

students

school

teaching

improvement

strategic

collaborative

family

community

goals

mission

vision

planning

involvement

public

and

achievement

increased

relationships

building

needs

assessment

ambitious

strategies

resources

effective

leadership

supportive

environment

8-Step

problem

solving

step

zero

college

and

career

2014-15 School Improvement Plan

Duval Regional Juvenile Detention Center

1214 E 8TH ST, Jacksonville, FL 32206

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To establish a highly academic environment that will foster the academic success of all students while participating in a Department of Juvenile Justice Program facility. This will ensure that every student is provided educational excellence in every school, in every classroom, for every student, everyday.

Provide the school's vision statement

Students will be provided a safe and nurturing community so that every student is inspired and prepared for success in college or career, and life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

When students enter a Department of Juvenile Justice facility, they are surveyed and records are requested from the students previous school. Then the student is scheduled according to Duval County Public Schools and state guidelines. All assessment data is made available to all teachers including Exceptional Education status and English Language Learner status.

Describe how the school creates an environment where students feel safe and respected before, during and after school

When students are enrolled in a Department of Juvenile Justice Facility, they are assigned according to the guidelines provided by the state Department of Juvenile Justice.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Department of Juvenile Justice has established behavior plans that are in alignment with classroom expectations. Teachers are given a workshop by the facility to explain the behavioral expectations of facility and the alignment with the classroom.

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

The Department of Juvenile Justice and Duval County Public Schools have guidance counselors, case managers and transitoral specialist the work with students during and after placement at the facility.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

This does not apply to Juvenile Justice facilities.

Provide the following data related to the school's early warning system

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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

This does not apply to Juvenile Justice facilities.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parenting workshops and Juvenile Probation meetings are provided on a monthly basis for the students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School based administrators and transitional specialist along with Juvenile Probations Officers will have monthly meetings with parents and students to provide academic and behavioral support for the students. parents and staff.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Robinson, Edward	Principal
Bell, Faye	Guidance Counselor
Clark-Jackson, Nathasha	Attendance/Social Work
Doran, Thomas	Administrative Support
Seymore, Richard	Attendance/Social Work
Stormer, Harold	Assistant Principal

Duties

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

Principal: Instructional and operational leadership

Assistant Principal: Instructional and operational leadership

Guidance Counselor: Academic and student resource and academic support

Transitional Specialist: Academic, parent, and student resource

Curriculum manager: Student schedules and academic support

All members of the leadership team discuss what implementations are in the best interest of each student and emphasize the reduction of the recidivism rate of the students.

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

Youth Development Programs has weekly leadership team meetings to discuss improvement at all 7 of the Youth Development and Department of Juvenile Justice Facilities. The meeting has an agenda that includes the following: Academic and instructional updates, facility updates, testing updates, curriculum and instruction updates as it pertains to district and state mandates. The Agenda also includes student release dates and record request and review of academic history for each student. Funding sources that will be used align with the reduction of recidivism of students returning to the facility. This in alignment with transitional services and case management opportunities for our students.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Edward Robinson	Principal
Roderick Robertson	Business/Community
Dr. Kris Larsen	Business/Community
Richard Seymore	Education Support Employee
Barney Spann	Parent
Sharon Robinson-Banks	Business/Community
Shelia Williams	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Not Applicable

