

Juvenile Detention



2014-15 School Improvement Plan

Juvenile Detention

2800 S BUMBY AVE, Orlando, FL 32806

[no web address on file]

School Demographics

School Type

Combination

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 Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

AE learns about students' cultures and builds positive relationships through student surveys, student/teacher data discussions, parent/student interviews, team building activities, maintaining a collaborative environment and celebrating cultural days.

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

AE creates a safe and respectful environment by using a positive behavior support system. Safety training videos are viewed by teachers, students and staff. Character education also promotes positive behavior and teaches respect.

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

AE uses strategies and clear class rules to set behavioral expectations, minimize distractions and keep students engaged. In addition, we review the OCPS Code of Student Conduct quarterly, and the deans conduct training for teachers on our behavior management system.

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

ORJDC supports students in maintaining academic achievement as well as assisting with their transition into the next educational placement. We provide academic counseling, IEPs, 504 plans, instruction on social life skills and collaborate with the host agency for mental health support.

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

Alternative Education watches the following four indicators to provide early warning signs of student needs:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-

school suspension

2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	20	32	65	50	21	5	196
One or more suspensions	3	14	21	38	32	8	4	120
Course failure in ELA or Math	2	5	4	6	4	0	0	21
Level 1 on statewide assessment	2	11	13	11	4	1	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	16	19	35	29	7	4	112

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

Alternative Education intervention strategies include after school tutoring, child study team for attendance, MTSS, data discussions with students, progress monitoring, use of the FCIM process, credit retrieval, and double block reading.

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

Parents will be invited by the school and/or agency to attend parent trainings at the Parent Information Resource Center. They will be asked to attend School Advisory Meetings, and Individualized Educational Plan meetings, English Language Learner meetings, and transitional meetings. . These communications may be done via the school's website, flyers, newsletters, phone calls, mail or other personal requests by the school or agency. If parents are able to attend mandatory meetings, they may choose to provide written input prior to a meeting. Parent nights will be held quarterly and will include community speakers from agencies

that will provide post release services to the students and the families.

In addition to parents being able to be involved in meetings and ceremonies regarding their children, they are also able to provide feedback and comments about their child's educational achievement at meetings and or via yearly parent surveys. Community Resource Packets are given to parents upon their child's release from JDC

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

ORJDC builds partnerships through Partners in Education, the School Advisory Committee, the cooperative agreement with the host agency, direct community contact, guest speakers, Junior Achievement, education advocacy, Children's Cabinet, Expectation Graduation, mentorship programs, Job Connection, employment opportunities, and other vocational services.

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
McCray, Ima	Assistant Principal
Tovine, William	Principal
Toffoli, Dan	Assistant Principal
Middleton, Beverly	Assistant Principal
Lebron, Maribel	Assistant Principal
Williams, Deborah	Other

Duties

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

The leadership team meets weekly to share decision making for all school sites.

To track and guide student progress, the leadership team uses the CIM model to analyze data, determine needs, implement interventions and accelerations, and adjust instruction as necessary.

The leadership team engages in a monthly data cycle including a monthly meeting of representatives of all sites with administrators and instructional coaches, MTSS meetings at each site, and weekly individual student data discussions.

Site representatives bring data on all student SIP goals to the Principal's Data Meeting monthly. The team evaluates data on reading, math, science, and writing performance for each student, analyzing strengths and weaknesses. An intervention plan to target weaknesses is developed to include specific instructional methods and assessments. Individual leadership team members monitor the progress of students at their sites on a weekly basis, and the team as a whole reviews progress toward SIP goals monthly. If interventions are not effective, the team problem-solves and develops an amended intervention plan for the student.

Teacher capacity SIP goals are tracked through coaches' reflective logs in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to monthly coaches' meetings, where the CIM process is applied.

Administrators then review the results of the coaches' meetings, and apply the CIM process in an administrative meeting.

