

CITA/NCA Accreditation Report

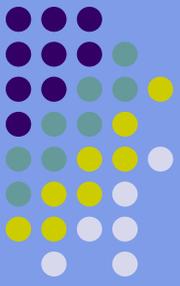
Pima Accommodation District

Eva Carrillo Dong

Superintendent

FSY 2010-2011

CAPE NCA/CITA REPORT 2009

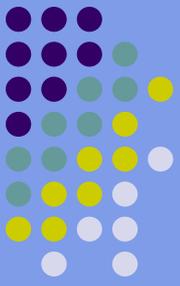


Goal #1: Purchase and Implementation of A+ Curriculum

Purchase and Implementation of A+ Curriculum with assessment tools to improve analysis of student current functioning levels to replace current formal assessments and allow for more efficient assignment of MS and HS curriculum for credit.



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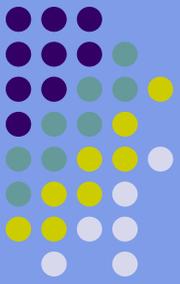
Goal #2:

Transitional Assessment Project

The District will continue to work with the sheriff and court agencies to coordinate student transitional activities and implement the University of Arizona transitional assessment project at both the jail and juvenile court sites.



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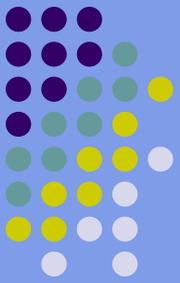


Goal #3:

Enhancement of Life Skills Curriculum

In order to enhance and add to the effectiveness of the CAPE Life Skills Curriculum, the district will methodically review all Life Skills units for consistency and relevant content with the goal of ensuring that the curriculum reflects current technology needs and facilitates the instruction implementation and the teaching process of the Life Skills Curriculum.

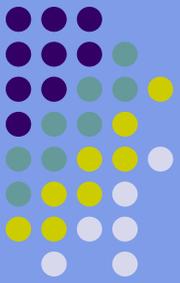




SET
GOALS



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Goal #1

100% of new students entering the CAPE program will be given the A+ Assessment.

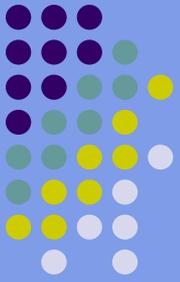
The average stay for detainees is 15 days in the detention facility, but some students do remain with CAPE for more than 30 to 60 days. The need for a reliable and efficient assessment remains as a way to ensure that individual academic pathways are established expeditiously.

Negotiate contractual services for the A+ Assessments and purchase for juvenile court site.

Establish A+ Assessment training dates and times with follow-up and monitoring of the new technology.

Assessment and curriculum implementation at the juvenile court site.

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Goal #2:

100% of the students entering detention will receive a portable transitional portfolio.

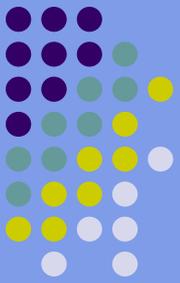
Transitional activities are highly valued and promote a healthy school culture with emphasis on social skills development, conflict management and prevention awareness. Transitional activities give the students improved opportunities to avoid recidivism. The school will cooperate and work with jail and court facilities to continue improved transition to the community from district secure care facilities.

The Transition Committee will review Portfolio examples from throughout the country to establish an effective portable transition instrument.

The Transition Committee will attend the Arizona Annual Transition Conference.

CAPE

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Goal #3

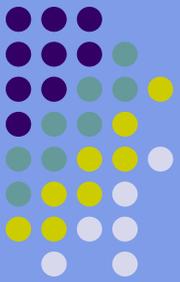
100% of the students that stay in detention for fourteen days or more will be able to access the Career Center.

Transitional activities are highly motivating and critical to establishing higher order thinking skills and self-reflection. Providing a variety of opportunities and materials for the students to utilize in this self-reflection can result in better decision making and goal setting skills.

The District will work with jail and court administration to establish a career center assessable to the detainees.

The District will work with the jail and court staff to establish relationships with outside agencies that are willing to collaborate in the transitional needs of our students.

CONTACT INFORMATION



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Self Assessment Report

CAPE School-Pima County Juvenile Detention Center Customer Number: 45897

2225 E Ajo Way
Tucson, Arizona 85713
US

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REPORT INTRODUCTION AND PURPOSE

Your ASSIST-Generated Self-Assessment

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

Report Structure

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

- Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
- Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
- Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
- ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.

- "Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.

DEMOGRAPHICS

Institution

District	Arizona Supreme Court
Country	US
State/Province	AZ
City	Tucson
Governance	Public, non-charter
Setting	Urban
Type	Supplementary School
Grade(s)	03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Religious Denomination	Not Applicable
Gender	Coed
Enrollment	1205

Contact

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SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose

Overall Score: Operational

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement:

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicator	Rubric Rating
1.1 Establishes a vision for the school in collaboration with its stakeholders	Highly Functional
1.2 Communicates the vision and purpose to build stakeholder understanding and support	Operational
1.3 Identifies goals to advance the vision	Highly Functional
1.4 Develops and continuously maintains a profile of the school, its students, and the community	Operational
1.5 Ensures that the school's vision and purpose guide the teaching and learning process	Highly Functional
1.6 Reviews its vision and purpose systematically and revises them when appropriate	Operational