Development of this school improvement plan

Not applicable

Preparation of the school's annual budget and plan

Not applicable

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Not applicable

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Not applicable

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Collins, Fallon	Teacher, K-12
Reider, Cynthia	
Williams, Shelia	
Robinson, Edward	Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy efforts are promoted through book clubs at the residential facilities. The book club is sponsored by the English Language Arts teachers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided daily planning at their facilities. At sites with multiple teachers in a given subject those teachers are provided common planning times. Teachers come together on a biweekly basis to discuss lesson plans, testing results, best practices, and other collaborative plans. The administration meets on a regular basis with teachers in the Professional Learning Communities to discuss lesson plans and student data.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Interviews to recruit new teachers are lead by the leadership team. Multiple people sit in and ask questions of protential teachers to determine not only their ability to teach but also their fit within our unique setting. Once hired, new teachers are assigned a mentor based on their content and the facility to which they teach. Mentors and adminstrators meet with new teachers on a regular basis to discuss lesson plans, assessment data, teacher and student needs. Plans are put into place by the mentor and admisntration to continually support and assist new teachers. Highly qualified teachers are given opporuntities to engage in continual professional development through the district and the school's early release dates. Teachers are provided support by the support staff in scheduling, testing, behavioral support, etc to ensure their classrooms are a safe learning environment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentee teachers are assigned mentors based on the content and grade level they teach. The schools' mentors are highly qualified teachers who have consistently demonstraged expertise in their given subject within the confines of our programs. New teachers gain knowledge from our mentors through the MINT program designed and impemented by the district. Regular meetings are scheduled between a mentee and mentor to discuss lesson plans and assessment data in order to development mentee teachers in best teaching practices. Adminstrators consistantly meet with and discuss lesson plans and assessment data to ensure mentee teachers are provided additional support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All materials are provided by Duval County Public Schools and are state adopted.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers differentiate instruction at the facility according to subject area and grade level. Teachers have a diverse population of students in every class with multiple preparations. This allows teachers to differentiate instruction and teach to the needs of the individual student.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 12,000

The summer program is a Juvenile Justice System requirement and is used for credit recovery and enrichment.

Strategy Rationale

This is to allow students the opportunity to recovery failed courses and allow students a chance for academic enrichment as needed.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Robinson, Edward, robinsone2@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data used to ensure the effectiveness of this program is as follows:

Middle Schools: how many students earned 2 middle school credits.

High Schools: how many students earned 4 high school credits.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Youth Development Programs teachers will effectively differentiate instructional content in each class. This will effectively improve the quality of instruction in each classroom and improve instructional outcomes.
- G2.** Teachers will incorporate the four pillars of instruction (Full engagement, rigorous content, student ownership, and demonstration of student learning) with a strategic emphasis on student engagement to increase the effectiveness of differentiated student instruction and gradual release methods across all Youth Development Program sites.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Youth Development Programs teachers will effectively differentiate instructional content in each class. This will effectively improve the quality of instruction in each classroom and improve instructional outcomes.

1a

Targets Supported

1b

 G048220

Indicator

Annual Target

Resources Available to Support the Goal 2

- District Content Specialist
- Early Dismissal Days
- Classroom Observations

Targeted Barriers to Achieving the Goal 3

- Multiple preparations of subject area content, Example: M/J 2, Pre-Algebra, Algebra I, Algebra 2, Geometry, Pre-Calculus, taught simultaneously.

Plan to Monitor Progress Toward G1. 8

Lesson plans

Person Responsible

Harold Stormer

Schedule

Weekly, from 9/29/2014 to 6/8/2015

Evidence of Completion

G2. Teachers will incorporate the four pillars of instruction (Full engagement, rigorous content, student ownership, and demonstration of student learning) with a strategic emphasis on student engagement to increase the effectiveness of differentiated student instruction and gradual release methods across all Youth Development Program sites. **1a**

 G042427

Targets Supported **1b**

Indicator	Annual Target
Dropout Rate	0.5

Resources Available to Support the Goal **2**

- Transitional Specialist
- Juvenile Probation Officers
- Guidance Counselor

Targeted Barriers to Achieving the Goal **3**

- Time of student stay in facility
- State Juvenile Justice Protocols

Plan to Monitor Progress Toward G2. **8**

Reduce the recidivism of 11th and 12th grade students returning to the facility

Person Responsible

Nathasha Clark-Jackson

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

The recidivism rate of students that are enrolled in Duval County Public Schools grades 6-12

Plan to Monitor Progress Toward G2. **8**

Increase the percentage of graduates from the DJJ facilities.

Person Responsible

Faye Bell

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Number of graduates that earn a diploma during their incarceration period.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Youth Development Programs teachers will effectively differentiate instructional content in each class. This will effectively improve the quality of instruction in each classroom and improve instructional outcomes. **1**

 G048220

G1.B1 Multiple preparations of subject area content, Example: M/J 2, Pre-Algebra, Algebra I, Algebra 2, Geometry, Pre-Calculus, taught simultaneously. **2**

 B120191

G1.B1.S1 District Specialist will provide the needed support to all Youth Development Program Sites as indicated by school administration. **4**

 S131999

Strategy Rationale

District specialist will assist in developing strategies to employ differentiation across various content areas. The district specialist will also assist teachers in developing strategies to streamline the curriculum into chunks for application to students. District specialists will provide ongoing professional development in curriculum development and teaching best practices during early release and common planning times as needed.

