

Summary of Organizational Status

John de la Howe School

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1. ORGANIZATIONAL REVIEW

Scope of Review and Technical Assistance

The South Carolina Department of Education (SCDE) asked Meka Bosket Childs (MBC) to review the operations of John de la Howe School (JDLHS) in order to assist the agency's leadership in developing operational plans that would improve the effectiveness and performance of the agency. The SCDE requested that MBC complete its work with JDLHS from mid-July thru the end of October 2014. The SCDE request was a response to a legislative directive established in Proviso 7.5 of the appropriations act for fiscal year 2014-15 (Refer to the Appendices). In addition to fulfilling the requirements of Proviso 7.5, the SCDE requested that MBC provide a report summarizing the status of JDLHS operations at the time its technical assistance ended.

MBC reviewed the operations of JDLHS. The review included front-line services such as classroom instruction, residential care, and therapeutic services. Included also in the analysis was a review of JDLHS admissions process. MBC analyzed JDLHS administrative functions: information technology; finance and budgeting; procurement; facilities management; and general support. Lastly, MBC reviewed the status of JDLHS enterprise opportunities.

Approach

MBC conducted this assessment using interviews with agency personnel and observations of work functions. Interviews included past leadership and previous members of the JDLHS Board of Trustees. The approach also included collecting various artifacts to verify, document, or reinforce observations made during interviews or onsite observations. MBC interviewed key stakeholders and partner organizations and agencies.

MBC also visited each structure on campus. This allowed a firsthand review the conditions in which JDLHS staff serve clients either directly or indirectly.

MBC shared its observations with the President of JDLHS once there was sufficient information to relay the information to leadership. MBC shared these observations with the JDLHS President through weekly briefings, email, phone conference, and ad hoc meetings over the course of the period that the SCDE assigned MBC to work with JDLHS. These frequent communications allowed the President to begin taking action on some items as early as July 2014. MBC also provided the JDLHS Board of Trustees updates in the progress of technical assistance through executive sessions conducted at the JDLHS Board of Trustees meetings.

For purposes of this analysis, MBC first reviewed the JDLHS organizational chart (refer to the Appendices) to determine key leadership positions that needed to be included in any interview and work function observation process. MBC expanded the list of positions interviewed to include a representation of front-line personnel to broaden the perspective included in the analysis.

2. OBSERVATIONS

Effectiveness of Treatment

Child Protective Services

Cottage Security

On balance, JDLHS provides a caring environment for the clients it serves. There are areas of concern. MBC visited each cottage and wilderness camp, including those that are not currently in use. Among the cottages that are in use (housing clients), MBC found that JDLHS needs to ensure that all security features are in place and activated. Specifically, interviews with parents and clients indicated that there is common knowledge among some of the teenage clients that they can exit their cottages through windows without staff awareness. MBC interviewed members of senior staff and members of the maintenance team to verify whether this security issue is true. MBC found that the alarm systems that should be in place are not effective and need to be replaced. MBC recommended that JDLHS take action to address this security concern. The JDLHS President concurred in the recommendation and intends to use existing funds to take action.

Length of Placement

The length of stay at JDLHS averages seven months. There is significant variation within that average. Some clients remain on campus for several days. Others are on campus for years. It is the latter group about which the state needs to have more awareness. The majority of JDLHS clients are private placements meaning that parents or guardians make a decision to place their child in the facility. Consequently, private placements are not bound by state child protective services policies that emphasize family reunification or placing children in close geographic proximity to their home environment. MBC found that some privately placed clients remain on campus for more than two years. In some instances these longer stays are explained by the time it is taking client to progress through their individual treatment plans; some children are simply taking longer to heal than others. Parental decision drives other instances of longer stays. Legislative oversight committees need to be aware of the prospect that children may remain with JDLHS for extended periods of time when private placements are made.

JDLHS is a high-cost care option for taxpayers. The primary concern for long-term placements that extend into years is the value-add for each additional month of care.

Quantity and Quality of Therapeutic Care

The review of JDLHS practices found that there is a significant disconnect between staff perception of the quantity and quality of therapeutic services it provides and the perception of clients. For instance, in meeting with the Department of Mental Health local representatives, it was clear that the Mental Health client placements were reporting that they hardly saw their counselor, that the only time they saw a counselor was when they had sessions with

supplemental counselors away from JDLHS through the therapy that Mental Health provides. There were other clients whose parents reported that their child saw a counselor about once per month. These testimonials contradict what staff at JDLHS indicate, which is that they meet so often with clients that counselors have very tight schedules and hardly have a time for a break.

MBC found that some partners had greatly reduced the number of referrals they were making to JDLHS due to feedback they received from clients over the years about the quality of the therapeutic services they were receiving. MBC found that a major breakdown in the quality of care ties to the dissolution of the Therapeutic Treatment Teams that were once the center of treatment coordination at JDLHS. The Therapeutic Treatment Teams consisted of staff from the residential, therapeutic, and educational components of the care that JDLHS provides. Over the years, staff stopped scheduling coordinated sessions with clients and the Therapeutic Treatment Teams, communication on care weakened, and the quality of care disintegrated. MBC recommended and JDLHS concurred that the agency needed to reinstate the use of the Therapeutic Treatment Teams. JDLHS has implemented the use of Therapeutic Treatment Teams.

Data Collection on long-term impact

More important than any of the inputs tied to JDLHS is the effectiveness of the treatment it provides. This speaks to the question of whether JDLHS has a positive impact on the children it serves while they are onsite. Important to taxpayers is whether JDLHS is having a lasting impact on its clients once they return home. A reasonable expectation is that 6-18 months after completing treatment at JDLHS a child would still demonstrate the behaviors that warranted their return to their home environment. MBC argues that for taxpayers to get a true return on their investment, JDLHS impact should extend until a former client advances through school and enters college or the workforce. JDLHS does not concur in this view.

MBC found that JDLHS could point to anecdotal evidence that it is having a positive impact on children. However, there are as many negative anecdotes that give a reasonable person pause to consider the taxpayer's investment in the agency. JDLHS collects data on the impact that it has on children as they attend the treatment facility. JDLHS does not collect long-term data. MBC recommends that at a minimum JDLHS begin collecting data on the well-being of its exited clients six, twelve, or eight months after being released/removed from JDLHS. Data should include academic achievement, school discipline reports, promotion/graduation rates, and recidivism to JDLHS. Currently JDLHS does not concur in the recommendation to track long-term data quantitatively.

JDLHS does concur in the recommendation that it develop a systematic approach to collect data on client therapeutic and academic progress. On the academic front, JDLHS has used the STARS interim assessment to track student progress. JDLHS is also moving to a proficiency-based model for student advancement that will use real-time data to measure student progress.

Combined these academic tools will allow JDLHS to provide its educators rapid feedback on the effectiveness of their instruction.

Therapeutically JDLHS has agreed to reinstate and improve the use of BestNotes to document, measure, and analyze client progress in response to the therapeutic services it provides. BestNotes is a database that facilitates the management of health records and the documentation of treatment progress. Each client receives an Individual Plan of Care that defines the therapy that the child receive in order to address the behavioral concerns that JDLHS, parents, referring agency, and the client identify as priorities. JDLHS will now load Individual Plans of Care into BestNotes and document inputs—therapy sessions, redirection, incentives, etc.—as well as the outputs and outcomes for clients. This will allow JDLHS to move past relying on anecdotes to define the impact it has on clients.

JDLHS Mission and Target Population

The mission of JDLHS is to provide a safe haven for children and families to heal, grow, and make lasting changes through counseling, education, and a culture of care and development. JDLHS refers to itself as a level II facility serving primarily private citizens but with the ability to support placements by state child welfare agencies. Its target population within the continuum of services to children in need is to serve as a provider for the placements of students with moderate behavior problems who have or are nearing being failed or expelled from middle, high, or alternative schools. MBC found that in practice there was misalignment in the target population identified by various members of staff. Some, for example, did not believe that JDLHS should admit children who were involved with the juvenile justice system. Others thought it possible that a child in the juvenile justice system also fit within the JDLHS target population. MBC recommended that the President of the agency formally define the target population, relay that target population to his senior staff, and ensure that there is alignment across the agency.

Failed Strategic Planning

During the review process, MBC found that JDLHS lacked in strategic planning efforts. The agency engaged in strategic planning that was not effective to improving outcomes for the organization. JDLHS strategic planning also failed to flow to specific operational planning to ensure that individuals responsible for advancing the goals were empowered to act and subsequently held accountable for outcomes. Another weakness in JDLHS strategic planning was in the actual follow-through. Though the agency could show evidence that it had engaged in some level of strategic planning initiatives, plans often fell by the wayside and were not implemented with fidelity. Agency staff often cited outside pressure as a distraction preventing staff from focusing on the agency mission.

MBC worked with the JDLHS to develop an operational strategic plan. This plan is housed in the JDLHS District Strategic Plan and its Accountability Reports, which were completed in September 2014. The JDLHS President accepted the MBC recommendation to transfer agency strategic plans into task-oriented projects assigned to specific individuals that the President would hold accountable for advancing their respective projects are part of their work functions.

Dysfunctional Culture

MBC found that JDLHS did not have a culture that reflected an understanding of the agency mission, commitment to organizational success, or group cohesion. In fact, the agency suffers from many manifestations of team dysfunction. While members of staff might articulate a desire to ensure that the clients served at JDLHS do well, what often stood in the way were personality conflicts, frustrations over leadership decisions, preoccupation with external distractions, a lack of professionalism among some members of staff, and some members of staff who were simply disgruntled. Staff with a professional, positive demeanor struggle to combat the impact of those with a negative outlook and impact. The agency had ceased operating as a learning organization in which there is open communication, commitment to excellence, and a willingness to ensure that promising practices are incorporated in the agency's business functions. MBC also found a high level of distrust, even among members of senior management.

This finding was reinforced often by individuals who had a concern that there were "many folks who were there simply here for a pay check," and not committed to the agency mission. This concern was articulated by individuals in front-line positions as well as those in support roles.

While on site, MBC recommended that the President first focus on building group cohesion among his senior management. This is not to create an "us versus them" mentality. It is to help the President amplify his ability to reach the frontlines by making sure that the management team is strong and working together towards the same end: executing the agency mission. The President of JDLHS established weekly meetings with individual members of senior management. MBC recommended that the senior management meet weekly as a team to facilitate a rapport, foster open communication, talk through challenges, and build trust. The President established an Executive Council to meet weekly. Each meeting has a set agenda with various standing reports from key functional areas in JDLHS. These weekly meetings prioritize holding senior staff accountable for specific tasks that are relevant operationalizing the agency's strategic plan.

Staff Turnover and Position Vacancies

To accomplish its mission, JDLHS relies heavily on staff within in the immediate surrounding community. This is typical of many organizations. JDLHS is located in McCormick, South

Carolina, making its reliance on nearby counties for staff a detriment as the number of professional staff from which it can draw is limited. The ability to recruit and retain competent professionals is a challenge to the success of the organization. Professional staff will include members of senior management, educators, counselors, and therapists. These professional positions are mission critical.