Evidence

Annual report to community	School annual report to the community (or comparable document)
Current and trend data relating to student achievement	School demographic and community profile information
Curriculum guides	School improvement plan
Curriculum guides and teacher lesson plans linked to the stated vision	School profile
Lesson plans	School profile that includes organizational effectiveness measures
Meetings with stakeholders that involved their standards and or collaborative goals toward our vision statement.	Staff member familiarity with appropriate data regarding student achievement and engagement
Minutes of governing body and/or stakeholder groups	Staff member, parent, student familiarity with the vision and purpose
Minutes of stakeholder groups regarding vision	Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics
Minutes/attendance lists from school improvement team meetings	Student characteristics and relevant community information
Minutes/attendance lists from stakeholder meeting	Surveys
Our Lifeskills curriculum is taught in all of the living units. Assessments are done on a weekly basis to ensure the students are gaining the transitional skills necessary to succeed. We are continuously reviewing our curriculum and adjusting when needed	Surveys and evaluation instrument
Presentations are done at the annual correctional educators conference as well as other conferences. There are biannual meetings with the juvenile court as well as quarterly meetings with other detention facilities throughout the state.	Vision statement
Professional development of the entire staff has been geared towards special needs students as well as optimal use of classroom time and student engagement.	We are continuously reviewing our computerized data in regards to both the Lifeskills curriculum and our reading and math assessments to insure that the individual student's needs are being served effectively by our vision.

**CAPE School-Pima County Juvenile Detention Center
Arizona Supreme Court, AZ**

Proposition 301 Goals are strongly aligned to our Vision Statement.

Weekly meetings to discuss progress towards any new goals and revisions if new goals will not be attained or are no longer in alignment with our vision.

Schedule of school improvement team meetings

Written policies/procedures of stakeholder involvement in development and revision of vision, purpose, and goals

Standard-level Contextual Narrative

The school uses a variety of processes to ensure stakeholders are aware of the school Vision and Mission Statements. The school does trainings inside and outside the county where its Vision Statement is shared. The Vision Statement is posted throughout the facility and throughout the curriculum. Professional Development focuses on the Vision Statement and ensures that all of the school's staff follows this as they work with the diverse student population.

The school must look closer at its surveys to ensure that they are aligning to the Vision. Surveys must be revisited annually to make sure they are still relevant and necessary.

Standard 2: Governance and Leadership

Overall Score: Highly Functional

The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement:

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicator	Rubric Rating
2.1 Establishes policies and procedures that provide for the effective operation of the school	Highly Functional
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school	Highly Functional
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations	Highly Functional
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness	Operational
2.5 Fosters a learning community	Highly Functional
2.6 Provides teachers and students the opportunities to lead	Operational
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	Operational
2.8 Controls curricular and extracurricular activities that are sponsored by the school	Highly Functional
2.9 Responds to community expectations and stakeholder satisfaction	Highly Functional
2.10 Implements an evaluation system that provides for the professional growth of all personnel	Highly Functional

Evidence

Actions taken as a result of observations	Meeting minutes
Administrative classroom observation protocols and logs	Minutes/attendance lists from professional development meetings
Agendas and minutes of meetings	Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders
Agendas and minutes of stakeholder meetings	Multiple methods of using and reporting data
Agendas/meeting minutes of committees indicating student involvement	Non instructional staff members also attend the annual "Arizona Correctional Educators" conference. Peer Coaching is practiced.
As with all other public school districts, Arizona School Board Associations Policy Manuals are utilized with very few modifications to address the unique needs of a secure care setting. We also adhere to the Juvenile Detention facilities Policy Manual.	Observation protocols
Assurances, certifications	Observational protocols
Attendance rosters/minutes of professional development meetings	Peer Coaching is practiced.
Behavioral policies	Peer Coaching is utilized to make changes in the classroom.
Budget allocation documents	Peer learning communities
Calendars, logs	Peer learning community agendas and minutes
Class and activity rosters	Personnel evaluation plan
Committee agendas and minutes	Policies/Procedures that address leadership roles
Committee minutes	Policy development procedures
Compliance historical data	Policy manuals
Conferences that deal with specific skills are attended by staff.	Portfolios are kept by each student with their individualized material.

CAPE School-Pima County Juvenile Detention Center Arizona Supreme Court, AZ

<p>Continuum of administrative skills, job descriptions</p> <p>Copies of agreements</p> <p>Correspondence reference policies</p> <p>Criteria for selecting and terminating partners and contractors</p> <p>Curriculum development, restructuring, and deliverance is at the site level.</p> <p>Demographic distribution of students in special programs</p> <p>Distribution of curriculum materials</p> <p>Distribution of qualified staff members</p> <p>Documentation of collection of lesson plans and grade books</p> <p>Documentation of numbers of disruptive events—increase/decrease</p> <p>Evaluation forms</p> <p>Governing body and school policies</p> <p>Grievances file by the students are quickly addressed.</p> <p>Job descriptions</p> <p>Lesson plans showing support for all students</p> <p>Lessons plans that show time, resources, and students served as required by federal funding</p> <p>Logs of concerns expressed</p> <p>Maintaining feedback</p> <p>Maintenance of consistent academic oversight, planning, and resource allocation</p> <p>Master calendar</p> <p>Meaningful leadership roles assigned</p> <p>Meeting agendas, minutes</p>	<p>Procedures for purchasing materials and equipment that consult teachers</p> <p>Professional Development such as "Love and Logic."</p> <p>Professional Development such as "Love and Logic."</p> <p>Professional development calendar</p> <p>Professional development plans</p> <p>Professional development plans and records</p> <p>Quarterly meetings are held with the Judges. These meeting are call Educational/Transitional committee meetings.</p> <p>Schedule of school improvement planning meeting topics</p> <p>Scheduled meetings between Detention Supervisors and educational staff.</p> <p>School improvement plan</p> <p>School policy manual</p> <p>School practices and procedures</p> <p>Special Education, Attendance, and other audit timelines and compliances are adhered to.</p> <p>Staff often presents at conferences with one another as well as with Detention staff. Detention staff often attend conferences with the educational staff.</p> <p>Surveys and related data</p> <p>Technology is utilized in attaining and understanding data.</p> <p>Testimony from other teachers</p> <p>Testimony from staff members and stakeholders</p> <p>The Arizona Supreme Court, Administrative Office of the Courts provides a centralized process for administrative oversight and coordination to ensure that ARS 15-913 is in place.</p> <p>Use of data for continuous improvement or decision-making</p> <p>Wednesday staffings are held to discuss new ideas and reflect on old practices.</p> <p>Workshop attendance</p>
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Standard-level Contextual Narrative

