers
Rationale for Evidence-based Strategy	Graphic organizers are versatile and can be used to optimize content-based lessons. They allow for the necessary scaffolding critical for learners with lower levels of language proficiency and/or learning difficulties. It assists students in understanding the link between the content they are studying and the specific vocabulary and language structures needed to communicate about that content.
Action Step	
Description	1. Provide instructional staff professional development and resource manuals of various content area graphic organizers across the curriculum. (Person Responsible - PD Liaison) 2. Indicate in lesson planning utilization of the graphic organizer strategy. 3. Review end products within team and department meetings to identify specific skills to address in the student population. 4. After reviewing and re-engaging the strategy with the students, re-evaluate student end products for skill progress.
Person Responsible	Latonya Shackelford (lshackelford@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

After a thorough End of the Year SIP review of the previous school year, staff members identified areas of concern which could better enhance student progression in the academic program. The following items were identified as schoolwide improvement priorities.

• Appropriate technology - A technology inventory has currently been performed. Issues with infrastructure, hardware and software are being addressed via a thorough school technology plan, inclusive of an increase of staff training in consistency of technology usage and lesson support.
• Gradual Release Model and Reciprocal Process– Students demonstrate aversions to independent performing, a need of increase in critical thinking and basic skills strengthening. Continuing the Gradual

Release Model and Reciprocal Process are important strategies in addressing the need for students to progress in the curriculum beyond teacher demonstration and peer practice to having students being more independently accountable for academic end products.

• In effort to better incorporate the overall District's vision and strategic plan within the atmosphere of the unique educational environment with a transient population, that is Juvenile Justice Center School, the staff has an expectation to be able to participate in key District strategic initiatives such as Synergy. Continuing to petition District administration meet this need is important. If Synergy in its current format is ideal platform for unique environments such as Juvenile Justice Center School, key PLST staff members have the willingness to collaborate with other Alternative Outreach locations to design a platform better aligned with needs and demographics identified in these similar environments.

• Best Practice Shareouts- An increase of Best Practice Shareouts within team/department meetings are expected to encourage cross curriculum collegiality.

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 Schoolwide Improvement Plan 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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Writing Across All Content Areas	$0.00
2	III.A.	Areas of Focus: Logical Inferences and Key Details	$0.00
		Total:	**$0.00**