Across positions staff turnover remains a concern. This is in part a product of the nature of the work conducted. Turnover is also tied to the geographic location of the agency. Managerial practices play a role in staff turnover. Common knowledge is that people often leave jobs because of their immediate supervisor. This holds true at JDLHS with staff resigning or being terminated as a consequence managerial practices in the areas of communication, staff evaluation, staff mentoring, and scheduling decisions.

A further challenge stems from ratio requirements. JDLHS is required to meet staffing ratios set by the Department of Social Services for its residential services. These requirements increase the number of staff required to serve a given population of clients. For instance, the cottages where clients reside all require 24-hour staff at a ratio of one residential counselor for each eight residents. This means that the ninth client in any cottage requires additional staffing. As JDLHS strives to ensure that each cottage is at capacity it will face a staff recruitment challenge that is greater than would be the case without ratio requirements.

One last pressure on labor requirements stems from standards JDLHS must meet as a state agency and as a local school district.¹ This is particularly relevant in the area of instruction and in the area of IT security and data collection protocols. JDLHS needs to find staff the professional competencies to ensure that agency activities remain in compliance with state and federal requirements.

These challenges are not excuses. In order for JDLHS to fulfill its mission, it will need two things to take place simultaneously for a sustained period: 1. leadership will need to actively manage the organization and 2. key, mission critical positions will need to be filled with qualified and motivated personnel. If past performance is any indicator for what the state should expect in the future, the coincidence of these two factors will not be sustained under the current operational model that JDLHS employs. The pressures on JDLHS' ability to recruit and retain staff that with the competencies necessary to fulfill its mission in today's operational environment are too great. It would be wise for the state to explore other options that will limit the impact of poor leadership or high turnover in key positions.

MBC recommends that JDLHS work with an outside organization to address staffing issues. The agency needs to be able to draw talent from a larger pool than that to which it is now limited. To identify such a talent pool and sustain a viable recruitment strategy is beyond the expertise of the

¹ The South Carolina Department of Education recognizes JDLHS as a local education agency or school district.

current JDLHS leadership. JDLHS leadership is considering this recommendation but has not committed to implementing it.

Admissions Procedures

The review of admission procedures found that JDLHS has a sound admissions process. There are areas of concern. Prior to working with MBC, the admissions process of JDLHS was separate from the multi-agency application process that many residential treatment facilities use in order to contract with state agencies such as the Department of Social Services and the Department of Juvenile Justice. Another area of concern in the JDLHS admissions process is in the existence of an informal list of applicant attributes that would lead to a rejection. Senior management had not formally approved this list. Instead, it is a list that front line admissions staff had developed over time and passed down from one staff member to each succeeding admissions staff member. Combined the two areas of concern can contribute to a misalignment between JDLHS and the state agencies with which it needs to work closely. The two concerns also lead to misalignment between JDLHS senior management and front line admissions staff on the applicants who JDLHS should admit.

MBC recommended that JDLHS align its admissions application with the multi-agency application. The administration agreed in this recommendation and now accepts the multi-agency application. MBC recommended that the President of JDLHS formalize or eliminate the use of a rejection list. Staff need to be in alignment with the President's priorities. There should not be an informal process in place in this area.

Enterprise Operations

JDLHS has taken many enterprises offline or reduced operations to a low level of service. These enterprises include but are not limited to:

- Farmers Market;
- Dairy Farm;
- Ropes Course;
- Equestrian Program;
- Swimming Pools;
- Small Engine Repair; and
- Carpentry.

These enterprises all represent business opportunities at JDLHS that are not in use. Staff view is that these enterprises were taken offline during periods of recession and that more funding is needed in order for such enterprises to be reinstated. MBC conducted a historical analyses of JDLHS appropriations. The funding level for the three consecutive fiscal years has met or exceeded pre-recession funding levels. Whatever the historical reason for taking the ventures

offline, interview with only a few private vendors found that given the current appropriation level JDLHS should be able to bring the enterprises back online.

The Farmers Market that JDLHS once provided was a self-sustaining venture that the agency took offline prior to the recession. According to staff and members of the JDLHS Board of Trustees, a driving factor are child labor laws that place limitations on using client labor for a business practice. JDLHS no longer has staff in place to support the enterprise. Some of the equipment that would have supported the program has fallen into disrepair. Land tied to the agricultural program is now uncultivated. However, several societal changes give reason to revamp the program. The South Carolina Department of Agriculture is placing significant emphasis on South Carolina Grown produce. The White House Office of the First Lady has focused on the nutritional and educational benefits of children learning about farming and gardening. Agritourism is burgeoning as an industry in South Carolina. Engineering and computer science are bringing changes to agriculture that warrant educational opportunities that will make children aware of and prepare them for work opportunities in modern agribusiness. The United States Department of Agriculture is placing significant pressure on schools to restructure menus to provide healthier options for children. South Carolina is participating in the National Farm to School Network. These opportunities all reflect a new way of thinking about farming. The enterprise at JDLHS is perfectly suited to provide an opportunity for clients and partners were the program properly managed.

MBC recommended that JDLHS restore the enterprise operations that it had in place in a manner that will allow each auxiliary function to be self-sustaining. JDLHS concurs in this recommendation and has incorporated planning to reestablish its enterprises within its strategic planning. MBC also recommends that JDLHS contract with an outside organization to expedite bringing these enterprises back online. Working with an outside organization will mitigate the impact of staff limitations on the agency's ability to quickly restore these enterprises. JDLHS is considering the recommendation to partner with an outside organization to manage the enterprise activities.

Changing Marketplace and the Target Dwindling Population

Interviews with collaborating agencies consistently indicated that JDLHS is operating in an area where there is diminishing demand. This is not because there are fewer children with need. Rather, there are more options available to children across the state that are in closer proximity the children's home environments. The state and federal governments prioritize family reunification in their child welfare policies. Family reunification necessitates that when the state removes children from their home it do so with the intent of returning the child to their home environment as soon as the environment is safe. Family reunification also necessitates that the state place children in facilities that are geographically near their home environment. Therefore, there is increased competition for the finite population of children that JDLHS targets. This is

true for private placements as well as for referrals that JDLHS would get from other state agencies. MBC found that JDLHS did not have a specific marketing strategy for effectively recruiting clients within the child protective services system.

One area where there continues to be an opportunity for JDLHS to compete for clients is with children who have been expelled from their home school district. MBC found that JDLHS did not have a specific marketing plan to recruit children that have been expelled or are on track to be expelled from other school districts.

MBC recommended that JDLHS develop a marketing plan to ensure that local school districts partner with JDLHS in its efforts to market to the parents of children who could benefit from JDLHS' services. This plan includes communicating directly with school district leadership across the state. An effective plan entails reaching out to community and parent or family advocacy groups to make them aware of JDLHS services. Lastly, JDLHS is to increase its social media and online presence to be more visible for those not reached by the marketing plan but searching for interventions for children in the JDLHS target population. JDLHS concurs in this recommendation as has implemented aspects of an improved communications plan.

Areas of Focus Specified in Proviso 7.5

Proviso 7.5 of the Fiscal Year 2014-15 Appropriations Act identifies four areas where the General Assembly would like to see rapid improvements in JDLHS operations.

- (1) The findings and issues identified by the Inspector General in his January 2014 report JDLHS;
- (2) Partnership and consultation with Department of Juvenile Justice, Department of Education, Department of Social Services, the Department of Mental Health and any other state social or behavioral services agency on the current state of best therapeutic practices;
- (3) The School's current administrative practices relating to:
 - a. Budgeting and finance,
 - b. Technology,
 - c. Real estate and facilities management,
 - d. Procurement,
 - e. Other related subjects,
 - f. A comparison of the costs of administrative transactions at the School compared to similar costs per transaction if administered by the Budget and Control Board,
 - g. A comparison of costs for technology and facilities management compared to securing a private company to provide these services; and
- (4) The School's budget request for the 2015-16 fiscal year as it impacts or advances the School's strategic planning.

The proviso also requires that JDLHS Board of Trustees submit a quarterly report to the South Carolina General Assembly to describe measures that it is taking to address the issues identified in the proviso.

Immediately below is a description of the status of the agency in each of the four areas.

Findings of the Inspector General

In its *Review of John de la Howe School's FY 2012-13 Annual Accountability Report to Assess Organizational Effectiveness* the Office of the Inspector General establishes eight recommendations centered on one major finding that is specific to JDLHS. JDLHS has responded to the Inspector General's *Review* and has incorporated the recommendations of the Inspector General into its strategic planning. Table 1 describes the JDLHS is responding to each of the Inspector General's recommendations.

Summary Organizational Status on Report on John de la Howe School

Table 1.

Recommendation	JDLHS Response to the recommendation	MBC Comments on Response
<p>The JDLH executive management should establish a formalized strategic plan to crystallize its mission, develop relevant strategic organizational objectives and corresponding metrics to measure progress, periodically monitor results, and build a reporting mechanism for this data to inform its Board of Trustees.</p>	<p>JDLHS has implemented this recommendation.</p>	<p>JDLHS has formalized its strategic plan through two documents: 1. District Strategic Plan submitted to the South Carolina Department of Education in September 2014 and 2. Fiscal Year 2013-14 Accountability Report submitted to the Executive Budget Office also in September 2014. JDLHS has begun implementing its strategic plan as reflected by the two documents. Progress towards implementing the plans needs to be monitored to ensure fidelity.</p>
<p>The JDLH should review its internal processes for relevant metrics to assist in managing day-to-day operations contributing towards addressing the organizational key objectives, and then use feedback from outcome measures to continually improve its internal processes.</p>	<p>JDLHS has implemented this recommendation.</p>	<p>The agency has reinstated therapeutic treatment teams and the data collection on behavioral performance tied to them. JDLHS has implemented STARS to better monitor student academic performance. This is reinforced by a transition to a competency based system of promotion for its clients. JDLHS is in the planning stage for identifying key measures to monitor performance in administrative support functions.</p>
<p>The JDLH should consider refining its marketing approach on building processes through DOE to be alerted of potential students in need, particularly the 5300 drop outs and 1800 expelled students each year for direct follow up.</p>	<p>This recommendation is being implemented in addition to targeted outreach to courts and solicitors' offices to identify children and families who could best be served by JDLH. Staff members are also working with DSS,</p>	<p>JDLHS relies heavily on private placements. This reliance will continue. However, JDLHS has to continually focus on maintaining partnerships with human service and educational agencies across the</p>