Oversight to education in a secure care setting is shared by the County School Superintendent and the Presiding Juvenile Court Judge pursuant to ARS 15-913. Policies and Regulation requirements follow the normal procedures that other schools must adhere to with some slight modifications because of security needs. With the assistance of the Arizona Supreme Court collaboration exists with all of the other detention facilities. This collaboration and the collaboration between staff and outside agencies allows for a wider range of services for the students. Although data is used to make instructional decisions, more needs to be done to survey the satisfaction of the stakeholders.

Standard 3: Teaching and Learning

Overall Score: Highly Functional

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement:

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicator	Rubric Rating
3.1 Develops and implements curriculum based on clearly-defined expectations for student learning	Highly Functional
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning	Highly Functional
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices	Highly Functional
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice	Highly Functional
3.5 Challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity	Highly Functional
3.6 Allocates and protects instructional time to support student learning	Highly Functional
3.7 Provides for articulation and alignment between and among all levels of schools	Highly Functional
3.8 Implements interventions to help students meet expectations for student learning	Highly Functional
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning	Operational
3.10 Provides comprehensive information and media services that support the curricular and instructional programs	Highly Functional
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	Highly Functional

Evidence

A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)	Integration of department collaboration. For example, committees that include detention and the courts and afford us the opportunity to utilize some of their staff in reinforcing our curriculum.
A library/media center space that is appropriate for the size of the school	Internet use policy
Access to library/media services	Interventions for improvement designed for students of all performance levels
After school committees are formed to thoroughly review and revise the curriculum or the assessments.	Interventions for improvement that include students of all performance levels
Agendas and minutes from peer learning community meetings	Language support services for students learning in a non-native language
Agendas and minutes of curriculum committees and grade level committees	Lesson plans
Agendas, meeting minutes	Lesson plans indicating individualized strategies
Agendas/minutes of school improvement meetings	Lesson plans referencing objectives from curriculum
Alignment documents	Lesson plans that indicate differentiated learning
Alignment of instructional activities within content areas and across grade levels	Lesson plans that show link between technology and instruction

All of the teachers have gone through Sheltered English Immersion Training and are highly skilled in using methods that involve Higher Order Thinking Skills in their teaching strategies.

All the teachers have been trained in Sheltered English Immersion strategies and differentiated instruction. Teachers have converted the Life Skill curriculum into Powerpoint Presentations to address the special learning needs of diverse students.

Along with our written assessments, our school adheres to Arizona State Standards that are incorporated into the A+ computer curriculum.

Assessments

Balanced, relevant, and up-to-date media center collection

Calendar for updates and review list

Calendars

Changes designed to protect student learning time

Changes in lessons or programs to accommodate evaluation conclusions

Classroom assessments

Classroom level observations documenting use of curriculum guides

Classroom rosters

Classroom strategies that encourage involvement of students in their own learning

Collaboration between teachers and detention, and library staff in reinforcing the curriculum.

Collaboration with the Library Staff to attain after school tutoring. Collaboration with detention to provide time after school for the students to work extra on computerized educational programs.

Collaboration with the Library on the extensive media resources the staff and students can utilize.

Collaborative efforts with detention and the courts for fewer interruptions and more emphasis on the importance of an education.

Comprehensive needs assessment

Computerized programs that address student's diverse backgrounds and academic experiences.

Curriculum and instruction requirements by the government are met

Curriculum appropriate for the educational program is selected, revised, and reviewed

Curriculum committee meeting minutes that reference alignment work

Curriculum documents

Curriculum documents that identify highest priority expectations

Curriculum guides

Curriculum is taught simultaneously through out the living units. Discussions are held on Wednesday's staff meetings on individual student's needs and whole group learning expectations.

Curriculum mapping, scope and sequence guides

List of students identified as needing support

Listing of skills within content areas and across grade levels

Lists of students who have greatest degree of difficulty

Local assessment items align with standards/expectations

Major curriculum review and changes or additions are done by committees after school. Minor changes or additions are done during weekly meetings. Curriculum needs are reviewed and addressed during our quarterly meeting with the Office of the Courts.

Media services and instructional technology plan

Meeting agendas and minutes

Meeting minutes that describe teacher collaboration and discussion of strategies

Minutes of collaborative meetings, descriptions of analysis of work

Our 12 Week Life Skills Curriculum was created from the Arizona Department of Education's Special Need's Department. It is aligned to the Arizona State Standards.

Positive interactions between students and students, students and adults, adults and adults

Posted and written expectations of student behavior

Pre and Post test are administered every week. Students are required to maintain a portfolio with their classroom projects and other resouces to help them transition as they leave us.

Procedure for purchase of materials

Professional Development designed to assist in positive classroom management strategies.

Professional Development has been aimed at strategies that are researched based. Love and Logic training increased the amount of time focused on student learning versus disciplining time.

Professional Development of staff that helps them learn and utilize technology to enhance and optimize their diverse student's learning.

