Juvenile Justice Center Alt Ed

2021-22 Ungraded Schoolwide Improvement Plan

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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: 1/4/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide high quality education in a safe, respectful and inclusive environment that builds foundations of learning beyond the detention experience towards building improved self-discipline, positive personal growth, and life-long learning.

Provide the school's vision statement.

At Juvenile Justice Center School, our vision is to immerse our staff and stakeholders into empowering our at-risk youth for embracing and assuming accountability for their learning, positively actualizing their efforts and developing and implementing healthier attitudes regarding their emotional, physical and social-well being.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Juvenile Justice Center School is a Miami Dade County Public School housed in a Florida state operated juvenile detention facility. The student population is transient by nature, with the average stay for youth being one to twenty-one days. Students attending vary by grade level, language proficiency, as well as needs for academic and/or behavioral accommodations.

Supports utilized to aid in meeting the mission and vision of the school are identified through professional development and training of all staff members, adherence to the roles of the District's Professional Learning Support Team (PLST) guidelines, involvement of community stakeholders via the Educational Excellence School Advisory Council (EESAC) and the student services department, and processes and procedures developed on-site for effectiveness, efficiency, and development of school culture.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Iber, Alberto	Principal	Aids and provides support and guidance to the 8141 Site Administrator, faculty and staff in their mission to provide education to the youth of Juvenile Justice Center School. Serves as the liaison between district and state officials and school site personnel.
Lafaille, Eddy	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, office personnel, and faculty on promoting collaboration and a positive school culture, ensures implementation of intervention support and documentation procedures for district and state mandates, ensures adequate professional development to support the implementation of school initiatives and student performance; informs staff, stakeholders, and parents of school-based initiatives.
Allen-Lindsay, Sophia	Teacher, ESE	ESE Department Chair and LEAD Teacher - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists 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, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, 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 standards-based and ACCESS point curriculum, research based programs and materials, assists 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, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, 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 standards-based and ACCESS point curriculum, research based programs and materials, assists in the design and implementation for progress monitoring, data collection and data analysis; facilitates in planning and conducting professional development on

Name	Position Title	Job Duties and Responsibilities
		differentiating instruction and incorporating intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Sconiers, Jacquelle	Teacher, ESE	ESE Mathematics/Social Studies, Assessment Coordinator- PLST Professional Learning and Growth Leader -Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists 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, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Jean-Pierre, Darline	School Counselor	Student Services Chairperson - Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists 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, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Pascale, Sean	Psychologist	Assists in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about standards-based and ACCESS point curriculum, research based programs and materials, assists 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, supports proficiencies of teachers through modeling and/or co-teaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. Serves as a liaison between the state facility mental health agency and the school program.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 1/4/2016, Theron Clark

Number of teachers with professional teaching certificates?
15

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
15

Total number of students enrolled at the school.
50

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math 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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Juvenile Justice Center School has a highly transient student environment. ESSA subgroups will vary highly throughout the course of the school year, not providing sufficient, accurate determination data. Primarily all students who entered the facility were below average on previous Florida State

Assessments. Students participate in mandated entry assessments via the Star Testing program. Students are provided the curriculum identified by Miami Dade County Public Schools inclusive of modified curriculum where needed and ESE teachers monitor student IEPs and utilize the consultation model to assist in student learning.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Of the students who participated in the Star Reading and Star Math entry assessments in the 2020-2021 school year, the average reading grade equivalency (GE) was 4.3 and math 4.8. For an institution which primarily, but not solely, serves youth who are identified as 6th-12th grade, this signifies a grade equivalency deficiency range of 2 to 8 years. This further reiterates the need for flexibility with strategies. Adaptability is a strength, when hone appropriately, can benefit the youth who enter Juvenile Justice Center School.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The transient nature of Juvenile Justice Center School along with the current classroom structures, which does not allow for a homogenous subject matter learning environment, creates a barrier to authentic differentiated instruction. Integrating a differentiated instruction platform more suited to the dynamics found within a unique juvenile detention facility could better support teacher effectiveness and student engagement.

What trends emerge across grade levels, subgroups and core content areas?