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

As associated with the district's mission, vision and goals, Alternative Education's school leadership ensures achievement of all students by setting clear goals and purposes using evidence-based perspectives. These purposes help shape the criteria used to make resource allocation decisions that warrants sustained funding for pedagogical priorities. Resources are aligned with priorities by clearly defining "what" Alternative Education intends to accomplish, develop an instructional model appropriate to the school and district goal, establish non-negotiable goals for achievement and instruction, as well as organize resources in a way to support the instructional model and improve student learning.

Alternative Education's school leadership coordinates supplemental services that support student achievement through collaboration with the district office. Entitlements from the No Child Left Behind Act (NCLB) such as Title I Part A and Set-Asides which allows school leadership to invests continuously in improving teacher quality through hiring supplemental positions to support Title I Part D programs, before/afterschool tutoring, job training, materials and supplies. Title II, Part A funding helps with professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication or at-risk/high needs classification such as homeless services (Title X), who qualify under the McKinney-Vento Act. These programs are primarily managed by an Assistant Principal through the Title I Part A Compliance and Data Managers and are monitored internally on a weekly basis. Meetings occur twice monthly, inventory of materials are tracked through a monitored system.

Alternative Education's school leadership promotes continuous use of multiple resources to increase ideas for problem-solving techniques. Such as, the development of character education embedded into the curriculum, project-based learning to peek students' interests and maximizing academic time to support learning (i.e. remedial support) to improve overall academic performance in students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Larry Eason	Business/Community
Lamont Lofton	Business/Community
William Tovine	Principal
Janis Joslin- Foscett	Parent
Todd Johnson	Business/Community
Ruiz Shrivatten	Business/Community
Oswaldo Laracuenta	Business/Community
Steve Dalsemer	Business/Community
Terri Medus	Teacher
Deborah Johnson	Teacher
Tammy Young	Teacher
Elizabeth Morales	Education Support Employee
Barbara Kemp	Education Support Employee

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

SAC members review overall data from the previous year's School Improvement Plan. A subcommittee then meets and brings suggestions to the table for the following year's plan. The SAC committee as a whole participates in the development of the plan.

Development of this school improvement plan

The SAC committee was an integral part of the development and approval of the SIP. SAC members were divided into sub-committees for data review and goal setting for the SIP.

Preparation of the school's annual budget and plan

The SAC committee meets with the Principal to ensure proper spending of the school improvement funds and the general school budget.

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

- Reading Budget: Substitutes for teachers to attend professional development \$2000.00
- Mathematics Budget Substitutes for teachers to attend professional development \$1000.00
- Science Budget: Supplies and substitutes for teachers to attend professional development \$3000.00
- Writing Budget: Substitutes for teachers to attend professional development \$1000.00
- Stem Budget; Substitutes for teachers to attend professional development \$1000.00
- Mini Grants to support attainment of teacher highly qualified status \$2000.00
- Misc. \$3000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Granger, Shronda	Instructional Coach
Morris, Carla	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
Schwartz, Peggy	Instructional Coach
Wiedman, Janet	Administrative Support
Medus, Terri	Teacher, K-12
Tovine, William	Principal
Butts, Renee	Dean
Coley, Sandra	Dean
McCray, Ima	Assistant Principal
Toffoli, Dan	Assistant Principal
Lebron, Maribel	
Middleton, Beverly	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities.

Guidance Counselor: Provides academic input for student progression along with behavioral documentation and scheduling needs/concerns.

Instructional Coaches: Spend a minimum of 50% of their time in classrooms, supporting SIP goals by professional development, modeling, observation and reflective conversation. Research scientifically based curriculum, assessment and intervention approaches. Help to disaggregate student data, provide assistance with interpretation of data and assist teachers with implementation of differentiated instruction. They also maintain reflective logs which record data on implementation of SIP goals by instructional staff, and meet biweekly to analyze the data and make staff development decisions through the CIM process.

Assistant Principal: Oversees the implementation of the principals and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop research based methods for faculty to impact student achievement through professional development. Forms a partnership with all shareholders to communicate site based plans and activities.

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

AE encourages collaborative planning and instruction through Professional Learning Communities (PLCs); the use of Edmodo and Safari Montage to enable easy communication between teachers at separate sites; and curriculum rounds, in which the API, Curriculum Resource Teacher, and site coaches visit sites regularly to encourage and promote collaboration while providing instructional support.