Professional Development strategies are addressed throughout the year and reflected on during staff meetings. Main curriculum taught was designed by the Arizona Department of Education Exceptional Student's Services.

Professional Development training on creating effective classroom powerpoints. Computerized curriculum to enhance academic skills and address the special needs of our diverse students.

Professional development agendas

Professional development agendas addressing formative assessment

Professional development offerings that showcase new developments and trends

Professional development plan

Professional development tied to results of evaluations

Professional development training on the effective use of technology and the understanding of the data it can generate.

Professional development/school improvement plans

Program modifications and rationale

Curriculum maps	Program/project descriptions
Curriculum review protocol	Protocols for collaboration among all staff members
Curriculum showing enrichment/acceleration elements	Re-teaching of students who have not met expectations
Curriculum, instructional guides	Review of student data
Decisions made	Samples of alignment of assessments and tasks
Degree of teacher engagement in innovative approaches to learning	Samples of exemplars, models, rubrics, and other formative assessments
Description of process used to adopt and analyze assessments	Samples of record keeping, communication, and instruction
Descriptions of lessons revised based upon analysis of student work	Schedules (assemblies, non-academic scheduling, special programs)
Detention officers provide mentoring to each student on a daily basis. School provides group counseling. Lessons are designed to provide a considerable amount of certificates and praise.	School budget
Differentiated instruction provided to students with specific needs	School improvement plan
Distribution of curriculum materials by achievement/ethnic groups	School leadership investigation of new strategies for innovative instruction
Documentation of number/percentage of disruptive events	School leadership investigation of strategies for improved instruction
Entry assesments are completed on each students. This includes the Terra Nova written tests and A+ Math, Reading and Writing assessments as well as individual teacher assessments and special education assessments.	Staff have an opportunity every week to identify high priority standards and our updated on new opportunities for assessing and addressing student's needs.
Evaluation plan	Student work displayed
Evidence of data review	Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)
Evidence of teacher input into selection and purchase of materials	Teacher's observations and input are used when changing a student's curriculum focus to GED.
Examples of student engagement in the classroom	Teacher's periodically review assessments and make any necessary changes to address the student's needs.
Formative and summative classroom assessments	Technology plan
Guest speakers, special presentations, mentors	Technology resources. i.e., computers, computer lab
Indication of engagement of students	The students are actively engaged in building their portfolio's with material that they can use when they exit our secure care facility.
Indication that school climate is important and is used to help guide school decisions	Time frames that vary to enable all students the time to complete their programs
Indication that there is a positive, caring, supportive, respectful atmosphere	Transitional Committee is attaining opportunities for students to have a variety of asesments that will help the teachers address individual student's special needs.
Individual accommodations and adaptive equipment	Variety of learning opportunities provided to students
Individualized Education Plans	Written curriculum documents

Standard-level Contextual Narrative

Curriculum has been designed to address the needs of highly at risk students that are with us for a short amount of time. It is designed after a program, Merging Two Worlds that was created by the Arizona State Education Department of Exceptional Needs, and was designed for secure care students. The curriculum has been modified to fit our short term students. It contains higher-order thinking skills and is very interactive. The teachers have attained many hours of professional development that deal with working with students with diverse academic abilities and come from a variety of backgrounds. Collaborations have been forged with detention, the courts and the library that allow learning and adult mentoring to continue after school and on weekends. Technology has become a large part of addressing all of the student's needs no matter how diverse their academic abilities. Assessments and data are utilized to help make decisions about individual needs, but more must be done to survey the stakeholders on their perception of the program and suggestions for improvement.

Standard 4: Documenting and Using Results

Overall Score: Highly Functional

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement:

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicator	Rubric Rating
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	Highly Functional
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	Highly Functional
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	Highly Functional
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	Operational
4.5 Communicates the results of student performance and school effectiveness to all stakeholders	Highly Functional
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness	Operational
4.7 Demonstrates verifiable growth in student performance	Highly Functional
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	Highly Functional

Evidence

Agendas and minutes of collaborative meetings	Lesson plans that reflect shared information
Agendas of meetings with other stakeholders to discuss data.	List of authorized users at various levels of access
Agendas of peer learning community meetings and trainings	Longitudinal student achievement data reflect growth in student performance
Agendas or minutes of peer learning community meetings showing discussion of data	Longitudinal student achievement data reflect growth in student performance (disaggregated)
Agendas/minutes of peer learning communities and other meetings to identify students for additional support	Meeting agendas for review of measures
Agendas/minutes of stakeholder meetings	Meeting minutes
Agendas/minutes of stakeholder meetings for data analysis and use of data	Method for students and parents to track completion of objectives, academic grades, and programs
Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data	Organizational effectiveness data (process and results)
Annual report	Policies
Certificates are awarded weekly after the student's post tests are completed. The computerized academic program gives the students acknowledgment and certificates at certain benchmarks.	Policies that guide security of data and authorized users
Classroom level observations documenting use of assessments	Policy and/or procedure to monitor overall student performance
Collaboration with all stakeholders have given us more opportunities to gather data to assist the students with their individualized needs.	Professional Development training by ABA. Collaboration with ASU on concept mapping to analyze our Life Skills curriculum.