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Recomendación	JDLH's Response to the Recommendation	MBC Comments on Response
<p>The JDLH Board of Trustees should approve JDLH's annual strategic plan through the AAR process, as well as ensure JDLH executive staff build an accurate and relevant reporting mechanism to inform the Board of Trustees of JDLH's key strategic organizational objectives, metrics for success, and progress towards these objectives with tangible and measurable results.</p>	<p>DJJ, and school district superintendents state wide to encourage referrals of appropriate students. The agency's Principal Jon Rose has been interacting with alternative education directors, and agency President Dr. Danny Webb is scheduled to make separate presentations to members of the Association of School Administrators (SCASA) statewide instructional leaders in November and student services leaders on December 2, 2014.</p>	<p>The agency should be held accountable for vigorous efforts to partner with human services and educational agencies in order to reach capacity.</p>
<p>The JDLH Board of Trustees should ensure JDLH executive management responds to requirements set forth in Code of Laws of South Carolina, Section 59-18-1500 to 1600, as a result of "Below Average" or "School at Risk" rating on the SC Annual School Report Card.</p>	<p>This recommendation has been implemented along with additional periodic reporting documents for Board review.</p>	<p>This planning for implementing the recommendation are in place. However, there are metrics that are still being developed in the area of back office administration.</p>
<p>The Budget Control Board (BCB) should consider providing uniform guidance to all Commissions and Boards of Trustees, as well as consider training implications, reminding each of their fiduciary duty to ensure Agency Heads build an accurate and relevant reporting mechanism to meet</p>	<p>This recommendation has been implemented.</p>	<p>MBC concurs in the agency's description of the status.</p>
<p>The Budget Control Board (BCB) should consider providing uniform guidance to all Commissions and Boards of Trustees, as well as consider training implications, reminding each of their fiduciary duty to ensure Agency Heads build an accurate and relevant reporting mechanism to meet</p>	<p>JDLH has followed the new AAR guidance, has developed a new, detailed strategic plan, and has filed its report for FY 2013-14 by the September 15 deadline.</p>	<p>MBC concurs in the agency's description of the status.</p>

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Recommendation	JDLHS Response to the recommendation	MBC Comments on Response
<p>Commissioners/Trustees fiduciary responsibility of monitoring operational effectiveness and ability to measure progress towards key organizational objectives and overall mission accomplishment.</p>		
<p>Legislative oversight should review its proviso allowing JDLH on campus houses be provided free or at a subsidized rate to employees given today's current budgetary environment.</p>	<p>Disallowing JDLH to retain the current housing proviso would constitute an inequitable treatment of the agency. This proviso was reauthorized in the FY 2014-15 appropriations act and was restated in Proviso 7.5 calling for this report. This is a long-standing proviso as to JDLHS as well as to the Wil Lou Gray Opportunity School and the School for the Deaf and the Blind. It also applies to the Governor's Schools for Arts and Humanities and Science and Mathematics and several other state agencies.</p> <p>Following the recommendation of the Inspector General during a conversation in May 2014, the agency has entered into an agreement with the McCormick County Sheriff's Office for a law enforcement officer to reside in campus housing free of charge. Having a marked sheriff's car and deputy coming and going will provide a visible deterrent to criminal activity and quicker response time to assist with campus safety.</p>	<p>JDLHS needs to develop a written policy to document how housing decisions are made. This policy should be reviewed annually by the JDLHS Board of Trustees. Staff should report to the JDLHS Board of Trustees on who receives housing and other non-salary benefits. When requested the housing policy and reporting should be made available to legislative staff for oversight purposes.</p>
<p>The JDLH Board of Trustees should consider options to repurpose or retool aspects of JDLH if it is unable to sustain near full capacity given its current expensive treatment</p>	<p>The agency continues to be on track in making repairs to cottages, receiving DSS licensing approval of beds, and optimizing residential capacity commensurate with the</p>	<p>The agency has plans to make the repairs necessary to bring more cottages back online. The agency has begun documenting repair projects.</p>

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Recommendation	JDLHS Response to the recommendation	MBC Comments on Response
<p>model, a declining congregate care industry, and prior success of transitioning from its original orphanage and needy children model.</p>	<p>authorized funds for the DSS-mandated staffing ratios for the supervision of youth with emotional and behavioral challenges. As part of the strategic planning process, the Board of Trustees has recently reviewed the mission of the agency, finds that it is appropriate, and fills an important need in the continuum of care for at-risk youths in the state. The Board will continue to monitor residential capacity, occupancy, cost and effectiveness, as described further below.</p>	<p>JDLHS is exploring the option of developing a Master Plan and Facility Assessment.</p> <p>There remains the risk of whether the agency will continue to manage resources in a way that will lead to the completion of all maintenance and repair projects. The agency has not yet opened all cottages and all wilderness camps; it is not yet at full capacity.</p> <p>The agency needs to develop plans that will allow it to bring back on line facilities and enterprises that are now not operational.</p>

The Inspector General's *Review of John de la Howe School's FY 2012-13 Accountability Report to Assess Organizational Effectiveness* is available on the Inspector General's Reports webpage.² The Appendices includes the first quarterly report that JDLHS submitted to the South Carolina General Assembly pursuant to Proviso 7.5.

Partnership and Consultation with Social or Behavioral Services Agencies

Proviso 7.5 sets the expectation that JDLHS work with social and behavioral services agencies in its planning. These agencies are also important to JDLHS' ability to attain placements in order to keep its enrollment at capacity. The proviso identifies specific agencies: Departments of Juvenile Justice, Education, Social Services, and Mental Health. JDLHS has consulted with and partnered with each of these agencies to varying degrees as it developed its strategic plan, budget request, and project plans necessary to improve therapeutic, academic, and residential services.

Consultation occurred in two main ways: MBC met with leadership in the listed agencies to discuss academic, therapeutic, and residential services provided at JDLHS. JDLHS additionally organized joint meetings between its frontline admissions staff and similar staff in other agencies.

JDLHS leadership moved from consultation into partnership by rekindling its relationship with human service agencies that have the capability to refer clients to JDLHS for placements. One key result of this process is that JDLHS now accepts the Multi-Agency Application that other human service agencies use to admit clients to their facilities. JDLHS has also committed to streamlining placement decisions for agencies that often bring referrals that require action within a 24- or 48-hour period.

Current administrative practices

Budgeting and Finance

JDLHS engaged in a budgeting and finance process primarily through the budget request it submits annually to the Governor of South Carolina and the State Legislature. However, the MBC review found that JDLHS leadership was not actively engaged in formulating the agency budget request. MBC found that many individuals in senior leadership were not involved in budgetary or financial planning even in their respective areas of supervision. MBC has emphasized with JDLHS leadership the importance of including senior management in budget planning. As a result, the President of JDLHS now regularly meets with the Director of the Office of Finance and Business to set budgetary priorities and to review progress on those priorities. Additionally the President has established weekly Executive Council Meetings. The Executive Council consists of Senior Management at JDLHS. A set agenda item on the Executive Council meeting is budgetary updates from the Office of Finance and Budget.

² <http://oig.sc.gov/Documents/Review%20of%20John%20De%20La%20Howe%20Schools%20FY2012-13%20Annual%20Accountability%20Report%20to%20Assess%20Organizational%20Effectiveness.pdf>

The agency has policies and procedures for financial practices. The JDLHS Board of Trustees last updated these policies and procedures in 2008. The system as defined in the policy and procedures manuals is adequate. There were some variation from the stated procedures and actual practice. At the time of the MBC review, JDLHS staff was in the planning stage for comparing manuals with actual practice to determine updates to manuals or changes in practice.

Technology

The MBC review found that JDLHS is not properly staffed to support the demands that agency operations and services now place on its information technology (IT) infrastructure. JDLHS has one staff member devoted to IT support- an Information Resource Coordinator (IRC). The IRC is able to call upon a contracted vendor who offers technical assistance and to assist on tasks on an as needed basis. The contactor is not full-time and has primary responsibility with another organization. Effectively JDLHS' current approach to IT support entails one IRC supporting nearly 15 building structures, up to 120 clients, and more than 100 employees. This includes a secondary school and two administrative buildings.

MBC found this staffing model a risk to agency security, infrastructure stability, and device/application standardization. IT support is housed in the Office of Business and Finance. MBC and JDLHS reached the agreement that the agency needs to either request additional staff from the General Assembly in order to properly resource the IT support needs or JDLHS will need to establish a more reliable outsourcing plan.

In February 2014, the state Division of Technology Operations provided JDLHS with a proposal for outsourcing various IT support functions. JDLHS found this proposal exorbitant. MBC interviewed the state Division of Technology Operations regarding its original proposal. MBC also conferred with the SCDE Chief Information and Chief Information Security Offices. The SCDE Chief Information and Chief Information Security Offices conducted analysis of the JDLHS IT infrastructure to establish workflows and to assist the agency in developing an asset inventory.³ MBC provided the state Division of Technology Operations with access to the SCDE reviews. Because of collaborations with the SCDE and at the direction of MBC, the state Division of Technology Operations is resubmitting its proposal for a phased approach to assist JDLHS in partnering with the state to outsource IT networking and engineering functions, some IT support functions, and ensure that JDLHS remain in compliance with state standards for network and data collection security. MBC recommends that JDLHS preserve an IRC on site to manage the partnership with the state Division of Technology Operations. The IRC would provide support for devices and applications. The partnership will help JDLHS reach a level of security, stability, and standardization that is necessary for a state agency without necessitating additional fulltime staff.

³ These analyses are available upon request.

Real estate and facilities management

JDLHS consists of 1,200 acres and more than 40 identified building structures. Many of the structures on the JDLHS facility are decades old, requiring precise management. Unfortunately for several structures precise management has not occurred.

MBC has worked with the agency to establish its capital project list. MBC discovered that JDLHS preserved a capital project list that was not reflective of all the matters it needed to address in its building structure. MBC also discovered that the agency had developed a list of all the repairs needed in operational structures in the summer of 2014. JDLHS did not have a work plan for how maintenance staff would address the repair concerns.

MBC interviewed the Office of Executive Budget, the Office of State Engineering, and the SCDE Facilities Office to formulate recommendations for how JDLHS can better address its ongoing maintenance and repair issues, make progress on identified capital projects, and develop a long-term plan for taking care of its facilities.

JDLHS does not have a master plan and facility assessment. For an agency that is responsible for such a large facility, this shortcoming is unacceptable. The agency largely manages facilities by addressing emergencies as they arise rather than having documented long-term plans. Combined with the absence of strong facility maintenance processes, it is no surprise that JDLHS has fallen into disrepair across many parts of the campus.

MBC has recommended and JDLHS concurs that the agency will need to establish a master plan and facility assessment. JDLHS has determined that it will proceed with a phased approach to developing a master plan and facility assessment through a contract with an outside vendor.

At the time of MBC review, seven of 12 cottages at JDLHS were operational. Five cottages were not licensed or needed repair in order for children to occupy them. Additionally only two of three Wilderness Program sites were operational. Combined the cottages and wilderness camp that are offline have a costly impact on lowering the JDLHS capacity to serve the maximum number of clients possible. The facilities are offline due to poor management. JDLHS did not properly maintain facilities. JDLHS did not manage well the capital projects to conduct repairs. JDLHS has argued that they do not have the resources to bring cottages back online. However, during its review MBC found that JDLHS could begin operationalizing cottages very quickly by using carryforward funding readily available to the agency. JDLHS also contends that state level bureaucracy stands in their way on expeditiously executing currently approved capital projects. MBC acknowledges the role such bureaucracy plays. However, projects that are one or two years overdue cannot be explained by external bureaucratic challenges. It is poor project management.

MBC found that the agency needed to prioritize maintenance projects by requiring the Physical Facility Manager to be more effective in managing the maintenance staff. At the time, MBC completed its review the agency was on track to bring two new cottages online by the end of calendar year 2014. The agency adopted MBC's recommendation to use carryforward funds to

take such actions. JDLHS also accepted the MBC recommendation to require that the Physical Facility Manager develop a written list of assigned task for his subordinates and that the Director of Finance and Business Office actively manage the maintenance staff.