Juvenile Justice Center School has a highly transient student environment. ESSA subgroups will vary highly throughout the course of the school year. Identifying statistically significant trends across grade levels, subgroups and core content areas, especially under the unique circumstances faced by all educational institutions in the 2020-2021 school year, are rather subjective in nature. The most dominant observable behavior stated by instructors, across all disciplines, and demonstrated by an increase of NO PARTICIPATION documentation, was an overall willingness for youth to fully engage in the activities of the learning environment.

What strategies need to be implemented in order to accelerate learning?

Strategies may differ due to the transient nature and varying needs of students who enter Juvenile Justice Center School. Through holistic surveying of entering students by student services, committing to entry assessments within the testing department, and continued discussion of student needs by the instructional staff, appropriate strategies and services can be implemented with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the transient nature of the Juvenile Justice Center School , the Professional Learning Support Team (PLST) will continue to identify strategies which best suit the needs of teacher effectiveness, broadening a collaborative culture and increasing engagement in student learning throughout the school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After a review of the Framework of Effective School Culture and based on results of school culture surveys, it was identified that focusing on clearly defined expectations would have the most positive profound effect on the culture and environment of Juvenile Justice Center School. It has the ability to permeate and positively enhance areas of strength within the subgroups of Relationships, Engagement of the Learning Environment; Support, Care and Connections, and Physical Emotional Safety. Additionally, showing positive affects in these areas are expected to increase student engagement across all subject areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After interpreting the role the five components of social emotional learning (self-awareness, self-management, social awareness, relationship skills and responsible decision making) has on teacher effectiveness, student engagement, and school culture, the Professional Learning Support Team (PLST) will implement on-going development opportunities to positively effect learning and student engagement school wide and fostering a enhanced collaborative culture of which 100% of the instructional staff will participate in and implement within their current positions with a minimum of 90% fidelity.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Outcome will be monitored via attendance records of meetings held, documentation of information provided in inservices, teacher records/ observations of strategy applications within the classroom environment - inclusive of student work product, and records of group discussions regarding strategies from Monday meetings.
Person responsible for monitoring outcome:	Eddy Lafaille (238362@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Via the school's Monday meetings, staff will participate in mini in-services which promote teacher effectiveness, building and maintaining collaborative cultures and student engagement. The strategies are diverse in nature providing opportunities for participants to identify what is most successful for their individual social emotional learning (SEL) growth and the SEL and learning gains of their students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to educational researchers Dr. Douglas Reaves and Dr. Robert Eaker , everyone in an organization must understand beyond how they fit into an organization functionally, but also understand their own sense of purpose within the context of the organization's missions and values. Having a means of 'short-term wins' can create a culture with 'longer term successes'.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLST opportunities will become a permanent aspect of the school Monday agenda.

Person Responsible	Sean Pascale (seanpascale@dadeschools.net)

Small in-services focusing on a skill/strategy which addresses teacher effectiveness, school culture and/or student engagement will be provided to staff members and addressing the a application of the strategy will occur in subsequent meetings.

Person Responsible	Jacquelle Sconiers (jesconiers@dadeschools.net)

Monitor implementation.

Person Responsible   Eddy Lafaille (238362@dadeschools.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	As stated previously, Juvenile Justice Center School has a highly transient student environment. ESSA subgroups will vary highly throughout the course of the school year, however the intended strategy is expected to positively affect all students who are enrolled at Juvenile Justice Center School.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

School culture and environment have been historically addressed through student services programming, special department based activities, EESAC partnerships and alliances with the school's host facility, Miami Dade Regional Juvenile Detention Center. Each one of the stakeholders actively assists in planning based on student needs or the ability to broaden student perspectives into more positive life outcomes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration - Providing the vision for culture initiatives and delegating responsibilities appropriately through the PLST, when necessary, to ensure vision is being cultivated.
Department Chairs - Spearheading school wide initiatives provided through their district subject matter offices such as with Pi Day, school wide academic components of cultural acknowledgement months, and school wide skill focus.
Student Services - Initiating programs and activities, such as social/emotional and career-technical opportunities through district and community resources, aid in bridging the community at large with the students and staff.
EESAC/MDRJDC - Organizations such as P.A.T. H (Preserving. Archiving, and Teaching Hip Hop) and Florida International University Law, partner with the school through the EESAC, providing insight, and participating in the decision process of developing initiatives for student engagement.