<p>Collaboration with other detention facilities in choosing appropriate computerized curriculum. Revising the attendance procedures to help the registrar follow accurate lists. Using technology to keep track as to whether or not a student was in class.</p>	Professional development plan
<p>Collaboration with other districts on choosing an assessment that would be best for short term students. Changed procedures for taking roll so as to make the process more exact.</p>	Professional development plan, school improvement plan
<p>Collaboration with the University of Arizona to administer assessment that would give us a much broader view of individual student's needs.</p>	Program/process data
<p>Collection and analysis of multi-year trend data regarding student achievement and school effectiveness</p>	Reading, writing and math scores are posted on detention's website so that others can go in and review them as they are making history.
<p>Committee agenda/minutes that show review of data</p>	Reports to students and parents
<p>Committee agendas/minutes that show review of data</p>	Samples of classroom assessments and documentation of how used
<p>Communications to stakeholders</p>	School improvement plans showing professional development
<p>Comparative analysis of student achievement among similar schools</p>	School profile
<p>Data analysis, including analysis of school-wide assessment results</p>	Showing discussion of data system development
<p>Data from computerized academic programs such as; Rosetta Stone, A+, and New Century.</p>	Special Education laws are adhered to. ASBA Policies and Procedures are adhered to.
<p>Data on 301 funding have always shown growth and positive achievement milestones.</p>	Staff/stakeholder participation on data committees
<p>Data regarding a student's scores are shared in a computer based program. Detention and court staff have access to some of the academic scores for a more complete picture and better decision making.</p>	Student achievement results from various formative and summative assessments
<p>Data that is shared by detention on recidivism.</p>	Student assessment plan
<p>Demographic analysis and/or process data to correlate with student achievement results</p>	Student performance information system
<p>Demographic data</p>	Student portfolios
<p>Displayed successful work in classrooms and hallways</p>	Teacher reports
<p>Efforts by the school to determine gaps between achievement goals and improvement expectations</p>	Teacher reports about efforts to keep them informed regarding trend and comparison data
<p>Evaluation protocol</p>	Teachers have been trained on computerized programs and their assessments. Computerized programs follow state standards and require students to master certain benchmarks before continuing.
<p>Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes</p>	The University of Arizona has been involved in helping us evaluate the effectiveness of our programs.
<p>Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services</p>	The school analyzes student achievement when determining whether teachers have achieved their goals towards receiving 301 funds.
<p>Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification</p>	Unusual, unique methods of recognition
<p>Frequent recognition programs</p>	Use of schoolwide assessment systems
<p>Immediate discussion of results at staff meetings</p>	Verifiable growth in student performance
<p>Inclusion of data analysis topics in the agenda of professional development activities</p>	Written assessments
<p>Lesson plans</p>	Child find forms are used by teachers on all of the students that have been in detention for five days.

Standard-level Contextual Narrative

Our school uses an assessment system which is based on clearly defined performance measures. The system is used to assess student performance based on clear expectations of student learning. The effectiveness of curriculum and instruction is evaluated and interventions are determined to improve student performance. We analyze change in student performance in a number of ways including:

Home school contacts to request current data report

Terra Nova tests administered when a student first arrives

Weekly pre and post tests

Computerized assessments that analyze benchmarks continually

Staff has several opportunities for professional development in understanding and utilizing data. Sometimes the training comes from outside sources such as trainers from A+ and New Century training on how to administer assessments and read other data from their computerized curriculum. Sometimes the training comes from within, such as when the special education instructors train on how to read and utilize special education data.

We realize that it would be extremely beneficial to attain a transition coordinator. This coordinator would be able to gather all of the data we generate and utilize it in a timely fashion for our short term students. They would be able to work with the students, their parents, their probation officers and their caseworkers to place the student in appropriate school or program settings.

Standard 5: Resources & Support Systems

Overall Score: Highly Functional

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement:

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicator	Rubric Rating
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities	Operational
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)	Operational
5.3 Ensures that all staff members participate in a continuous program of professional development	Highly Functional
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school	Highly Functional
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement	Highly Functional
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system	Highly Functional
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants	Operational
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders	Operational
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning	Highly Functional
5.10 Provides appropriate support for students with special needs	Operational

Evidence

Accounting of supplemental funds	Instructional plans
Administrative classroom observation logs/protocols	Last financial audit
Agendas and minutes of collaborative team meetings (peer learning community)	Lesson plans
All EEO and OSHA regulations are strictly adhered to. Professional Development opportunities are supported. Continuing Education is encouraged and supported financially.	Listing of fiscal resources aligned with school improvement goals
Allocation of funds for services that come from the outside to ensure the student's needs are met.	Log of team meetings and results
Annual budget	Meeting agendas and minutes
Assessments are administered as soon as a student arrives in class. Computerized assessments are also administered. All the assessments given internally along with outside information gathered are disseminated and decisions made alongside strategies.	Meeting minutes
Calendar of meetings	Meetings between detention supervisors and staff regarding both new and old safety procedures. Detention staff periodically stages drills to make sure all staff is aware of emergency procedures.
Changes in space over time in response to changing need	Mentor training/Peer Coaching has occurred for the last two years. Substitutes are brought in to insure the coach has enough time to do the mentoring. Mentors have continued to go through professional development on effective processes for mentoring.

Child Find Screening is done on every student. IEPs are requested of last known home school. Staff meetings are held to discuss individual students. Collaboration with the U of A gives us the opportunity to administer more psychological evaluations.

Child Find Screening reports are done on each student. Outside counseling is brought in by the district for group activities and one on one activities. Detention employs psychological and medical staff for services seven days a week, 24 hours a day.

Classroom walk-through journals

Classrooms are shared with fellow colleagues and detention staff.

Collaboration with detention on special living unit designations.

Collaboration with detention when something needs to be enhanced or repaired

Collection of data about staff strengths

Continuous Professional Development Opportunities that encourage new learning as well as collaboration.