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

Alternative Education seeks to recruit, develop, and retain highly qualified, certified-in-field, effective teachers by:

1. Providing professional learning and coaching support on site;
2. Providing resources to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Alternative Education;
3. Seeking teachers with multiple certifications;
4. Offering extensive professional learning which assists teachers to renew certifications;
5. Providing a Mentor-Mentee program for beginning teachers and as instructional support for out-of-field teachers;
6. Including active input from teachers in the school decision making process.

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

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data discussions and differentiated instruction. Mentees are paired with mentors who are experienced and skillful classroom teacher. AE teachers need a wide range of certifications. The instructional coach and site administrators provide certification study materials and monitor teachers' progress in passing certification exams.

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

To ensure alignment to Florida's standards, Alternative Education follows the OCPS scope and sequence, measurement topic plans, and district-adopted curriculum and materials, into all instruction. The school monitors alignment through lesson plan checks and classroom observations.

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

Alternative Education implements a comprehensive Florida Continuous Improvement Model data analysis cycle, including weekly monitoring of student achievement and of the efficacy of intervention strategies, followed by actions to improve instruction. Teachers conduct weekly data discussions with students. The principal conducts monthly data meetings to determine student progress and to act accordingly. Differentiation occurs through the use of a rotational model during class and by setting aside time for interventions outside of class.

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: Extended School Day

Minutes added to school year: 2,880

Tutoring aligned to needs revealed by data analysis cycle.

Strategy Rationale

Provide remedial support and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCray, Ima, ima.mccray@ocps.net

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

Data resource forms, student grades, and attendance at after school program. Data is analyzed through data cycle.

Strategy: Summer Program

Minutes added to school year: 9,000

Alternative Education students are traditionally below grade level and behind in credits, Provide summer school gives them the opportunity to obtain a credit and work towards keeping them with their cohort group.

Strategy Rationale

To improve grade point averages and student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data collected includes data resource forms, student grades, credit retrieval completions, CTE certifications, and attendance. Data is analyzed through the CIM data cycle process

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

Based on Students' Pupil Progression Plan, counselors advise students on the academic courses relative to their specific grade level and cohort year. A course checklist is designed to track course completion and presented during student enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State Standards and assessments. When appropriate, counselors in accordance with IDEA standards identify differentiated delivery of services based on student need. Students are given opportunities to discuss their academic plan along with their future interests in order for counselors to create an overall individual graduation plan.

Guidance counselors provide a framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which involves parents/guardians in the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

By the time students are in 9th, 10th and 11th grades, counselors provide guidelines and curricula that will enable students to complete individual graduation plans that would successfully prepare them for a seamless transition to relevant employment, further training or post-secondary study by their senior year. The framework of the guidance program shows relevance to the students' goals by meeting the core and elective requirements for qualifications as defined within the Florida's Bright Future's Scholarship program. School guidance counselors offer an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training, and/or credit recovery as a result of their individual graduation/academic plan.

School guidance counselors offer an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training, and/or credit recovery as a result of their individual graduation/academic plan.

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***

School Counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School Counselors meet with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements and helps students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond.

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

All students who are in attendance for 10 + days attend student/teacher data chat meetings to help build positive relationships and discuss data and planning for the future. These students are also provided with a Career Decision Making survey tool. Various topics are emphasized by grade level to ensure student course of study is more meaningful to them, now in high school and beyond. Short term students are scheduled to a vocational/ career education block each day. Guidance counselors provide a course checklist outlining specific courses based on cohort, grade level and academic needs as it relates to the district's Student Progression Plan. Students on target for meeting the graduation requirement are given the opportunity to experience a curriculum with career influence which promotes positive outcome for future endeavors.