In addition to the cottages, there are several areas of campus that have been taken offline, undermining the vibrancy of the JDLHS facility:

- Recreational swimming pool;
- Smaller swimming pool (geared towards swimming laps);
- Campground facility equipped with barbeque pit, gazebo, and gathering area; and
- Football field.

There are also buildings that have fallen into such disrepair that JDLHS may be past the point of bringing them back online.

JDLHS will need to submit budget requests for capital projects to address all of these matters. MBC recommended to JDLHS that they not bring forward such requests until the agency has an exhaustive list of the issues it needs to address and a plan to manage the projects prioritized for actions to take over a five-year period. Given the poor management of past, MBC recommended that JDLHS contract with an expert who can develop a master plan and facility assessment that JDLHS will maintain as it manages the necessary capital projects. MBC recommended that JDLHS develop a documented schedule for facility maintenance. JDLHS concurred in these recommendations.

Procurement

The Finance and Business Office manages agency procurement. The review found that agency staff were not properly supported with efficient work order request or requisition processes. They suffered from unexplained delays and denials. Some of these delays reflect the fact that under its current operating model the agency's discretionary funds are limited. The agency at times did not have the funds available to honor the requisition request of staff. Another shortcoming is the fact that the Finance and Business Office often fails to communicate the status of requests or the reasons for denying requests. MBC worked with the Office of Finance and Business to establish a new expectation that the office communicate purchase request and work order decisions in a timely manner in order to increase staff reliance on the system in place. MBC also worked with the Office of Finance and Business to initiate the process by which the office will select a new digitized process for managing work orders and purchase requests.

MBC found that the Finance and Business Office had not trained staff across the agency in how to submit properly requests for work order or for purchase requisitions. This too contributed to delays as staff within the Finance and Business Office had to work with staff across the agency to correct problems in submitted requests before moving forward.

MBC recommended that the Finance and Business Office review and update its procurement and work order procedures. This would include digitizing as many functions as possible using tools that are already available to state agencies. MBC also recommended that the Finance and Business Office periodically train staff agency-wide on how to properly complete purchase and work order requests. JDLHS concurred in these recommendations.

Other related subjects

Employee Performance Management System

MBC found that JDLHS does not sufficiently manage and document personnel actions related to employee performance. The agency only partially implements the state Employee Management Performance System, an important tool in managing personnel within the government sector in South Carolina. During interviews, MBC routinely heard staff with supervisory responsibility articulate frustration with the quality of work they received from their subordinates. When challenged about measures taken to offer professional development or to mentor the subordinate, MBC found managerial practices lacking. Further, it was normal for management to be unable to show documentation for where an expectation was communicated, standard not met, disapproval communicated, and corrective action taken. When agencies inconsistently implement personnel management systems a culture of indifference and low expectations emerges.

JDLHS has an established Universal Review Date in May of each year for staff with supervisory roles to complete their annual evaluation of their subordinates. MBC recommended and JDLHS concurred that the senior management needs to implement the Universal Review Date with fidelity, applying it to all members of staff. JDLHS also concurs in MBC's recommendation to hold management accountable for demonstrating how it will regularly and frequently meet with staff to communicate performance expectations throughout the evaluation period. MBC lastly recommended that JDLHS supervisory staff more aggressively provide disciplinary actions for staff whose performance or professional conduct is below standard.

Employee onboarding and exiting procedures

MBC found that JDLHS lacked a proper onboarding and exiting procedure for staff. This was manifest in a lack of communication between the Human Resources Office and the Office of Finance and Business as to when a new member of staff was beginning or when someone was leaving the agency. Processes were informal and not well documented. Consequently, a new member of staff might begin working and the IRC have no awareness that user accounts should have been established. MBC conferred with the Office of Human Resources at the SCDE as well as the State Office of Human Resources to find that there are sample procedural manuals for onboarding and exiting staff.

JDLHS concurred in the MBC recommendation to establish a documented, formal onboarding and exiting procedure for its staff. Staff with supervisory functions need to be trained in properly onboarding and exiting staff.

Communications

MBC found that JDLHS did not have a defined marketing strategy, this despite the presence of a person on staff with a marketing background and whose duties included marketing. JDLHS' approach to internal and external communications were lacking. There was no consistent mechanism whereby senior management convened so that the President could communicate goals and priorities that need to be disseminated throughout the agency. MBC also found that JDLHS did not regularly communicate with the agencies with whom it most needed to improve relations, most notably the school districts across the state of South Carolina.

MBC recommended that JDLHS take the following actions.

- The President should meet weekly with senior management to receive command critical information from the front lines but also to share key messages for his team to share throughout the areas in their charge. JDLHS concurred in this recommendation and has been implementing it.
- JDLHS needs to advertise its services to school districts at least once a semester, supplemented by targeted communications to districts that are likely to have students who would benefit from JDLHS's services. JDLHS concurred in this recommendation and is implementing it.
- JDLHS should attend the meetings that the South Carolina Association of School Administrators convenes for leaders of alternative schools and for directors of student interventions services. JDLHS concurs in this recommendation and is implementing it.
- JDLHS needs to revamp its webpage and take control of its user accounts on key social media platforms to include Facebook, Twitter, and LinkedIn. JDLHS was in the process of updating its webpage at the time MBC began its review. JDLHS completed the overhaul of its website in October of 2014. In the other areas of this recommendation, JDLHS has concurred but to date have not taken any steps to implement the recommendation.
- The President of JDLHS needs to meet periodically with the State Directors of the Departments of Social Services, Juvenile Justice, and Mental Health so that the agencies remain aligned in how they are working to serve the vulnerable children who fall within JDLHS's target population.

Pharmaceutical Practices

MBC found that JDLHS does not maintain a closed pharmacy. Since JDLHS relies on private placement, some clients go home with a degree of regularity for holidays, weekends, or special events. Nearly two-thirds of JDLHS clients are on some form of a psychotropic medication. When children on medication leave campus, parents sign medications out of the infirmary. When children return to campus, staff in the infirmary sign medications back in. This leaves JDLHS vulnerable to having client medications tampered with while outside of JDLHS' possession. When medications are signed back in nursing staff can at best review the medicine in terms of appearance and quantity. Similarly situated residential treatment facilities are best served by closed pharmacies. A closed pharmacy would partner with JDLHS to issue weekend supply of

medication in tamper proof containers for clients when they are away for short periods of time. MBC recommends that JDLHS move to using a closed pharmacy. However, this low priority action would have budgetary implications. While shared the recommendations was not emphasized. MBC did encourage the staff within the infirmary to request that new leadership revisit the opportunity, as it has not been reviewed in several years.

Comparison of the costs of administrative transactions

JDLHS will begin its analysis of its costs of administrative transactions in January 2015. The agency will then work with the Office of Executive Budget to develop a plan for how to assess the agency's costs of administrative transactions for comparison with similar transactions in other state agencies.

MBC accepted the agency request to delay activity in this area due to the combination several factors:

- The Finance and Business Office which would take the lead on such a project was facing significant vacancy rate in the summer and fall of 2014;
- JDLHS needed to prioritize strategic planning efforts and the implementation of such plans in the Finance and Business Office; and
- JDLHS faced several major reporting requirements that would draw upon staff in the Finance and Business Office.

Comparison of costs for technology and facilities management

Given the findings in the areas of Technology and Real Estate and Facilities Management, MBC determined to delay the cost comparison for technology and facility management until January of 2015. Before JDLHS can conduct a reasonable cost comparison with comparable agencies and organizations, it first must inventory and stabilize the assets it has on hand in the area of technology and facilities.

School's budget request for the 2015-16 fiscal year impacts or advances the School's strategy to implement the plan

MBC worked with JDLHS in the budget request that it submitted for 2015-16 fiscal year. The request prioritized maintaining a stable level of funding to continue implementing strategic plans. The agency did not seek a request for a budget increase. MBC supports the agency in making this decision because JDLHS first needs to exhaust the resources that the General Assembly has appropriated over the last few years, including completing outstanding capital projects, before it considers making additional budget requests of the taxpayers in South Carolina.

The JDLHS budget request for the 2015-16 fiscal year advances the schools strategy by allowing the agency the resources it needs to implement the phases of its strategic plans that will be underway during the 2015-16 fiscal year. The strategic plan that JDLHS developed will not require an increase in funding for the upcoming fiscal year. The senior management is

committed to focusing efforts on the priorities specified in its most recent Accountability Report and District Strategic Plan.

3. STRATEGIC PLANS

Plans show intent; oversight provides accountability

At the time of this writing, JDLHS has sound plans in place that will address many of the concerns articulated in the proviso in the FY 2014-15 Appropriations Act and the Report of the Inspector General.

Best-laid plans are futile unless they are implemented with fidelity and adjusted to reflect new information that emerges as implementation proceeds. MBC assisted JDLHS in establishing plans that will address the areas of concern. The sections below include a description of the plans that JDLHS has established. The plans described are included in their entirety in the Appendices. JDLHS has developed plans and is moving towards implementation.

Agency history has shown that JDLHS will need to be held accountable for fully implementing the plans that it has established. Accountability will come through four mechanisms:

- Per proviso 7.5 JDLHS must submit quarterly reports to the South Carolina General Assembly;
- Annual Accountability Reports that JDLHS submits to the Office of Executive Budget;
- Updates to the District Strategic Plan that JDLHS submits annually to the SCDE; and
- Annual Budget Requests submitted to the Governor of South Carolina and the South Carolina General Assembly.

Annual Accountability Report

In September of 2014, JDLHS submitted its Fiscal Year 2013-14 Accountability Report to the Executive Budget Office (Refer to the Appendices). The Accountability Report is available online at <http://www.scstatehouse.gov/reports/aar2014/112.pdf>. In it, JDLHS establishes goals that it has set in order to address areas of concern that have been subject of public discussion. They are:

- Improving personal development and academic achievement levels of youth;
- Improving the achievement levels of exiting youth;
- Improving the cost effectiveness of services;
- Improving the efficiency of back office administrative services; and
- Enhancing public awareness of agency services.

MBC believes that attention should be paid to the agency's Strategic Planning Template (Printed Page 8 of the Accountability Report). The Strategic Planning Template speaks to high-level objectives that the agency can be held accountable for accomplishing. Combined with the

Performance Measurement Template (printed page 12), decision makers, citizens, and taxpayers can require updates on specific performance indicators. There are performance measures associated with every goal, strategy, and objective provided in the Strategic Planning Template. Keeping track of outcomes within the Performance Measurement Template will demonstrate whether JDLHS is implementing the plans it has committed to and whether the plans are yielding outcomes that will accomplish the goals specified in the Accountability Report.

District Strategic Plan

Every five years school districts in South Carolina are required to submit a District Strategic Plan.⁴ Though JDLHS fell out of compliance with this requirement during Fiscal Year 2013-14, the agency is now in compliance. The JDLHS District Strategic Plan for school years 2014-19 is included in the Appendices.

The SCDE has the authority to require that JDLHS submit a District Strategic Plan because the state recognizes JDLHS as a school district that provides educational services. JDLHS provides its educational services through the state accredited L.S. Brice School that is housed on the JDLHS site and through an agreement it has for service from the McCormick County School District.