Correspondence

Creative uses of space that align with the school goals

Crisis management plans

Data review

Description of policies in place and monitoring

Description of use of data to target instruction to students not meeting expectations

Disaggregation of student data

Documentation of compliance reporting - assurances

Documented demonstration lessons

Evidence of differentiation of instruction

Evidence that school abides by legal and ethical business and educational practices

Extent to which staff meet certification and licensure requirements

Facilities and technology maintenance plan and long range facilities plan

Facilities report addressing safety concerns

Indication that facilities are regularly inspected and maintained

Indication that leader has communicated with governing body leadership

Mentoring logs, reports, and correspondence

Minutes and notes from staff meetings regarding budget

Minutes reflecting discussion of allocation of human resources

Minutes, notes, and products from collaborative planning sessions

Minutes/action plans

Monthly budget

Observation protocols

Partnership documents

Percentage of staff Highly Qualified

Policies and procedures designed to encourage retention

Print and electronic communications

Reports

Required safety certificates

School budget

School improvement plan

School leaders work with detention on the number of students in the living units. Class sizes are kept very small where students with special behavioral problems are housed.

School policies and procedures

School policies/handbooks

Security plans

Staff communications about budget

Staff is given training on Special Education instructional strategies throughout the year. IEPs are monitored daily to insure that any special needs are met

Student files

Systems are in place to ensure that State and Federal programs are utilized for the targeted support that they are intended for.

Two staff members have gone through extensive Peer Coaching training for two years and have been actively assisting the other teachers with the curriculum.

Standard-level Contextual Narrative

It is sometimes difficult to convince people that working in secure care is very rewarding. Thus, when you employ someone whom you know and observe works well with the student, the next challenge is retaining them. I feel we do a good job of this by a variety of ways. First and foremost, the staff feels comfortable working with one another in a very collegial atmosphere. A lot of time and effort is put into making sure the staff has time to work together in addressing the student's needs. Thus, our regular education teachers, our special education teachers, our paraprofessionals, and our office staff meet once a week to address curriculum needs, special student needs, technology issues, budgetary issues and sometimes just to share a story about their students or their lesson. They all receive a good amount of support through professional development opportunities. The students and staff feel safe because of all of the procedures that are in place by the detention officers and the many hours of classroom management training that the staff has received.

We must continue to allocate funds for professional development as in the end it pays for itself with better qualified staff, better administered lessons, and better prepared students. We must do a better job of getting the word out that working in secure care is a very rewarding experience so that we may recruit the best and most qualified staff possible. We must try to attain more funding so that we can hire a transition coordinator that can continue our work once the student has been released.

Standard 6: Stakeholder Communication & Relationships

Overall Score: Operational

The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement:

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicator	Rubric Rating
6.1 Fosters collaboration with community stakeholders to support student learning	Highly Functional
6.2 Has formal channels to listen to and communicate with stakeholders	Highly Functional
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school	Emerging
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders	Highly Functional
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders	Operational

Evidence

Annual report	Not applicable, parents are not allowed in except during detention led Child and Family Teams meetings.
Correspondence	Once again this is not applicable but the computer makes you pick one.
Course descriptions	Plan for communication among stakeholders
Data reports	Program lists and student schedules
Database of volunteers	Program materials
Event co-sponsorships	Protocol for teachers to request volunteer help
Examples of school communications	Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness
Lesson plans	Stakeholders are very visible in the collaboration of working together for the students. Information is shared quickly for the betterment of the student. Programs are combined to fully impact the students.
Mailing lists	There are several outside agencies that collaborate with us on a number of avenues. We have a transition committee that includes outside social service groups, court personnel, detention personnel and jail personnel from both the juvenile and adult side.
Meeting agendas and minutes	Volunteers in collaboration with detention and the public library system.
Meeting agendas and minutes are distributed widely. Schedules are emailed widely and posted. Extracurricular programs are advertised throughout the facility.	We have formal ways to communicate with stakeholders. We have forms to request information and transcripts from educational institutions. We have legal agreements worked out with detention and the courts to share information to serve the students.
Menu of opportunities available	Written curriculum documents

Standard-level Contextual Narrative

Due to our environment and court preference, we have very little contact with our student's parents or guardians. The most contact we have with them is through the Special Education process during IEPs. That being said, we have many collaborations with court and detention personnel as we start to disseminate what are the best directions for our students. We have intergovernmental agreements and legal contracts that allow us to work cohesively when the student is detained with us. Furthermore, we bring in many outside contacts to help us as we try to transition the students. These contacts may not be the parents or guardians, but they are instrumental in helping us prepare the students for when they are released. Some of them work with the students while they are still with us, such as the U of A's Inside Out Poetry Program and the YWCA's Technology Program for females, and some of them work with the students as they are transitioning out, such as the One Stop Program and the Public Defender's Office. Although we are limited in what we do with the parents, we should try to reach out to them more with a general letter describing the opportunities their child will have in the educational portion of their stay and how they can receive transcripts or other information when their child leaves us.

Standard 7: Commitment to Continuous Improvement

Overall Score: Highly Functional

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement:

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicator	Rubric Rating
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results)	Highly Functional
7.2 Engages stakeholders in the processes of continuous improvement	Operational
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning	Highly Functional
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals	Highly Functional
7.5 Monitors and communicates the results of improvement efforts to stakeholders	Highly Functional
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement	Highly Functional

