

Miami-Dade County Public Schools

Juvenile Justice Center Alt Ed



2022-23 Ungraded Schoolwide
Improvement Plan

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Juvenile Justice Center Alt Ed

3300 NW 27TH AVE, Miami, FL 33142

<http://djcs.dadeschools.net>

Demographics

Principal: Theron Clark

Start Date for this Principal: 9/6/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 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
Clark, Theron	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 coteaching, 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.
Sconiers, Jacquelle	Teacher, ESE	ESE Teacher, 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 creating optimal learning environments in the detention setting that supports both students and teachers, and incorporates intervention activities across the curriculum, supports proficiencies of teachers through modeling and/or coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. Practices continuous improvement amongst professional self in an effort to continue to share growth strategies with colleagues.

Name	Position Title	Job Duties and Responsibilities
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 coteaching, 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/Science 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 coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
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 coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies.
Davis, Sharon	Teacher, K-12	Career Technical Education - 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 coteaching, and collaborate with teacher, administrators, regional, district and state personnel about the school's instructional programs and intervention strategies. Aids in

Name	Position Title	Job Duties and Responsibilities
		the development and maintenance of a CTE program able to be sustained with fidelity in a transient juvenile detention facility.
Pascale, Sean	Psychologist	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 coteaching, 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.

N/A

Demographic Information**Principal start date**

Sunday 9/6/2020, Theron Clark

Total number of students enrolled at the school.

50

Total number of teacher positions allocated to the school.

12

Number of teachers with professional teaching certificates?

12

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

3

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems**2022-23****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	0	
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	0	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	0	
Level 1 on 2022 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	0	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	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

Monday 8/1/2022

2021-22 - 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	
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					76%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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											

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

Part III: Planning for Improvement

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 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.

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

The transiency of the population at Juvenile Justice Center School creates difficulty of identifying, with statistical precision, components of learning improvements of students. However, it was identified that students who successfully participated in the Spring 2022 FSA/EOC assessments averaged at a Level 1 Performance level throughout all subject areas assessed. As stated in previous School Improvement

Plans, the need for adaptability and flexibility with strategies is a strength in unique learning environments such as the 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?

According to the 2021-22 results of students who successfully participated in the state's spring assessments, it was identified in the core areas of Reading and Mathematics, students still require strengthening in Text Based Writing and Integration of Knowledge and Ideas, which seemed consistent throughout all grade levels assessed. Mathematically, students in middle levels still seem to experience difficulties in Number Sense concepts and while Algebra students and retakers are demonstrating proficiency issues in Algebra and Modeling.

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 are subjective in nature. As expressed previously however, students entering the facility would benefit from strengthening writing skills.

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. Instructional staff has identified best fit components of establishing and maintaining an optimal learning environment within the transient detention environment. The most identifiable and available resource is the embedded expertise of each professional educator. Shared responsibility, collaborative/cross curricular practices, agreed upon positive reinforcement activities, and more teacher modeling are a few of the strategies discussed to accelerate student learning.

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

The transient nature of the facility dictates an arsenal of strategies at any given time. The Professional Growth Leader along with the Professional Learning Support Team (PLST) will continue to identify strategies, engage with other educational professionals in both traditional and non-traditional learning environments to determine and develop an infusion of practices which are beneficial to student learning, expands collaborative practices, increases engagement by both facilitator and student, and increase teacher effectiveness and autonomy throughout the school year.

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to discussions and observations identified by instructional staff during weekly information sessions, students become more engaged with topics when they are reinforced in more than one area of the curriculum. Addressing student learning autonomy via more opportunities for engaged cross-curricular lessons will aid in developing an optimal learning environment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Instructional staff will engage in at least one cross-curricular learning opportunity per month during the school year resulting in a 5 % increase of student reading and math proficiencies as demonstrated by lesson plans and student portfolios.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will take place via available lesson plan documents, documentation created within department and weekly informational meetings and student work

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 weekly informational sessions, staff will participate in mini in-services which promote teacher effectiveness, building and maintaining collaborative cultures and student engagement. Staff will discuss opportunities for cross curricular engagement to further strategize and complete in department sessions. The strategies are expected to be diverse in nature providing opportunities for participants to identify what is most successful for their student learning expectations. 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.

The Curriculum Leadership Institute identifies that cross curricular learning, "allows students to broaden their lens of understanding and apply skills and strategies they learn in lessons to deepen their overall understanding and make authentic, real-world connections. Cross-curricular instruction also allows students the opportunity to learn skills in different contexts."

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.

Instructional Staff will utilize department meetings and weekly Informational Sessions to discuss upcoming lessons. Members will use this time to identify ways in which to collaborate on standards across the curriculum and document the opportunity for collaboration in lessons plans, minutes, or general communications with each other such as an email.

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

Documentation of discussions and outcomes should be identified in meeting minutes, teacher lesson plans, the cultivation of professional development in content areas and, depicted in student work portfolios.

the 41% threshold according to the Federal Index.

#2. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to documentation provided by Florida State juvenile education representatives, students identified as beginning their high school cohort while enrolled at the Juvenile Justice Center School had not completed school with their cohort, while still being identified as connected to the school after release.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students entering and being identified as starting their high school cohort while registered at Juvenile Justice Center will be effectively documented and monitored upon release for school transitioning.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students are identified and assigned a counselor within the Student Services department, upon release, the assigned counselor follows up with youth for enrollment into an educational institution. Students who are identified as not having enrollment upon release are referred to the outreach transition specialist who physically tracks youth to aid in supports for school re-enrollment.