Unfortunately, the SCDE does not post district plans on the Office of State and Federal Accountability landing page (<http://www.ed.sc.gov/agency/programs-services/175/>). However, the agency does publicly list its contact person for each district's renewal plan.

The JDLHS District Strategic Plan for school years 2014-19 is a significant document as it reinforces the plans the agency has for course corrections that will help the agency accomplish its mission. The District Strategic plan is structured differently from the Accountability Report. The two plans are governed by two different state agencies: the SCDE governs that District Strategic Plan and the Executive Budget Office administers the Accountability Report. The leadership of JDLHS intentionally submitted plans to both agencies that overlap substantially. In general, the performance goals JDLHS offers in the District Strategic Plan align with the objectives that JDLHS specifies in the Strategic Planning Template of the Accountability Report.

In its District Strategic Plan JDLHS establishes 13 Performance Goals. These Performance Goals highlight the metrics to which JDLHS needs to be held accountable. These metrics are as follows:

- The percentage of students passing the Math PASS test will increase from 40% to 50% by the end of May 2019;

⁴ State Board of Education Regulation 43-261 District and School Planning

- The percentage of students passing the Language Arts PASS test will increase from 37% to 47% by the end of May 2019;
- The percentage of students passing the Math and English portions of the High School Assessment Program will increase from 36% to 46% by the end of May 2019;
- The percentage of students passing the EOC exam for Algebra I will increase from 50% to 60% by the end of May 2019;
- The percentage of students passing the EOC exam for English I will increase from 48% to 58% by the end of May 2019;
- The percentage of students acquiring marketable skills will increase from 0% to 85% by the end of May 2019;
- The percentage of student growth via the Star Math Assessment results will increase from 0% to 100% by the end of May 2019;
- The percentage of student growth via the Star Reading Assessment results will increase from 0% to 100% by the end of May 2019;
- The percentage of exiting students reaching 3 or higher on the (5 point) success criterion scale for their Individual Personal Care Plan will increase from 65% to 80% by the end of May 2019;
- The percentage of teachers determined to be highly effective per classroom observations will improve from 0% to 100% by 2019;
- The percentage of students that are satisfied with the learning environment as reported on the school report card survey will increase from an average baseline data established in 2014-2015 to increase to 75% by 2019;
- To increase number the total number residential beds that meet health and safety standards and licensing regulations to accommodate 120 student occupancy by July, 2019; and
- To increase the overall agency efficiency and effectiveness through the completion of 100% initiatives by July 2019.

4. FORGING A NEW PATH

The Current Model

The MBC review focused on optimizing the existing model that JDLHS is implementing. This model entails residential, therapeutic, and educational services for youths in grades 6-12. The current model relies on the ability of the agency to recruit staff who will be state employees. The current model is a high-cost solution that fails to leverage fully the unique asset that JDLHS is for the state of South Carolina. The staff at JDLHS is hard at work trying to optimize outcomes under the current model.

However, MBC found that the state has an opportunity to exceed greatly the impact of the current JDLHS model by restructuring the way it uses the assets of JDLHS to serve the vulnerable children who are part of the JDLHS target population. Put simply, there are nonprofit and private providers operating in South Carolina who could use the physical resources of JDLHS to get better outcomes than JDLHS has historically attained. Rather than doing the same thing the same way and expecting a different outcome, the state should think differently about how to address the long-term cyclical challenges at JDLHS.

In the past state level leadership has responded to problems at JDLHS with reports, technical assistance, and public criticism. This has led to periods of scrutiny followed by temporary reform that only falls by the wayside over time. The General Assembly can hope that recent scrutiny during the 2014 legislative session will lead to a lasting change. What is likely is that in time JDLHS will soon again become subject of legislative discourse.

A New Model

A new model would involve three attributes. 1. Identifying a partner to improve outcomes quickly. 2. Focusing on workforce development. 3. Lowering costs.

Identifying a partner to quickly improve outcomes

A new model would entail the state allowing an established entity to operate on the JDLHS site implementing an effective model that serves vulnerable children. It would also entail restoring the enterprises that are not currently operating or that are operating minimally. It is time that state leadership stop hoping for lasting improvements and make meaningful operational changes that will guarantee it. This can be done by identifying a partner that is already attaining the outcomes the General Assembly seeks and replicating their efforts on the JDLHS site.

Focusing on workforce development

JDLHS would be of more value to the state if it had a lasting impact on cultivating long-term self-reliance within those who benefit from its services. This can be accomplished by focusing

more on workforce development within what is now the educational component at JDLHS. The state has the opportunity to serve children who are on track to be dependent on the state by providing them with residential, therapeutic, and vocational services that will cultivate independence. This includes the target population that JDLHS currently focuses on. This will also include children who are ageing out of the protective services provided by the Departments of Mental Health, Social Services, and Juvenile Justice. By broadening the span of children it focuses on, JDLHS can serve a population that is underserved and growing.

The educational component of JDLHS' mission is not of high value for the state. Educational services stand to improve given changes taken by the current leadership. What could be of significant value would be for JDLHS to combine its therapeutic services with high-end workforce development. Doing so would empower the clients JDLHS serves to attain far better outcomes long-term. JDLHS should focus more on becoming a premier trade or vocational resource for vulnerable children. This would allow JDLHS to provide secondary students with the beginnings of workforce development skills that are projected to be in high demand in South Carolina. JDLHS should also assist these clients when they exit JDLHS by matching them with opportunities to continue their skills development once they return home or go on to advance their education or careers as they exit state child protective services.

JDLHS would also be able to serve children who are exiting the child protective services system by providing them the residential and therapeutic services they need while also empowering them with strong workforce skills that can be matched with employment demands across the state. JDLHS could develop a premier trade college or vocational program for South Carolina's youth at risk. JDLHS facility would prepare these young men and women for the world of work. GEDs, trade certifications, licensing, skill building, life skills, and research projects could be taught throughout the day to students in residence as well as a day school population for some of the surrounding areas. These young citizens could through JDLHS transition from being dependents on the state to being taxpaying productive citizens.

The agency's current strategic plans call for placing more emphasis on workforce development but to a significantly lesser extent than what is described immediately above. Additionally, the agency's human resource capacity to make vast changes to a high-end model is limited. Under a new model, JDLHS would transition educational services to focus more on vocational skills development through the services provided by a partner brought on site to operate at JDLHS.

Lowering costs

JDLHS is a high-cost option. Under the new model, the JDLHS would be operated in a way that lowers costs so that the taxpayers get a better return on the investment they are currently making. The state can transition to this new model through the request for proposal process that would identify a provider who can provide a higher quality of service in a short period of time.

Transition to a new model warrants further exploration

JLDHS has indicated that it will consider making the transition that will incorporate aspects of the new model. At the time of this report JDLHS was meeting with prospective partners to identify opportunities. Since past performance is often predictive of future performance, it is not likely that the agency will complete the transition with the staff it currently has or of its own volition. Outside assistance and pressure is warranted.

5. RECOMMENDATIONS

MBC has considered the observations it made during the course of the period during which it was providing technical assistance to JDLHS. Recommendations are based on intensive review of JDLHS operations over a few months, historical knowledge of the agency, and more than a decade of policy analysis in South Carolina. MBC divides the recommendations into two categories:

1. Optimizing the Current Model and
2. Forging a New Way Forward.

Optimizing the Current Model

Recommendation 1

Closely monitor JDLHS execution of its strategic plans as identified in the FY 2013-14 Accountability Report and the District Strategic Plan. A key reporting mechanism will be the Quarterly Reports established by proviso 7.5 in the Appropriations Act of Fiscal Year 2014-15. JDLHS should submit these Quarterly Reports to the South Carolina General Assembly, The Governor of South Carolina, and the State Superintendent of Education.

Recommendation 2

Continue quarterly reports through fiscal year 2020. The General Assembly should maintain the Quarterly Reporting requirement beyond fiscal year 2014-15. The reports should continue until JDLHS has brought enterprises back online, restored the facilities that are across the campus, brought all residential structures online, and demonstrates the academic and therapeutic impact of its services.

Recommendation 3

Assign a member of staff that will be tasked with reviewing JDLHS submissions to ensure that the strategic plans are being implemented with fidelity. This does not require an additional hire for any agency. This recommendation could be fulfilled as an additional duty assigned to a member of the staff for a legislative committee that has oversight of JDLHS.

Forging a New Way Forward

Recommendation 4

Review vocational programs across the state and region to develop a plan for incorporating a stronger vocational model into JDLHS core educational functions.

Recommendation 5

Solicit proposals from residential treatment facility operators pursuant to establishing a contractual relationship to manage JDLHS enterprise operations.

Recommendation 6

Solicit proposals from residential treatment facility operators pursuant to establishing a contractual relationship to manage JDLHS educational services and to develop JDLHS vocational services.

Recommendation 7

Solicit proposals from residential treatment facility operators pursuant to establishing a contractual relationship to manage JDLHS therapeutic services.

Recommendation 8

Solicit proposals from residential treatment facility operators pursuant to establishing a contractual relationship to manage JDLHS physical facility.

Recommendation 9

Require JDLHS expand the focus of its target population to serve children who are aging out of the state child protective services system.

6. APPENDICES

Proviso 7.5

7.5. (JDLHS: Administration) (A) In the current fiscal year, the Superintendent of Education shall appoint a Chief Operating Officer to provide on-site programmatic and administrative technical assistance to the School. The appointment shall be confirmed by the State Board of Education. This officer shall also advise and provide regular updates to the School's board of trustees. In the event that the board of trustees has not, by August 15 of the current fiscal year, filled the existing vacancy by electing a Superintendent pursuant to Section 59-49-80 of the 1976 Code, the Chief Operating Officer shall also serve as interim Superintendent until a Superintendent is chosen by the Board. The Chief Operating Officer's service may alternately be concluded upon the Superintendent of Education's certification that the report or reports submitted pursuant to subsection (B) demonstrate that the School is making adequate progress in serving its students' educational and therapeutic needs. The Budget and Control Board, and where appropriate, the Executive Budget Office, shall provide technical assistance that is requested by the Chief Operating Officer to satisfy the requirements of this proviso.

(B) To ensure that the John de la Howe School successfully fulfills its mission of providing educational and therapeutic services to children who require that support away from their homes, its board of trustees shall submit a plan to the Governor, the Superintendent of Education, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee no later than October 1, 2014 that:

(1) Specifically addresses each of the findings and issues identified by the Inspector General in his January 2014 report on the School and explains how the School intends to resolve these matters;

(2) Is developed after consulting with the Department of Juvenile Justice, Department of Education, Department of Social Services, the Department of Mental Health and any other state social or behavioral services agency on the current state of best therapeutic practices, which must be reflected in the submitted plan;

(3) Assesses the School's current administrative practices relating to budgeting and finance, technology, real estate and facilities management, procurement, and other related subjects and describes the School's plans to improve these practices, which shall be developed with the support of the Budget and Control Board, and if appropriate, the Executive Budget Office. Included in the assessment must be a comparison of the costs of administrative transactions at the School compared to similar costs per transaction if administered by the Budget and Control

Board. Further, the assessment must compare costs for technology and facilities management compared to securing a private company to provide these services; and

(4) Explains how the School's budget request for the 2015-16 fiscal year effectuates the School's strategy to implement the plan.

