

Orange County Public Schools

# Juvenile Detention



## 2018-19 School Improvement Plan

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## Juvenile Detention

2800 S BUMBY AVE, Orlando, FL 32806

[ no web address on file ]

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Combination School  
KG-12

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

6%

**Primary Service Type**  
(per MSID File)

Alternative Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

89%

### School Grades History

**Year**  
**Grade**

**2017-18**

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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 Leadership Team

#### Membership

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

Name	Title
Tovine, William	Principal
McCray, Ima	Assistant Principal
Lebron, Maribel	Assistant Principal
Merchant, Daniel	Assistant Principal
Webster-Gardiner, David	Assistant Principal

#### Duties

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

The leadership team is comprised of William Tovine, principal, and four assistant principals: Ima McCray, Maribel Lebron, Daniel Merchant and David Webster-Gardiner. Each assistant principal is assigned to multiple school sites within Alternative Education.

ORJDC is under the administrative direction of William Tovine and Ima McCray. Teachers, instructional coaches, classified staff and a lead teacher are all members of the school improvement team at ORJDC.

The ORJC school improvement team is comprised of teachers, instructional coaches, classified staff and a lead teacher. Teachers provide rigorous daily instruction based on Florida standards. They also track and guide student progress via formative and summative assessments. Instructional coaches use the Continuous Improvement Model (CIM) to analyze student data, determine needs and assist teachers in implementing interventions and enrichment activities. Classified staff provide support to teachers to ensure that academic programs are effectively implemented. The school improvement team engages in a weekly data cycle meeting with instructional coaches and administrators.

ORJD's lead teacher provides data on student SIP goals to the principal's monthly data meeting. At these monthly meetings, the leadership team evaluates data on reading, math, science, and writing performance for each student including an analysis of strengths and weaknesses. After identifying student areas that need support, an intervention plan is developed to craft instructional methods and target assessments that helps to improve and monitor academic skills. Individual leadership team members monitor the progress of students at their school sites on a weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	3	3	5	18	12	3	0	44	
One or more suspensions	0	0	0	0	0	0	3	2	3	16	8	1	0	33	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	25	18	10	65	
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	2	6	2	0	0	12	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	3	3	3	14	8	1	0	32	

#### 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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected

Tuesday 7/24/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	9	16	41	75	81	37	9	268	
One or more suspensions	0	0	0	0	0	0	7	8	25	32	51	23	3	149	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	3	0	5	1	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	2	9	8	9	11	0	0	39	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	7	10	28	30	53	23	3	154	

### Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	9	16	41	75	81	37	9	268	
One or more suspensions	0	0	0	0	0	0	7	8	25	32	51	23	3	149	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	3	0	5	1	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	2	9	8	9	11	0	0	39	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	7	10	28	30	53	23	3	154

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

In 2018, 0% of student were proficient in integration of knowledge and ideas on the 10th grade ELA FSA.

Students were not successful synthesizing past skills with current concepts. This is a trend among the students at Orange Regional Juvenile Detention Center due to the high transitions and mobility rate.

### Which data component showed the greatest decline from prior year?

Integration of knowledge and ideas was the component on the 10th grade ELA FSA that showed the greatest decline from prior year. Students are lacking the skills to synthesize past skills with current concepts. Thirty percent of students were proficient in this component.

### Which data component had the biggest gap when compared to the state average?

Changes that led to the improvement in this area include standard based instruction based on data, efficient data monitoring, differentiated instruction. One on one instruction was conducted bi-weekly to specifically address key ideas and details. Teachers also participated in after-school tutoring to enhance learning.

### Which data component showed the most improvement? Is this a trend?

In 2018 all students tested on the 10th grade ELA FSA received a not recorded (NR) score. This was due to the high transitions and mobility rate for the students at Orange Regional Juvenile Detention Center.

### Describe the actions or changes that led to the improvement in this area

Changes that led to the improvement in this area include standard based instruction based on data, efficient data monitoring, differentiated instruction. One on one instruction was conducted bi-weekly to specifically address key ideas and details. Teachers also participated in after-school tutoring to enhance learning.

#### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	60%	60%	0%	67%	57%
ELA Learning Gains	0%	57%	57%	0%	62%	57%
ELA Lowest 25th Percentile	0%	54%	52%	0%	53%	51%
Math Achievement	0%	60%	61%	0%	62%	58%
Math Learning Gains	0%	60%	58%	0%	59%	56%
Math Lowest 25th Percentile	0%	55%	52%	0%	52%	50%
Science Achievement	0%	56%	57%	0%	55%	53%
Social Studies Achievement	0%	74%	77%	0%	81%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (9)	3 (16)	5 (41)	18 (75)	12 (81)	3 (37)	0 (9)	44 (268)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (7)	2 (8)	3 (25)	16 (32)	8 (51)	1 (23)	0 (3)	33 (149)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (3)	12 (0)	25 (5)	18 (1)	10 (0)	65 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (2)	1 (9)	2 (8)	6 (9)	2 (11)	0 (0)	0 (0)	12 (39)