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.

Monitoring and documenting with fidelity, through the use of the Data Retrieval System.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

To meet the criteria set forth by policies of the State of Florida regarding student matriculation and progress monitoring.

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.

When students are released, their information is updated in the Data Retrieval System and then are monitored by the Student Services Counselors.

Person Responsible

Darline Jean-Pierre (djeanpierre@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.

Juvenile Justice Center School has a highly transient student environment, ESSA subgroups will vary highly throughout the course of the school year, however the stated strategy is expected to positively affect all students who are enrolled at Juvenile Justice Center School.

#3. Leadership specifically relating to Managing Accountability Systems**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on observations and discussions shared by staff, it was identified that communication and transparency hinder the ability to operate at the highest levels of efficiency and effectiveness, with all taking full responsibility of accountability practices.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All staff members will fully utilize the identified tools for increasing role accountability, communication, and overall efficiency and effectiveness, inclusive of the DRS system daily as documented by tool report usages, minutes, agendas, and adherences to operational deadlines.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and Department chairs will solely utilize the identified communication procedures and accountability tools which have been established. Requests made outside of the tools will be re-directed to the use of identified tools and procedures to ensure conventions be followed.

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.

Utilizing the root of communication strategies, staff will engage in practices that have been identified as the established practice throughout the organization, use of Teams, use of protocols and department leadership structures, adhering to timeliness of information provision to shared informational documents.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When reviewing ineffective situations of the 2021-2022 school year, it was observed the root cause was the failed use of established communication and/or accountability procedures. Research indicates "workplaces are social environments where effective communication can help to establish trust between workers and management and effectively deliver human resource practices" (Jetha et. al, 2021)

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.

Staff members will review usage of all the communication protocols and tools available at the site. Any technical tools that may be of concern to staff members, the PD liaison will address the tools in one to one opportunities with staff members or as a group via weekly informational sessions or department meetings as needed.

Person Responsible

Eddy Lafaille (238362@dadeschools.net)

Curriculum council members and department chairs will address team members through the identified communication tools.

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%

Agendas and minutes of Department meetings, Weekly informational sessions, and Curriculum Council should indicate methods of communication for ongoing/new tasks and projects. Staff will have the ability to address the effectiveness of the communication protocols and, if necessary, re-establish more effective communication measures by staff consensus.

threshold according to the Federal Index.

#4. Other 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 discussion and 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 and garner a more socially emotional focused environment for Juvenile Justice Center School's transient detention learners.

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, Student Services along with the support of the Leadership team and PD Liaison will implement ongoing development opportunities/activities to positively effect learning and student engagement school wide and upon transitioning back to the community, and fostering an 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 as demonstrated through contact and communication documentation.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Outcomes will be monitored via all documentation related to meetings, documentation of information and services provided, records/observations of strategy/service applications within the classroom environment - inclusive of faculty records and student work portfolios.

**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 informational meetings, staff will participate in mini-in-services or discussions which promote teacher effectiveness, building and maintaining collaborative cultures, social/emotional health, and student engagement. Student services will engage in solution-focused counseling such as brief counseling opportunities during student mod to class transitioning, planned solution focused lessons in the content teacher's classroom, and aiding content teachers with responsive classroom approaches that set the tone for respectful learning environments and build trust. 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

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'. Additionally, according to therapists Insoo Kim Berg and Steve de Shazer solution focused counseling is adaptable to a wide range of problems, its targeted, fosters resilience and can be time efficient.

for selecting this strategy.

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.

Presenting or scheduling of various strategies to staff.

Person Responsible Jacquelle Sconiers (jesconiers@dadeschools.net)

Ensuring Student Services are addressing solution focused counseling opportunities.

Person Responsible Darline Jean-Pierre (djeanpierre@dadeschools.net)

Ensuring teachers are addressing responsive classroom approaches, student services is accurately documenting services provided and actively communicating to community transition staff.

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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Community Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

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.

Student services keeps documentation (agendas, memos, participation logs) regarding those being asked to engage with the Juvenile Justice Center School youth.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Efforts made via student services as well as utilizing the structure of the school's EESAC committee aids in opening opportunities for increased participation of community members and organizations with the youth at the Juvenile Justice Center School, and eventually developing long term partnerships.

The use of the school's data brochure provides an initial opportunity for potential community partners to identify their ability to meet needs of the school's initiatives and the youth. A list of potential community partners will be available for student services to utilize.

Describe how implementation will be progress monitored.

Implementation of the community partnership efforts will be monitored via protocol practices of discussing and informing department chairs and then having the department chairs represent the matter within leadership meetings with administration. All correspondence is expected to come from Department Chairs with final correspondence to the detention facility be provided by site administration.

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.

Action Step	Person Responsible for Monitoring
<p>The steps that will be taken to address the areas of focus will be through the EESAC Committee, Community Partners, Student Services Department and Department Chairs. Department chairs will disseminate the information to educators. Persons responsible for the implementation of the steps will include site administrator and department heads.</p>	<p>Lafaille, Eddy, 238362@dadeschools.net</p>