The School shall submit quarterly progress reports thereafter. Nothing in this proviso shall be construed as to change the School's mission or its responsibility for providing high-quality educational and therapeutic services to the students it supports.

Annual Accountability Report

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**Fiscal Year 2013-14
Accountability Report**

SUBMISSION FORM

AGENCY MISSION

John de la Howe School provides a safe haven for children to heal, grow and make lasting changes through counseling, education, and a culture of care and personal development

Please identify your agency's preferred contacts for this year's accountability report.

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
PRIMARY CONTACT:	Dr. Danny R. Webb President	864-391-0414	Danny.webb@jehhowe.k12.sc.us
SECONDARY CONTACT:	Viola Faust, Director of Finance & Business Operations	864-391-0418	Viola.Faust@jehhowe.k12.sc.us

I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):
(TYPE/PRINT NAME):

[Signature] 9-15-14

Dr. Danny R. Webb, President, John de la Howe School

BOARD/CMSS CHAIR (SIGN/DATE):
(TYPE/PRINT NAME):

[Signature] 9-15-14

Barbara Devinney, Chair, John de la Howe School Board of Trustees

John de la Howe School			
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AGENCY'S DISCUSSION AND ANALYSIS

Executive Summary

The John de la Howe School provides a range of services for at-risk children and youth ages 12-18 who are facing emotional, behavioral or academic challenges. Residential care is provided in a rural farm setting in McCormick County, located on the western border of South Carolina near the Savannah River. The average length of stay is 9 to 18 months, during which children and their families focus on new approaches to positive interaction, relationship building and attention to academic learning.

The agency organizes its efforts around six goal areas: Improving the cost effectiveness of services; Improving the efficiency of services; Improving public awareness of agency services and accomplishments; Improving the achievement levels of youth exiting the program; Strengthening family interaction and support for youth; and Improving youth awareness and responsibility for emotions, behaviors and life skills to ensure they do not become part of the penal system or social welfare system.

Mission

The John de la Howe School provides a safe haven for children to heal, grow and make lasting changes through counseling, education, and a culture of care and personal development.

Much of the 2013-14 fiscal year was focused on external reviews and responses. Changes in leadership since February have involved a fresh look at the mission of the agency and its needs for providing quality services to at-risk youth and their families. This in turn has brought about a focus on outcomes and a renewed dedication to its mission in serving some of the state's most vulnerable children and youth. JDLHS is implementing a strategic plan that supports the mission and monitors progress.

Founded in 1797, JDLHS is the oldest residential child care facility in the state of South Carolina. Since its inception, the mission of JDLHS has changed as the organization has transformed into a state agency that embraces a commitment to prepare the at-risk children and youth it serves to be fully reintegrated into their homes and communities and to make positive contributions to their families, communities, and society as a whole. JDLHS is a level II facility, serving children and youth with moderate emotional and behavioral challenges. Nearly 95% of current requests for placement come directly from parents or guardians, with the remainder coming as placements by state child welfare agencies. The target population within the continuum of services to children in need are students in grades 6-12 who have been or are near being failed or expelled from middle, high, or alternative schools. Children served come from throughout the state of South Carolina.

Many of the students served by John de la Howe School fit the academic description of "over-age and under-credited." At least 66% entered placement with one or more diagnoses from the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Approximately 55% of students in placement have documented trauma such as death of a family member or friend, family separation, and/or emotional, physical, and sexual abuse; 65% are prescribed some form of psychotropic drug, 18% have known issues of physical or sexual abuse and or neglect; and 7% have been expelled from their local school districts as a result of inappropriate behaviors in the school setting. Serving children with special needs such as these, JDLHS is the only school in the state that accepts students who have been expelled from their home schools.

While the agency has a mandated tuition requirement, at least 65% of families served are unable to pay more than the minimum rate on a sliding scale according to net income. For families living at or below the poverty line, even the minimum is a challenge. The Inspector General noted in January 2014, "The most important distinction [of JDLHS is] service to direct placements—regular citizens with children having out of control behaviors and really have no other viable economic option." The 2014 Kids Count *Data Book* shows South Carolina remains at 45th in the nation in child well-being, with 288,000 children living in poverty.

John de la Howe School		
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Studies indicate the black-white income gap is nearly 40% greater today than it was in 1967 and that black students are three times as likely to be suspended or expelled from school, setting them up for educational failure. Approximately 62% of students served at JDLHS are African-American – 68% boys and 32% girls.

As a state special school, JDLHS provides a welcoming and supportive environment for students of all racial and ethnic backgrounds and offers an array of 24-hour therapeutic and residential care to serve the children who reside on its campus. There are two schools that provide the educational component of the agency's overall mission. L. S. Brice School provides educational services for at-risk youth from the 6th to 10th grades. L.S. Brice School also serves as Abbeville County's Alternative School through the JDLHS Day Program. JDLHS students who are in their junior or senior years attend McCormick High School. Academic performance data for students attending McCormick High are reported by the McCormick School District.

JDLHS strives to be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education, and positive family relations for children and adolescents. The agency seeks to ensure that young people who arrive at JDLHS who could well be on a trajectory that includes prison or a life of dependency on government's social welfare safety net leave the agency working towards life and workforce skills that will empower them to not just survive in South Carolina but to thrive. In a survey of parents conducted in December 2013, all parents responding indicated they would place their child at John de la Howe again, and several offered statements of praise for their child's experiences while at the school.

Agency Approach to the Annual Accountability Report

As one of the smallest state agencies, JDLHS was hit hard by the Great Recession and the major budget cuts that had to be implemented in 2009-2010. Staffing had to be reduced, and many long-time state employees chose to take early retirement. Funding was no longer available to support the client-tracking system that helped generate reports. Plans to address deferred maintenance needs and to rehab student cottages had to be scrapped, adversely affecting the ability to provide adequate, licensed housing. At the same time, licensing standards for residential care staffing ratios were increased, further restricting the number of youth that could be served in residential care, which adversely impacted the cost-per-student-per-day analysis.

"Think Kids," a cognitive-behavioral therapeutic intervention recommended for at-risk youth, was initiated in June 2011. Staff has been participating in training, and the agency has been broadening its implementation of this approach with both residential and day students. Training in the "Mindset" system of preventing and managing aggressive behavior is also being implemented. The Wilderness Program uses a modified Campbell-Loughmiller approach, featuring daily group goal setting and problem resolution. These approaches, along with single-gender classes instituted in 2013-14, are experiencing positive changes in the behaviors of students and their abilities to cope with frustrations and challenges. They are also contributing to a climate of cohesive support and encouragement for youth throughout the campus.

In July 2013, the agency purchased BestNotes, a customer relationship management (CRM) software system. This system replaces the KIDS system that was initially funded by the Duke Endowment. When grant funding for KIDS was lost in 2009, it was deemed too costly to maintain and Excel documents were used as an interim step. This change affected the agency's ability to generate statistical data on students. Staff has now been entering student data for the past year into the BestNotes system. While still in the building process, this system will enable the agency to track student progress in their Individual Plans of Care.

In fall 2013, the State Inspector General conducted a review of JDLHS, which resulted in a number of observations and recommendations. A key observation was that the agency's Annual Accountability Report, not unlike those of some other agencies, was found lacking, particularly with respect to outcome measures. Since then, additional staff members have been trained in BestNotes and the PowerSchool data system, both of which

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will enable the agency to generate reports on student behavior and educational progress during their stay at John de la Howe and their progress following departure.

As recommended by the Inspector General, the agency is also implementing a report system on critical operational measures for regular and periodic review by the executive team and the Board of Trustees. A comparative financial reporting system for Board review has also been instituted. These efforts will alert board and staff leaders to issues that need to be addressed. It should be noted that, although the primary focus of the Inspector General's Office is to root out "fraud, waste and mismanagement," no fraud was found. Fiscal records indicate that funds are being spent appropriately and within budget, and there were no outright allegations of mismanagement. A continuing concern was the relatively high cost per student per day, which the Inspector General has acknowledged is a function of licensed bed capacity affected by deferred maintenance, mandated staffing ratios, and cooperative referrals from other state agencies. His report noted an additional \$1,049,000 would allow for the enrollment of an additional 62 students to bring the school to capacity, lower the cost per student per day, and bring costs in line with industry. Following release of his report, the Inspector General stated, "We have even more evidence and appreciation that your school, based on a couple of recent interviews, is uniquely situated in the state for level II children inasmuch as other non-profit level II facilities who send their kids to public school 'struggle.'" He further stated, "JDLH should not have to continually explain its relatively high costs compared to the local middle school given your mission."

Since February, the agency has been under new leadership. Four new board members have been appointed since February, and all seven board members are new to the agency since June 2013. All board members actively participate in meetings and are fully committed to moving the agency forward in a positive direction. A new agency head with agency experience in congregate care for at-risk youth and 30 years of state service is now in place. A part-time consulting superintendent has also been hired to meet accreditation requirements. A new principal began in April and serves both middle school and high school, as approved by the Department of Education. In June the Board approved a series of education policies required to meet accreditation standards, and a four-month extension was received from the Department of Education to allow time for the new leadership to conduct a strategic planning process and prepare a five-year school plan.

Organizational Profile

JDLHS is a state special school operating under enabling legislation adopted in 1918, which states the business, property, and affairs of the school must be under the control of a board of trustees, consisting of nine members, appointed by the Governor, subject to confirmation by the Senate. The board elects the superintendent, who serves as President/agency head. Approximately 85% of the 84-member staff is focused on direct care for youth, educational programs and facilities maintenance. The Inspector General has noted that the agency operates with an "administrative footprint that is slim for all the duties required."

JDLHS is licensed as a level II congregate care facility by the SC Department of Social Services (DSS), DHEC and the State Fire Marshall. The agency also collaborates with McCormick and Abbeville County School Districts, DSS, the Department of Mental Health, Department of Education, Department of Juvenile Justice, courts and solicitors, and school districts statewide. The agency strives to keep abreast of best practices in children's congregate care and treatment, education and staff development. Memberships are maintained and staff and board members participate in trainings with the American Association of Children's Residential Centers, Palmetto Association for Children and Families, and South Carolina School Boards Association.

In early March 2014, agency leadership sought and received technical assistance from the Department of Education's Office of Federal and State Accountability and the Budget Division of the Budget and Control Board. Pursuant to a legislative proviso, in July the State Board of Education confirmed the four-month appointment of a chief operating officer to provide guidance and technical assistance to the Board of Trustees and senior management. Corrective actions have been put in place, and the agency is on track to have clear accreditation

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status and financial procedure audits in the coming year. As of September 2014, the agency has entered into an agreement with the McCormick County Sheriff's Office, and a law enforcement officer is now residing on the property. This arrangement was discussed with the Inspector General prior to implementation.

An Executive Council meets weekly with the President and consists of the staff leaders of the primary functional components of the agency, including the L.S. Brice School, the Wilderness Program, Clinical Therapy, Student and Family Services and Residential Care. The organization chart is provided below.