Action Step 1 **5**

Monitoring of differentiation via lesson plan development and monitoring will be implemented weekly.

Person Responsible

Harold Stormer

Schedule

Weekly, from 9/29/2014 to 6/8/2015

Evidence of Completion

Collection of lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership Team meetings are held weekly for monitoring

Person Responsible

Edward Robinson

Schedule

On 6/5/2015

Evidence of Completion

Leadership Team minutes are provided weekly

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effectiveness of implementation will be monitored by classroom walkthroughs

Person Responsible

Harold Stormer

Schedule

On 6/1/2015

Evidence of Completion

Walkthrough Forms

G1.B1.S2 Early Dismissal Days 4

 S132014

Strategy Rationale

Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms. This will also provide the opportunity for school embedded professional development. School administration will work with community partners, stakeholders, and district representatives to provide relevant professional development during early release days.

Action Step 1 5

Early Release Professional Development

Person Responsible

Edward Robinson

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

Evidence of Completion

Agenda, Common Planning minutes,

G1.B1.S3 Classroom Walkthroughs 4

 S132017

Strategy Rationale

Classroom walkthroughs will be done on a weekly basis to ensure that differentiation is taking place in the classroom. This will give the administrative team the opportunity to provide specific feedback to teachers. Classroom walkthroughs will also give the administrative team data to support professional development individualized to each teacher's specific needs.

Action Step 1 5

Classroom Walkthroughs and Observations (Formal and Informal)

Person Responsible

Edward Robinson

Schedule

Biweekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Walkthrough forms and observations (formal and informal)

G2. Teachers will incorporate the four pillars of instruction (Full engagement, rigorous content, student ownership, and demonstration of student learning) with a strategic emphasis on student engagement to increase the effectiveness of differentiated student instruction and gradual release methods across all Youth Development Program sites. **1**

 G042427

G2.B1 Time of student stay in facility **2**

 B103541

G2.B1.S1 To reduce the recidivism rate transitional specialist and the guidance counselor will monitor student enrollment upon release and conduct credit checks to ensure the students have the opportunity to recover appropriate courses. **4**

 S123203

Strategy Rationale

The majority of the students at DJJ are multiple grade levels behind. This will allow the guidance counselor and transition specialist the opportunity to ensure students are prepared to be more successful academically upon release from the program.

Action Step 1 **5**

Weekly Transitional meetings with students to assist in goal setting

Person Responsible

Nathasha Clark-Jackson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Transition schedules and logs

G2.B1.S2 To ensure the students are enrolled in an academic setting after release from the program, transition specialist and guidance counselors will attend the monthly Juvenile Probation Officer meeting to verify that students have the opportunity to enroll in school. 4

 S123204

Strategy Rationale

Students in the DJJ programs are lacking the support needed to stay in school. This will allow follow up in making sure the students the are enrolled in an academic setting.

Action Step 1 5

Student enrollment

Person Responsible

Richard Seymore

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monthly Juvenile Probation Officer meetings with DJJ

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible


Schedule

Evidence of Completion

G2.B2 State Juvenile Justice Protocols 2

 B103548

G2.B2.S1 Professional development will be provided monthly to support student engagement and differentiation. District specialist will guide some of the trainings and the remainder will be school based trainings. 4

 S123197

Strategy Rationale

Teachers at DJJ facilities teach multiple preparations simultaneously and this will assist in improvement of differentiation and student engagement.

Action Step 1 5

Quarterly Professional Development

Person Responsible

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agenda and Lesson Plans

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 Monthly subject area collaboration meetings will held to allow teachers the opportunity to have common planning and collaborative conversations about various strategies they are implementing in their classrooms. **4**

 S123198

Strategy Rationale

The teachers at DJJ facilities work in isolations and are the only subject area teacher at their site. The monthly collaboration meetings will allow teachers with similar students and teaching environments the opportunity to share strategies and ideas that will improve student engagement.