#### Grade Level Data

**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
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	Reduce ELA Course Failure
<b>Rationale</b>	2017-18 school data indicates that 25%, (16/65), of students exhibited course failure in ELA due to low performance in reading, recurring school transition, incomplete coursework and lack of testing and foundational skill knowledge.
<b>Intended Outcome</b>	Throughout the implementation of instructional strategies such as differentiated instruction, the percent of students with a course failure in ELA will decrease by 3% (from 25% to 22%).
<b>Point Person</b>	Chris Smart (christopher.smart@ocps.net)
Action Step	
<b>Description</b>	<p>Data is collected using TABE and iReady results for reading. Pretest results are conducted to determine students' reading levels while post-test results are used to determine student learning gains upon exiting the school program as part of the withdrawal process. This will be achieved through the use of instructional strategies such as content specific word walls, implementation of close reading strategies from informational texts to support vocabulary acquisition, read alouds in all subject areas, and I-ready implementation. We will also utilize remedial push in instructional services for reading and ELA to support our lowest 25%.</p> <p>Progress reports are used to monitor grades every nine weeks per the OCPS instructional calendar.</p> <p>Social and emotional goals are addressed within a Culturally Responsive School Plan to meet the needs of students that are challenged with life skills. Students are given an array of strategies to manage emotions, establish relationships, and foster better communication skills.</p>
<b>Person Responsible</b>	Chris Smart (christopher.smart@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	ELA teachers will meet weekly during site based data meetings to review student performance data (mini assessments) and implement research-based instructional strategies to help students improve their level of performance. ELA teachers will also address intervention plans for students who are not achieving proficiency during their time at ORJDC.
<b>Person Responsible</b>	Ima McCray (ima.mccray@ocps.net)

Activity #2	
<b>Title</b>	Proficiency in English/Language Arts
<b>Rationale</b>	Students will demonstrate proficiency in English Language Arts by reading and responding to complex text using close reads and gradual release strategies. (Division Priority: Providing Empowering Environments)
<b>Intended Outcome</b>	According to the early warning signs data, 0% of the students at the Juvenile Detention Center achieved a level 3 or higher in ELA. The percentage of students scoring a level 3 or above will increase by 3% with the use of close reads and gradual release strategies.
<b>Point Person</b>	Chris Smart (christopher.smart@ocps.net)
Action Step	
<b>Description</b>	Teachers will continue to attend trainings on close read and share within professional learning communities. Teachers will effectively use the gradual release model as they implement lessons with complex text. The teachers of Juvenile Detention Center have been successful in providing whole group and small group instruction to ensure students are making academic gains.
<b>Person Responsible</b>	Chris Smart (christopher.smart@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	To monitor passing rates ELA teachers will track over passing "grades" for students leaving Juvenile Detention Center. Data results from Common assessment and independent student work based on complex text will be reviewed during weekly site meetings. Student's growth will be reviewed on a weekly basis by site based team to ensure that students are progressing. Additional data to be collected and analyzed will include formative and summative assessments, state and local assessments, CFE's and EOC's.
<b>Person Responsible</b>	Ima McCray (ima.mccray@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Orange Regional Juvenile Detention Center (ORJDC) builds and sustains partnerships through continuous relationship building activities and community engagement including:

- Partners in Education (P.I.E.)
- IEP and ELL meetings
- Treatment team meeting

- Transition meetings
- Parent involvement activities
- School Advisory Committee (SAC)
- Partnerships with host agencies
- Guest speakers
- OCPS Teach-In
- Education advocacy
- Children's Cabinet (organization to support DJJ programs)
- OCPS Expectation Graduation
- Mentorship programs
- Employment opportunities and other vocational services

The activities listed above help build positive relationships with parents by allowing parents to attend cultural, academic and enrichment events offered at Orange Regional Juvenile Detention Center. Parents are invited to engage in IEP/ELL meetings, treatment team meetings, transition meetings and other various school functions including open house and meet the teacher. When parents are available to view the educational process in motion, they are more apt to invest in the academic success of their student. Parents also feel comfortable in communicating with the school improvement team once they have been acclimated to our environment.

#### **PFEP Link**

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

#### **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**

Orange Regional Juvenile Detention Center (ORJDC) staff, counselors and teachers work together to identify students that need social and emotional support by partnering with agencies and other stakeholders. Students at ORJDC have access to these services by initiating dialogue with any educational staff member at ORJDC who can assist with the referral. Some services include but are not limited to:

- Mentoring programs
- Indigent services
- Education advocacy
- Counseling referrals
- Social Worker referrals
- ILP (Independent Living/Career) services

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

Based on the OCPS Pupil Progression Plan, the Director of Education advises each student on the academic courses required for their specific grade level and cohort year. A checklist is designed to track completion and is presented during student enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with the Florida Standards and required assessments. When appropriate, aligned counselors, in accordance with IDEA, 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 to create an overall individual graduation plan.

Once each student reaches high school, counselors provide guidelines and curricula that will enable them to complete individual graduation plans that will 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' goal by meeting the core and elective course requirements as defined by the Florida's Bright Future's Scholarship program.

A transition process is in place for students reentering Orange County Public Schools. To help streamline the student's reentry process, the Department of Juvenile Justice and the Department of Education collaborated with school districts DJJ Transition Contacts to develop a statewide DJJ Electronic Educational Exit Plan (EEEP). This plan has been used to help School District DJJ Transition Contacts prepare for DJJ students transitioning from residential commitment programs. These plans are reviewed at community reentry team (CRT) meetings and the school district DJJ Transition Contact to discuss school options with the student, their family, juvenile probation officer, transition counselors, and other members of the student's support team.

**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**

Orange Regional Juvenile Detention Center school leadership ensures the success of all students by setting clear goals using evidence-based measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Since resources are aligned with outcomes, ORJDC develops an instructional model parallel to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

Orange Regional Juvenile Detention Center school leadership coordinates a tutoring program that supports student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, materials and supplies required. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team, along with compliance data managers and monitored internally on a weekly basis.

Orange Regional Juvenile Detention Center school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include the development of character education embedded curriculum, project-based learning to pique students' interests and maximizing academic time to support

relevant career learning (i.e. remedial support) to enhance students overall academic performance.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- Arrange college and career visits
- Conduct college and career fairs
- Provide financial aid assistance
- Offer academic guidance
- Connect students with community-based programs for volunteer opportunities

**Part V: Budget**

**Total:**

**\$0.00**