The agency receives strong community support from local service organizations, churches, and volunteers. The school is regarded as an integral part of the community, with its 218-year history providing a cultural heritage unique in the state. Volunteers from Habitat for Humanity interact with youth in the Wilderness Program each week, and the nonprofit McCormick Children's Home provides temporary shelter to children from throughout the state in a house on campus they painstakingly renovated ten years ago with donated labor and materials. An active Alumni Association holds biennial reunions on campus and hosts annual fundraisers to benefit the school and students. The JDLHS Foundation also raises funds to support enrichment activities for students.

External Factors Affecting Performance

The regulatory environment for JDLHS has changed over the last few years. The Department of Education, through its accreditation process, has placed more "district" requirements on the agency and its educational components even though it is a state special school and not a traditional school district. Many of these requirements are costly, and the agency is not able to offer salaries competitive with traditional school districts.

Department of Social Services (DSS) regulations now dictate an 8:1 child to Residential Counselor ratio during the day and a 10:1 ratio at night while clients are sleeping. DSS regulations for Residential Group Care Organizations for Children also require a 16:1 ratio for supervisors (Program Treatment Services Coordinators or PTSCs).¹ These ratio requirements for congregate care facilities affect personnel costs and recruitment efforts. To place the same number of children for 24-hour services, JDLHS needs more residential counselors and PTSCs than was previously the case. DSS regulations now require greater square footage around each bed, which affects ultimate bed capacity. In addition, DSS' focus on its "Families First" initiative – placing at-risk children in kinship care – has resulted in only three short-term DSS placements of youth at JDLHS in the past three years.

The geographic location of JDLHS requires increased recruitment efforts to attract qualified candidates for many positions, and the agency will benefit from building capacity within existing staff to enhance their skills and encourage promotion and retention. An improved website and expanded communication efforts are needed to enhance public perception and knowledge of the quality of the services that JDLHS offers.

Increasing enrollment through targeted recruitment will help improve cost effectiveness. The agency will continue to pursue private placements made by parents while working with other agencies to increase referrals. Given the number of licensed beds scheduled to be available by December 2015 and the authorized budget to meet the staffing ratios required to serve residential students, the optimal occupancy for FY 2014-15 is a total of 113 or an annual average of 83. This would be an 80% occupancy rate, which is typical across South Carolina for children's congregate care facilities, according to the Palmetto Association of Children and Families. As physical improvements are made and deferred maintenance for cottages can be addressed, the agency intends to increase occupancy to the fullest extent feasible commensurate with funding for required staffing ratios, which in turn will result in a lower cost per student per day.

¹ Residential and Group Care Facilities for Children, Title 43 SC Code of Regulations §114-590. C. (2) (h) (ii) (<http://www.scstatehouse.gov/coderegs/c114.php>)

Agency Name: **John de la Howe School**

Agency Code: **112** Section: **007**



Fiscal Year 2013-14
 Accountability Report
 Strategic Planning Template

Type	Item #	Goal	Strat	Object	Description
G	1				Improve the cost effectiveness of JDLHS therapeutic, residential, and educational services
S		1.1			Increase the number of participants in the Campus Program
O			1.1.1		Increase the average number of residential campus participants to 82 by June 2015
O			1.1.2		Increase the number of residential beds that meet health and safety standards and licensing regulations to accommodate 96 youths by December of 2014
O			1.1.3		Increase the number of residential youths served over the fiscal year from 113 to 133 by June 2015
S		1.2			Increase the number of participants in the Wilderness Program
O			1.2.1		Increase the number of camps in the Wilderness Program from 2 to 3 by December 2014
O			1.2.2		Increase the number of youths served in the Wilderness Program from 10 to 24 by February 2015
S		1.3			Increase the effectiveness of educational staff by improving their knowledge and skills
O			1.3.1		Increase the percent of teachers determined to be highly effective by classroom observations to 40% by May of 2015
O			1.3.2		Increase the percent of teachers who have completed the ADEPT Performance Standard Training from 50% to 100% by May of 2015
O			1.3.3		Increase the percent of teachers with professional development plans from 15% to 100% by May of 2015
S		1.4			Increase the effectiveness of therapeutic staff by improving their knowledge and skills
O			1.4.1		Increase to 100% the number of therapeutic staff who will have accurate Position Descriptions and Employee Performance Management Systems Planning and Evaluation objectives that are aligned to the agency's mission by May 2015
G	2				Improve the efficiency of back office administrative services
S		2.1			Ensure that administrative support processes facilitate the mission of the agency
O			2.1.1		Reduce the time to complete work orders by 33% by June 2015
O			2.1.2		Reduce the time to process requisitions to pay vendors by 25% by June 2015
O			2.1.3		Secure and back up 100% of agency data by June 2015
S		2.2			Evaluate facility, equipment and staffing resources and needs
O			2.2.1		Inventary 100% of IT assets by December 2014
O			2.2.2		Establish and maintain a deferred maintenance schedule by October 2014
O			2.2.3		Institute a performance management system to demonstrate results in relation to costs by March 2015
O			2.2.4		Inventary 100% of needed capital projects within a facilities master plan by January 2015
O			2.2.5		Complete roofing and plumbing replacement in cafeteria by June 2015
O			2.2.6		Evaluate staffing for cost-effective deployment of mandated ratios for youth supervision, ongoing monthly
S		2.3			Increase the efficiency of support staff by improving their knowledge and skills

Agency Name: **John de la Howe School**
 Agency Code: **L12** Section: **007**



Fiscal Year 2013-14
 Accountability Report
 Strategic Planning Template

Type	Item #	Goal	Stat	Object	Description
0	2.3.1			Increase the percent of support staff who have accurate Position Descriptions, Employee Performance Management System Planning and Evaluation objectives that are aligned to the agency's mission by May 2015	
0	2.3.2			Assure that 100% of new hires participate in agency and job-specific orientation within the first two weeks of	
G	3			Improve accreditation status of educational services	
S	3.1			Maintain accreditation with appropriate organizations	
0	3.1.1			Improve SCDE Accreditation status from Warned to All Clear by June 2015	
0	3.1.2			Reduce to zero the deficiencies indicated in the 2013-14 Accreditation Classification by June 2015	
S	3.2			Create a productive and safe environment for youths, their families, and agency staff	
0	3.2.1			Attain or least a 50% satisfaction rating by students, parents, and staff with the learning environment, to be reported on the school report card survey for the school year ending June 2015.	
0	3.2.2			Provide 100% of youths with active Treatment Teams throughout the year	
0	3.2.3			Increase to 100% the number of youths with positive reinforcements and feedback documented in BestNotes by December	
0	3.2.4			Attain the percentage of parents reporting that they are satisfied with the improvements in their child's behavior at 85% by June 2015	
0	3.2.5			Conduct 2 morale building activities for agency staff by March 2015	
0	3.2.6			Administer at least three climate surveys per year each for staff, parents, and students by June 2015	
0	3.2.7			Communicate agency outcomes to stakeholders and the surrounding community	
S	3.3			Expand the number of civic, faith-based, and governmental groups that know and support the JDLHS mission by conducting outreach presentations to 5 new groups by June 2015	
0	3.3.1			Provide board and staff liaison with the JDLHS foundation and Alumni Association to keep them abreast of agency progress and initiatives through at least 10 meetings and 4 activities or events by June 2015	
0	3.3.2			Update and enhance JDLHS website to provide expanded information on agency services by June 2015	
0	3.3.3			Improve the achievement levels of exiting youths	
G	4			Ensure that students attain the mathematical skills they need	
S	4.1			Increase the percentage of students passing the Palmetto Assessment of State Standards (SC PASS) Math examinations to 44% by June 2015	
0	4.1.1			Increase the percentage of students passing the South Carolina End of Course test for Algebra I to 54% by June 2015	

Agency Name: **John de la Howe School**

Fiscal Year 2013-14
Accountability Report



Strategic Planning Template

Agency Code: **L12** Section: **007**

Type	Item #	Goal	Strat	Object	Description
0	4.1.3				Increase the percentage of students demonstrating growth via the Star Math Assessment results to 40% by June 2015
0	4.1.4				Increase the percentage of students passing the Math and English portions of the high school assessment program to 40% by June 2015
5	4.2				Ensure that students attain the English language skills they need in writing, reading, and speaking.
0	4.2.1				Increase the percentage of students passing the Palmetto Assessment of State Standards (SC PASS) English language arts examinations to 41% by June 2015
0	4.2.2				Increase the percentage of students passing the South Carolina End of Course test for English I to 52% by June 2015
0	4.2.3				Increase the percentage of students demonstrating growth via the Star Reading Assessment results to 40% by June 2015
0	4.2.4				Increase the percentage of students passing the Math and English portions of the High School Assessment Program to 40% by June 2015
5	4.3				Ensure that JDHS youths continue academic progression after exiting.
0	4.3.1				80% of youths attending JDHS will be promoted or be on course to be promoted to the next academic grade or school level by June 2015
0	4.3.2				80% of exited youth continuing to reside in South Carolina will complete high school by June 2015
5	5				Improve youth behaviors to assure positive life outcomes
5	5.1				Reduce youth demonstration of at-risk behaviors
0	5.1.1				The percentage of exiting students reaching 3 or higher on the (5 point) success criterion scale for their Individual Care Plans will increase to 65% by June 2015
0	5.1.2				Provide 100% of youths with therapeutic services as specified by their Individual Care Plan by November 2015 and ongoing
0	5.1.3				Ensure that 100% of youth receive clinical therapy sessions according to Individual Care Plan, an average of twice
0	5.1.4				Increase the percent of recreation activities that advance student progress on their respective Individual Care Plans to 50% by November 2014
0	5.1.5				Increase the percentage of JDHS exited youths who demonstrate improved behavioral changes 12 months after they end services at JDHS to 80% by December 2015
5	5.2				Provide youths with marketable skills that prepare them for the workforce
0	5.2.1				Increase the percentage of students in grades 6-10 at LS Brice School acquiring marketable skills to 40% by June 2015