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

Counselors help students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans. At the time of enrollment, students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the workforce. Applied and integrated courses give students the exposure to relevant relationships between academic and career/technical subjects that would link to their future endeavors. Students are presented with a variety of Career Clusters as aligned with the Career and Technical Education program and the Florida Department of Education to discover their interests and passion to empower them to choose a career that will interest them. Alternative Education offers CIW, Information Technology and Hospitality to students that are eligible. Other students are given an Interest Inventory to receive additional training knowledge and skills. A partnership and relationship is build with community employers to support students seeking employment.

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

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests and are exposed to and encouraged to apply for the various scholarships available to them.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reduce the total number of suspensions at Orange Regional Juvenile Detention Center for the 2014-2015 school year by 2%.

- G2.** Reduce recidivism at Orange Regional Juvenile Detention Center by 1%.

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. Reduce the total number of suspensions at Orange Regional Juvenile Detention Center for the 2014-2015 school year by 2%. 1a

G050665

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	7.0

Resources Available to Support the Goal 2

- Resources include school personnel and Department of Juvenile Justice officers, family court judges, and Juvenile Probation officers.

Targeted Barriers to Achieving the Goal 3

- Current state Detention Center behavior management guidelines prevent students from being effectively held accountable for their inappropriate behaviors.

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through Detention Audit sign-in sheets and Detention Audit meeting notes will be collected at weekly Detention Audits.

Person Responsible

Deborah Johnson

Schedule

Weekly, from 10/15/2014 to 6/3/2015

Evidence of Completion

Detention Audit sign in sheets and meeting notes

G2. Reduce recidivism at Orange Regional Juvenile Detention Center by 1%. 1a

G045491

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	60.0

Resources Available to Support the Goal 2

- Lead teachers, guidance counselor, site administrators, transition specialist

Targeted Barriers to Achieving the Goal 3

- Students often do not re-enroll into another educational placement upon withdrawal from JDC. This may often be the result of lack of parent education about the reenrollment process.

Plan to Monitor Progress Toward G2. 8

Phone logs will be maintained throughout the school year.

Person Responsible

Deborah Johnson

Schedule

Weekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

The phone logs will record which students have re-enrolled, which students are preparing to re-enroll into another educational placement, and which student were unable to be reached.

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. Reduce the total number of suspensions at Orange Regional Juvenile Detention Center for the 2014-2015 school year by 2%. **1**

 G050665

G1.B1 Current state Detention Center behavior management guidelines prevent students from being effectively held accountable for their inappropriate behaviors. **2**

 B126965

G1.B1.S1 Communicate weekly with the Juvenile Probation officers during the Detention Audits regarding classroom behavioral issues with identified students. This communication will be in the form of Behavioral Progress Reports provided by the student's teacher. **4**

 S138963

Strategy Rationale

This communication will strengthen the collaborative effort between the school department and the Juvenile Probation officers as each student dispositions are explored during the weekly audits.

Action Step 1 **5**

A school representative will attend the Detention Audits each Thursday to share behavioral and academic progress of each enrolled student with the Juvenile Probation Officers (JPOs).

Person Responsible

Deborah Johnson

Schedule

Weekly, from 10/15/2014 to 6/3/2015

Evidence of Completion

School representative will note which JPOs were provided with the progress report. The JPOs will note the information shared by the school representative during the Detention Audits as a part of their decision-making process regarding each students' disposition. JPO may also forward pertinent information to the student's assigned judge.

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

School representative will attend weekly detention audit meetings

Person Responsible

Deborah Johnson

Schedule

Weekly, from 10/15/2014 to 6/3/2015

Evidence of Completion

Sign- in sheets will reflect the attendance of a school representative.

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

During the weekly Detention Audit meetings, feedback will be received by the school representative from the JPOs regarding pertinent information (related to current disposition) on identified students.

Person Responsible

Deborah Johnson

Schedule

Weekly, from 10/15/2014 to 6/3/2015

Evidence of Completion

Meeting notes taken at weekly Detention Audits by School representative.