Action Step 1 **5**

Transitional Support

Person Responsible

Nathasha Clark-Jackson

Schedule

On 6/8/2015

Evidence of Completion

Transisiton Logs

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Weekly Transitional meetings with students to assist in goal setting	Clark-Jackson, Nathasha	8/18/2014	Transition schedules and logs	6/5/2015 weekly
G2.B1.S2.A1	Student enrollment	Seymore, Richard	8/18/2014	Monthly Juvenile Probation Officer meetings with DJJ	6/5/2015 monthly
G1.B1.S1.A1	Monitoring of differentiation via lesson plan development and monitoring will be implemented weekly.	Stormer, Harold	9/29/2014	Collection of lesson plans	6/8/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Quarterly Professional Development		9/8/2014	Agenda and Lesson Plans	6/5/2015 quarterly
G2.B2.S2.A1	Transitional Support	Clark-Jackson, Nathasha	8/18/2014	Transisiton Logs	6/8/2015 one-time
G1.B1.S3.A1	Classroom Walkthroughs and Observations (Formal and Informal)	Robinson, Edward	8/18/2014	Walkthrough forms and observations (formal and informal)	6/5/2015 biweekly
G1.B1.S2.A1	Early Release Professional Development	Robinson, Edward	9/10/2014	Agenda, Common Planning minutes,	5/6/2015 biweekly
G2.B2.S1.A2	[no content entered]			once	
G2.B2.S2.A2	[no content entered]			once	
G1.MA1	Lesson plans	Stormer, Harold	9/29/2014		6/8/2015 weekly
G1.B1.S1.MA1	Effectiveness of implementation will be monitored by classroom walkthroughs	Stormer, Harold	8/25/2014	Walkthrough Forms	6/1/2015 one-time
G1.B1.S1.MA1	Leadership Team meetings are held weekly for monitoring	Robinson, Edward	8/22/2014	Leadership Team minutes are provided weekly	6/5/2015 one-time
G2.MA1	Reduce the recidivism of 11th and 12th grade students returning to the facility	Clark-Jackson, Nathasha	8/18/2014	The recidivism rate of students that are enrolled in Duval County Public Schools grades 6-12	6/5/2015 annually
G2.MA2	Increase the percentage of graduates from the DJJ facilities.	Bell, Faye	8/18/2014	Number of graduates that earn a diploma during their incarceration period.	6/5/2015 annually
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Youth Development Programs teachers will effectively differentiate instructional content in each class. This will effectively improve the quality of instruction in each classroom and improve instructional outcomes.

G1.B1 Multiple preparations of subject area content, Example: M/J 2, Pre-Algebra, Algebra I, Algebra 2, Geometry, Pre-Calculus, taught simultaneously.

G1.B1.S1 District Specialist will provide the needed support to all Youth Development Program Sites as indicated by school administration.

PD Opportunity 1

Monitoring of differentiation via lesson plan development and monitoring will be implemented weekly.

Facilitator

Edward Robinson, Harold Stormer

Participants

YDP Teachers

Schedule

Weekly, from 9/29/2014 to 6/8/2015

G1.B1.S2 Early Dismissal Days

PD Opportunity 1

Early Release Professional Development

Facilitator

Various

Participants

YDP Teachers

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

G1.B1.S3 Classroom Walkthroughs

PD Opportunity 1

Classroom Walkthroughs and Observations (Formal and Informal)

Facilitator

Edward Robinson, Harold Stormer

Participants

YDP Teachers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G2. Teachers will incorporate the four pillars of instruction (Full engagement, rigorous content, student ownership, and demonstration of student learning) with a strategic emphasis on student engagement to increase the effectiveness of differentiated student instruction and gradual release methods across all Youth Development Program sites.

G2.B2 State Juvenile Justice Protocols

G2.B2.S1 Professional development will be provided monthly to support student engagement and differentiation. District specialist will guide some of the trainings and the remainder will be school based trainings.

PD Opportunity 1

Quarterly Professional Development

Facilitator

Ed Robinson

Participants

YDP Teachers

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0