Evidence

Annual report to the community	Monthly, quarterly and annual reports are reflective of the data we use to monitor our improvement plan. Teacher's 301 goals are intergrated into our School Improvement goals.
Continuous analysis and revisits to School Improvement Plan and changes or modifications mid year if necessary to allow for stronger alignment to our vision.	Peer coaching has been instrumental in the last two years as we try to improve what we are learning during our professional development trainings. Our professional development trainings have been incorporated into our evaluation system.
Continuous improvement that includes daily and monthly gathering of data to analyze curriculum and student performance. Utilization of outside sources to help us with gathering and analyzing data, such as the U of A psychology department.	Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters
Continuous revisits to School Improvement Plan Goals not only with educational staff but with other stakeholders.	Procedure for recognizing team for their work
Data analysis	Professional development schedule or topics
Description (or lesson plans) of teaching practices that demonstrate student-centered instruction	Professional development topics
Evaluation plan and results	Revisions to school improvement plan
Feedback/revision documents indicating responsiveness to feedback	Schedule of school improvement planning meeting topics
Minutes of action items	Schedule of school improvement planning topics showing attention to all stages in the cycle
Minutes/attendance lists from school improvement team meetings showing monitoring and evaluation	School communication tools showing communication among stakeholders
Minutes/attendance lists from school improvement/other meetings	School improvement plan and process employed in development

**CAPE School-Pima County Juvenile Detention Center
Arizona Supreme Court, AZ**

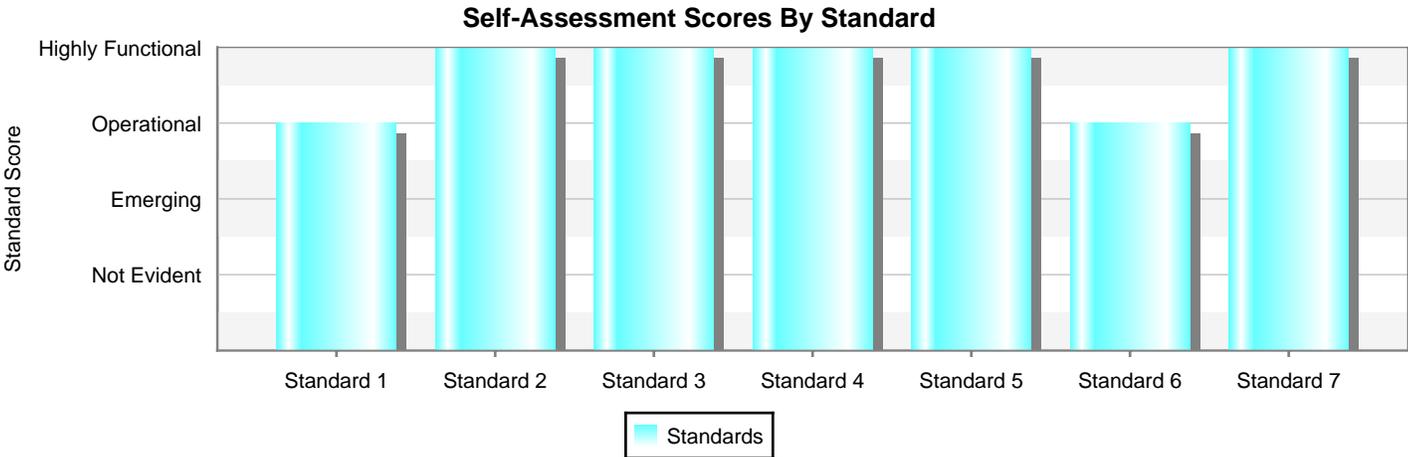
Monitoring and evaluation plan for school improvement plan

We changed our computerized curriculum to improve what the students can access. We are looking at changing one of our assessments to gain better reliability. We have reviewed and modified our pre and post tests to be aligned with our curriculum goals.

Standard-level Contextual Narrative

Through the Arizona Department of Education, Arizona Office of the Courts, Federal Department of Education and various other agencies, we are continuously reporting data and monitoring school demographics. We work collaboratively with Detention, the Courts and other agencies to use this data and generate other data as we look to improving our day to day operations as well as attain our vision. Due to the short term nature of our contact with our students, we realize the data we receive must be gathered quickly if we are to use it to make an impact on our individual students. It is with the knowledge that we won't always be able to gather individual data quickly enough for our individual student to benefit, that we must constantly look to improving our whole system as a general rule. By reviewing, revising and improving our curriculum, we can be better prepared to impact every student no matter how short or long of a time we have the student. We need to do a better job of catching our students with a survey before they leave to assess their reflections of the academic program and its impact on them.

REPORT SUMMARY



School Improvement Action Plan-School Year 2011

Name of School: CAPE Detention and CAPE Jail

Goal #1: 100% of new students entering the CAPE program will be given the A+ Assessment.

<p>Support Data from Self Study:</p> <p>The average stay for detainees is 15 days in the detention facility. But some students do remain with CAPE for more than 30 to 60 days. The need for a reliable and efficient assessment remains as a way to ensure that individual academic pathways are established expeditiously.</p>	<p>Standardized Assessments:</p> <p>District currently utilizes the Terra Nova Survey assessment to evaluate students. This is usually a two-day process for most students and some may take up to a week. Due to distractions and the length of the assessment, the scores are not always valid, and the district staff must wait for the A+ curriculum assessments to have a better understanding of the students' academic abilities.</p>			<p>Local Assessments:</p> <p>The District also utilizes pre/post testing of the life skills curriculum and the evaluation tools provided in the New Century computer curriculum. For the FY 2010, the district purchased and adopted the A+ Curriculum which provides for immediate assessment and assignment of curriculum for credit at the MS and HS levels. However, the purchased curriculum did not have a standard assessment for Reading, Language Arts and Math.</p>	
<p>Intervention:</p> <p>Objective is an assessment tool that can measure student function levels in grade/month data reporting format for court usage. In addition, the testing data can be utilized to aligned student needs with their current credit standing and assign students to the most appropriate academic pathway.</p>				<p>Best Practice Sources:</p> <p>The A+ curriculum is aligned with Arizona State Standards and their assessments align to a complete work of core curriculum requirements for Middle and High School students.</p>	
Action Steps:	Person(s) Responsible	Beginning	End	Resources	Staff Development Activities
Negotiate contractual services for the A+ Assessments and purchase for juvenile court site.	District Administration	7/10	8/10	District Technology Capital	Notification of staff of upcoming changes and participation levels
Establish A+ Assessment training dates and times with follow-up and monitoring of the new technology.	District Administration and Department Head	8/10	9/10	District Technology Capital	Staff Professional Development Activities
Assessment and curriculum implementation at the juvenile court site.	All staff involved in instruction and administration	8/10	6/11	District provided support and professional development	Weekly updates on progress at Wednesday staff meetings

