Collier Juvenile Detention Center

2019-20 Schoolwide Improvement Plan

Table of Contents

Collier Juvenile Detention Center

3315 TAMIAMI TRL E, Naples, FL 34112

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/12/2012

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)	0%
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	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Collier 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.

Table of Contents

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)	**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

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, DJJ 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	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the DJJ site. She delegates the leadership teams duties and manages the finances. She reports to the district and ensures that DJJ is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Costin, Kelley	Assistant Principal	Mrs. Costin serves as the Assistant Principal for Alternative Schools. She monitors the data for this program. She is responsible for the textbook orders, instructional supplies and laptops. She compiles the school improvement plan, and gathers information from the other sites. She is the testing coordinator for Alternative Schools in Naples.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	2	1	2	6
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	1	2	4
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	2	3
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	1	1

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	1	0	0	2	3

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)
3

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - 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 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	

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%	58%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	43%	41%
Math Achievement	0%	58%	51%	0%	59%	49%
Math Learning Gains	0%	44%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	43%	39%
Science Achievement	0%	72%	68%	0%	69%	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)	1 (0)	2 (0)	1 (0)	2 (0)	6 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)	2 (0)	4 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	2 (0)	3 (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)	1 (0)	1 (0)

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.

No data available

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

No data available

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.

No data available

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

No data available

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

This program has a daily change in enrollment, so this data is incomplete and inaccurate. As listed we have 1 student who is a level 1 reader. This only reflects the snapshot date, which was a summer vacation date.

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

1. Preparing students for the state assessments.
2. Preparing students to avoid returning to this facility with counseling and anger management discussions.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing the student's Reading FSA and Concordant Scores
Rationale	Students with a high school diploma have more opportunities and are less likely to return to Juvenile Justice programs.
State the measurable outcome the school plans to achieve	Increase the FSA and Concordant Scores by 5%.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	Our reading teacher will make the non-fiction readings more relevant to this population, and the other teachers will add a reading in the content area component.
Rationale for Evidence-based Strategy	DJJ students typically are interested in consequences for their actions, and topics that relate to them more personally. They enjoy reading about real-life events. If we can engage them, we can increase their vocabulary and reading skills.
Action Step	
Description	1. Work with the Reading Coach to implement this plan. 2. Make available reading materials of interest and on their reading levels. 3. Monitor their progress. 4. 5.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

#2	
Title	Increase the math EOC score
Rationale	Even though we lack data on the math EOC's, this is an area that will need focus.
State the measurable outcome the school plans to achieve	Though we lack data, we would like to improve the student scores overall.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	Our math teacher will continue to prep students for the Algebra I EOC that they will most likely take at their zoned school.
Rationale for Evidence-based Strategy	Students need to pass this test to earn a high school diploma, which will make them more marketable, and less likely to return to the justice system.
Action Step	
Description	1. Assess the standards that students need to learn. 2. Prepare the students to master those standards. 3. Give students the practice tests that they need to review. 4. Remediate where necessary.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

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).

Students are exposed to community organizations that focus on the positive behavior aspects of their citizenship.