G2. Reduce recidivism at Orange Regional Juvenile Detention Center by 1%. 1

G045491

G2.B1 Students often do not re-enroll into another educational placement upon withdrawal from JDC. This may often be the result of lack of parent education about the reenrollment process. 2

B112371

G2.B1.S1 Lead teacher will monitor student re-enrollment on SMS after withdrawal from ORJDC. The parent/ guardian of withdrawn students who have not reenrolled into a school within one week of their release from ORJDC will be contacted via phone. At that time, the parent/ guardian will be educated as to their roll in the student's re-enrollment process. 4

S123745

Strategy Rationale

Students will be re-enrolled into an educational placement of the family, JPO, or judge's choosing.

Action Step 1 5

Lead teacher will monitor student re-enrollment on SMS after withdrawal from ORJDC. The parent/ guardian of withdrawn students who have not re-enrolled into a school within one week of their release from ORJDC will be contacted via phone. At that time, the parent/ guardian will be educated as to their roll in the student's re-enrollment process. When parent guardians express the need for assistance with the re- enrollment process, lead teacher will refer the parent/ Guardian to the Transition specialist for further assistance.

Person Responsible

Deborah Johnson

Schedule

Weekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Parent Contact Phone Logs and email correspondence with transition specialist.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

A phone log will be kept of phone calls made to the parent/ guardians of withdrawn students that have not re-enrolled within one week of their release from ORJDC.

Person Responsible

Deborah Johnson

Schedule

Weekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

phone logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

In addition to the phone log, parent/ guardians who are identified through the phone conversation as needing additional support with the re-enrollment process will be referred to the guidance counselor or the transition specialist for further assistance.

Person Responsible

Terri Medus

Schedule

Weekly, from 9/17/2014 to 5/27/2015

Evidence of Completion

email correspondence and phone log notes

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	Lead teacher will monitor student re-enrollment on SMS after withdrawal from ORJDC. The parent/ guardian of withdrawn students who have not re-enrolled into a school within one week of their release from ORJDC will be contacted via phone. At that time, the parent/ guardian will be educated as to their roll in the student's re-enrollment process. When parent guardians express the need for assistance with the re- enrollment process, lead teacher will refer the parent/ Guardian to the	Johnson, Deborah	9/24/2014	Parent Contact Phone Logs and email correspondence with transition specialist.	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Transition specialist for further assistance.				
G1.B1.S1.A1	A school representative will attend the Detention Audits each Thursday to share behavioral and academic progress of each enrolled student with the Juvenile Probation Officers (JPOs).	Johnson, Deborah	10/15/2014	School representative will note which JPOs were provided with the progress report. The JPOs will note the information shared by the school representative during the Detention Audits as a part of their decision-making process regarding each students' disposition. JPO may also forward pertinent information to the student's assigned judge.	6/3/2015 weekly
G2.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Progress will be monitored through Detention Audit sign- in sheets and Detention Audit meeting notes will be collected at weekly Detention Audits.	Johnson, Deborah	10/15/2014	Detention Audit sign in sheets and meeting notes	6/3/2015 weekly
G1.B1.S1.MA1	During the weekly Detention Audit meetings, feedback will be received by the school representative from the JPOs regarding pertinent information (related to current disposition) on identified students.	Johnson, Deborah	10/15/2014	Meeting notes taken at weekly Detention Audits by School representative.	6/3/2015 weekly
G1.B1.S1.MA1	School representative will attend weekly detention audit meetings	Johnson, Deborah	10/15/2014	Sign- in sheets will reflect the attendance of a school representative.	6/3/2015 weekly
G2.MA1	Phone logs will be maintained throughout the school year.	Johnson, Deborah	9/17/2014	The phone logs will record which students have re-enrolled, which students are preparing to re-enroll into another educational placement, and which student were unable to be reached.	5/27/2015 weekly
G2.B1.S1.MA1	In addition to the phone log, parent/ guardians who are identified through the phone conversation as needing additional support with the re-enrollment process will be referred to the guidance counselor or the transition specialist for further assistance.	Medus, Terri	9/17/2014	email correspondence and phone log notes	5/27/2015 weekly
G2.B1.S1.MA1	A phone log will be kept of phone calls made to the parent/ guardians of withdrawn students that have not re-enrolled within one week of their release from ORJDC.	Johnson, Deborah	9/17/2014	phone logs	5/27/2015 weekly

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.

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