School Improvement Action Plan-School Year 2011

Name of School: CAPE Detention and CAPE Jail

Goal #2: 100% of the students entering detention will receive a transitional portfolio.

<p>Support Data from Self Study:</p> <p>Transitional activities are highly valued and promote a healthy school culture with emphasis on social skills development, conflict management and prevention awareness. Transitional activities give the students improved opportunities to avoid recidivism. The school will cooperate and work with jail and court facilities to continue improved transition to the community from district secure care facilities.</p>	<p>Standardized Assessments:</p> <p>A Court Transition Committee was established in 2007 to foster improved transitional services between the court, jail, and district. The CAPE transition group (as it is now known) has received on-going training for the jail, district, and court staff by ADE. The ADE goal is to assist the group develop meaningful goals for transition and future inter-agency cooperative activities. One of the outcomes is the opportunity for each student to enter into the ADE AZCIS system where the students will perform a variety of inventories that will be included in their portfolios.</p>	<p>Local Assessments:</p> <p>The CAPE transition committee's major focus for the 2011 school year is to work cooperatively with the court and jail to improve the information contained in the transitional folders. The project's focus will be in acquiring data that will review whether the students' feel that the transition folder is useful. Thus, a survey will be put in place for the students to comment on the portfolios.</p>					
<p>Intervention:</p> <p>There has always existed the need for a cooperative team effort between the Pima Juvenile Court, the Pima Adult Detention Facility, and the Pima Accommodation District in regard to transition goals. The CAPE Transitional Committee was established to achieve this goal. This requires the three agencies to work toward collaborative transition planning reflecting the requirements and needs of the community. To this end, the CAPE group received transition training and developed a needs assessment goal of the jail and court detention sites. Meaningful transition services are critical to secure care students. This can be established by providing as many resources as possible to the students. These resources must be in a portable mode so that the student can have it readily assessable no matter where their placement leads them.</p>				<p>Best Practice Sources:</p> <p>The District and the CAPE Transition Committee will work closely in the development and implementation of an effective, portable transition instrument that the students may take when they exit the secure care facilities.</p>			
<p>Action Steps:</p>	<p>Person(s) Responsible</p>	<p>Beginning</p>	<p>End</p>	<p>Resources</p>	<p>Staff Development Activities</p>		
<p>The Transition Committee will review Portfolio examples from throughout the country to establish an effective portable transition instrument.</p>	<p>Court, Jail and District Administration</p>	<p>7/10</p>	<p>12/10</p>	<p>District M&O, Court/Jail in-kind</p>	<p>Court, Jail and District staff will continue meeting</p>		
<p>The Transition Committee will attend the Arizona Annual Transition Conference.</p>	<p>Court, Jail and District Administration</p>	<p>9/10</p>	<p>9/10</p>	<p>District M&O, Court/Jail in-kind</p>	<p>Court, Jail and District staff will present their findings.</p>		

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School Improvement Action Plan-School Year 2011

Name of School: CAPE Detention and CAPE Jail

Goal #3: 100% of the students that stay in detention for fourteen days or more will be able to access the Career Center.

<p>Support Data from Self Study:</p> <p>Transitional activities are highly motivating and critical to establishing higher order thinking skills and self-reflection. Providing a variety of opportunities and materials for the students to utilize in this self-reflection can result in better decision making and goal setting skills.</p>	<p>Standardized Assessments:</p> <p>The students will be able to have access to a variety of career and interest inventories as hard copies and electronically.</p>			<p>Local Assessments:</p> <p>The CAPE Life Skills Curriculum has pre and post tests that evaluate how much knowledge a student has gained about transitional skills during each individual week.</p>		
<p>Intervention:</p> <p>There has always been a need for the facilities to work collaboratively in assisting the students establish better higher order thinking skills and decision making because of the high rates of recidivism in most secure care facilities. This will allow for the collaboration of both facilities' staff as well as bring in outside agencies to assist with this effort.</p>				<p>Best Practice Sources:</p> <p>The District will work closely with the facilities to establish a career center. The District, Jail and Court will bring in agencies such as the Pima County Public Library and One Stop to enhance the students' opportunities.</p>		
Action Steps:	Person(s) Responsible	Beginning	End	Resources	Staff Development Activities	
<p>The District will work with jail and court administration to establish a career center assessable to the detainees.</p>	<p>Court/Jail/District Administration</p>	<p>7/10</p>	<p>6/11</p>	<p>District M&O/grant funding/court and jail in-kind</p>	<p>Court/Jail/District will meet continuously to establish goals and examine the career center's effectiveness.</p>	
<p>The District will work with the jail and court staff to establish relationships with outside agencies that are willing to collaborate in the transitional needs of our students.</p>	<p>Court/Jail/District Staff</p>	<p>7/10</p>	<p>6/11</p>	<p>Court/Jail/District Staff support</p>	<p>The Court, Jail, and District Staff will continue to attend conferences together to establish a shared effort.</p>	

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