Summary Organizational Status on Report on John de la Howe School

Item	Initiative/Project	Lead/Owner	Current Value	Target Value	Frequency	Due Date/Period	Responsible Party	Current Status	Accomplishment
1	Increase percent of students passing the SC EOC Math exam	40%	42%	42%	Annually	May 1, 2014- June 30, 2015	SC PASS/ADM	41%	
2	Increase percent of students passing the SC EOC ELA exam	38%	39%	39%	Annually	May 1, 2014- June 30, 2015	SC PASS/ELA	42%	
3	Increase percent of students passing the SC EOC English exam	48%	49%	49%	Annually	May 1, 2014- June 30, 2015	SC EOC English	47%	
4	Increase percent of students passing the SC EOC Algebra exam	40%	41%	41%	Annually	May 1, 2014- June 30, 2015	SC EOC Algebra I	41%	
5	Increase percent of students passing the SC EOC Geometry exam	38%	39%	39%	Annually	May 1, 2014- June 30, 2015	SC EOC Geometry	39%	
6	Increase the percent of students meeting or exceeding the state math standards	32%	33%	33%	Annually	May 1, 2014- June 30, 2015	State Math	33%	
7	Increase the percent of students meeting or exceeding the state reading standards	30%	31%	31%	Annually	May 1, 2014- June 30, 2015	State Reading	31%	
8	Increase the percent of students meeting or exceeding the state science standards	28%	29%	29%	Annually	May 1, 2014- June 30, 2015	State Science	29%	
9	Increase the percent of students meeting or exceeding the state history standards	25%	26%	26%	Annually	May 1, 2014- June 30, 2015	State History	26%	
10	Increase the state report card length	4/12	4/12	4/12	Annually	May 1, 2014- June 30, 2015	State Report Card	4/12	
11	Increase the SCOE graduation rate	41%	42%	42%	Annually	May 1, 2014- June 30, 2015	SCOE Graduation	41%	
12	Increase the number of students completing the state science exam	72%	73%	73%	Annually	May 1, 2014- June 30, 2015	State Science Exam	73%	
13	Increase the number of students completing the state history exam	70%	71%	71%	Annually	May 1, 2014- June 30, 2015	State History Exam	71%	
14	Increase the number of students completing the state reading exam	68%	69%	69%	Annually	May 1, 2014- June 30, 2015	State Reading Exam	69%	
15	Increase the number of students completing the state math exam	65%	66%	66%	Annually	May 1, 2014- June 30, 2015	State Math Exam	66%	
16	Increase the number of students completing the state English exam	60%	61%	61%	Annually	May 1, 2014- June 30, 2015	State English Exam	61%	
17	Increase the number of students completing the state Algebra exam	58%	59%	59%	Annually	May 1, 2014- June 30, 2015	State Algebra Exam	59%	
18	Increase the number of students completing the state Geometry exam	55%	56%	56%	Annually	May 1, 2014- June 30, 2015	State Geometry Exam	56%	
19	Increase the number of students completing the state Science exam	50%	51%	51%	Annually	May 1, 2014- June 30, 2015	State Science Exam	51%	
20	Increase the number of students completing the state History exam	45%	46%	46%	Annually	May 1, 2014- June 30, 2015	State History Exam	46%	

Summary Organizational Status on Report on John de la Howe School

Item	Reporting Structure	Est. Value	Control Value	Level of Value	Item Available	Data Source and Availability	Reporting Frequency	Established Standard	Performance Measurement (1=met/2=not met/3=not met)
18	increase the number of youth placements coming from the Department of Juvenile Justice	0	0	3	July 1, 2014-June 30, 2015	Program Information System (PIS)	Annually	100%	111,111,111
19	increase the number of youth placements coming from school districts	0	0	3	July 1, 2014-June 30, 2015	Program Information System (PIS)	Annually	100%	111,111,111
20	reduce the average wait time of placement for each youth	5	100%	5	July 1, 2014-June 30, 2015	Case Management System (CMS)	Annually	100%	111,111,111
21	reduce the average amount of hours for each youth based on 122 placement beds & increasing available day placements to 22	\$47,000	\$47,000	5	July 1, 2014-June 30, 2015	Financial Information System (FIS)	Annually	100%	111,111,111
22	increase the percent of highly effective staff	Not Documented	Not Documented	40%	July 1, 2014-June 30, 2015	Performance Evaluation System	Annually	100%	111,111,111
23	increase the rate of action report output	Not Documented	15	10	July 1, 2014-June 30, 2015	Work order tracking	Weekly	100%	111,111,111
24	increase the rate of incident output	Not Documented	25	20	July 1, 2014-June 30, 2015	High school tracking	Weekly	100%	111,111,111
25	increase supervisor feedback to employees	Not Documented	Not Documented	100	July 1, 2014-June 30, 2015	Peer-to-Peer Feedback System (PFB)	Annually	100%	111,111,111
26	improve quality satisfaction over 2014-2015	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Agency Client Survey	Annually	100%	111,111,111
27	decrease the number of youth referrals	Not Documented	Not Documented	55%	July 1, 2014-June 30, 2015	Referrals	Monthly	100%	111,111,111
28	increase parent satisfaction with staff	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Parent Survey	Quarterly	100%	111,111,111
29	increase the number of staff referrals	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Agency Client Survey	Quarterly	100%	111,111,111
30	increase youth satisfaction with program	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Agency Client Survey	Annually	100%	111,111,111
31	increase staff satisfaction with work environment	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Agency Staff Survey	Annually	100%	111,111,111
32	increase staff retention for 2014-2015	Not Documented	Not Documented	85%	July 1, 2014-June 30, 2015	Staff Retention	Annually	100%	111,111,111



Final Year 2014-15
Annualizing Report
Performance Measurement (1=met/2=not met/3=not met)

Summary Organizational Status on Report on John de la Howe School

District: John de la Howe School
 Agency Code: 112 FTE: 107



Fiscal Year 2023-24
 Accountability System
 Performance Measurement Template
 RISE and GROWTH

Item	Performance Measure	Target	Actual	Notes	Reporting Period	Frequency	Measurement Method
11	Continue the number of monthly professional development for 2023 youth leagues	7	7	100%	July 1, 2023 - June 30, 2023	Monthly	Number of sessions with youth leagues
34	Increase the number of youth leagues	120	120	100%	July 1, 2023 - June 30, 2023	Monthly	Number of youth leagues
35	Increase percentage of teachers in grades 6-12 with multiple EBIs	40%	40%	100%	July 1, 2023 - June 30, 2023	Annually	Percentage of teachers with multiple EBIs
36	Increase the number of teachers in grades 6-12 with multiple EBIs	50%	50%	100%	July 1, 2023 - June 30, 2023	Annually	Number of teachers with multiple EBIs
37	Reduce the number of teachers in grades 6-12 with multiple EBIs	100%	100%	100%	July 1, 2023 - June 30, 2023	Annually	Percentage of teachers with multiple EBIs

District Strategic Plan

DISTRICT STRATEGIC PLAN COVER PAGE

(Mandated Component)

DISTRICT INFORMATION AND REQUIRED SIGNATURES

JOHN DE LA HOWE SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN FOR YEARS 2014-2019 (five years)

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2014-2019 (one year)

Assurances

The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

<u>Ms. Barbara Deviney</u>	<u>Barbara Deviney</u>	<u>9-22-14</u>
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

<u>Dr. Danny R. Webb</u>	<u>Danny R. Webb</u>	<u>9/22/14</u>
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

<u>Ms. Viola Faust</u>	<u>Viola R. Faust</u>	<u>9/22/14</u>
PRINTED NAME	SIGNATURE	DATE

DISTRICT STRATEGIC PLANNING COORDINATOR

<u>Mr. Jonathan Rose</u>	<u>J. Rose</u>	<u>9/22/14</u>
PRINTED NAME	SIGNATURE	DATE

SCHOOL: John de la Howe School

ADDRESS: 192 Gettys Road
McCormick, SC 29875

SCHOOL'S TELEPHONE: (864) 391-2131

SUPERINTENDENT'S E-MAIL ADDRESS: Danny.Webb@delahowe.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN
(Mandated Component)

List the name of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. Superintendent _____	Dr. Danny R. Webb _____
2. Principal _____	Jonathan Rose _____
3. Teacher _____	Carlotta Chapman _____
4. Parent/Guardian _____	Latashett Culbreath _____
5. Community Member _____	Michael D. Drown _____
6. Private School Representative(s) _____ (Title II Requirement)	N/A _____
7. District Level Administrators(s) _____ (Title II Requirement)	Viola Faus _____
8. Paraprofessional(s) _____ (Title II Requirement)	Nadine Freeman _____
9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
_____ Chair, Board of Trustees	Ms. Barbara Devinney _____
_____ Consulting Superintendent	Dr. James Franklin _____
_____ Director of Advance & Development	Mr. Dun Branvan _____
_____ Community Member	Mr. Allen Easter _____

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

- NA **Academic Assistance, PreK-3**
The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Yes **Academic Assistance, Grades 4-12**
The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Yes **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- Yes **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- Yes **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- NA **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- NA **Recruitment**
The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Summary Organizational Status on Report on John de la Howe School

Yes. Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

NA. Developmental Screening

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

NA. Half-Day Child Development

The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

NA. Developmentally Appropriate Curriculum for PreK-3

The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

NA. Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Yes. Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Chapter 59 of Title 59:

Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R 14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the FEEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Dr. Danny R. Webb

Superintendent's Printed Name
(for district and school plans)


Superintendent's Signature

9/22/14
Date

General Grant Assurances for Districts

As the duly authorized representative of John de la Howe School,
(Please print or type name of District)

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- C. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- D. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- E. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- F. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.
- G. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statutes, regulations, program plans, and applications.

Summary Organizational Status on Report on John de la Howe School

- H. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- I. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- J. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- K. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- L. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- M. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- N. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Dr. Danny R. Webb

Superintendent's Printed Name
(for district and school plans)


Superintendent's Signature

9/22/14
Date

Terms and Conditions for SCDE Grant Programs
(Page 1 of 2)

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

Terms and Conditions for SCDE Grant Programs continued
(Page 2 of 2)

- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- ❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- ❖ Entities expending \$500,000 or more in federal awards.
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- ❖ Entities expending less than \$500,000 in federal awards.
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

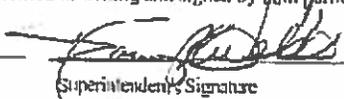
N. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

O. Reduction to Budgets and Negotiations. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Dr. Danny R. Webb

Superintendent's Printed Name
(for district and school plans)


Superintendent's Signature

9/23/14
Date

**JOHN DE LA HOWE SCHOOL
DISTRICT STRATEGIC PLAN**

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

John de la Howe School is a state agency that serves at risk youth from the 6th to 12th grades. Our Junior and Senior students attend McCormick High School. For the 2013-2014 school year, the John de la Howe School provided services for 140 students from throughout the state of South Carolina. John de la Howe's L. S. Brice School also serves as Abbeville County's Alternative School. We serve the Abbeville students in our Day program. We also provide a Wilderness Program that addresses the emotional and behavioral needs of middle school boys. Students come to John de la Howe throughout the year with a variety of issues, problems, and challenges. Students are often referred by a family, from a local school district or from an agency, such as, the Department of Social Services. Of the 140 total number of students served, 113 students were residential during the 2013-14 school year.

- 100% of students were placed due to emotional or behavioral problems at home or at school
- 32 out of 113 students had been expelled (28%)
- 62 out of 113 had major trauma in their life (loss of parent, grandparent or guardian, witnessed or was traumatized from death, suicide or sexual trauma)
- 113 or 100% of the 113 have experienced some type of trauma including the trauma of being placed outside of the home, abandonment, neglect, etc.)
- 72 or 62% out of 113 entered into placement with one or more DSM IV Diagnosis
- 25 or 22% out of the 113 came to care involved with either DSS, DJJ or Mental Health
- 19 or 15% of the 113 came into care with known issues of physical or sexual abuse and or neglect
- 35 or 31% of 113 were girls
- 78 or 69% of 113 were boys
- 65 or 58% of 113 were African American
- 32 or 28% of 113 were Caucasian
- 9 or 8% of 113 were other (bi-racial, Hispanic, etc.)

Therefore, it is important for JDLH to provide therapeutic and treatment services for our students, in addition to educational services. JDLH often represents a "last chance" for many of our students to become productive citizens.

John de la Howe is needed to provide appropriate and safe housing for our students. This effort allows the children to be removed from an environment which has contributed to the problems of these children. Our goal is to reunite students with their families as soon as possible. John de la Howe School focuses on creating a learning environment that meets the educational needs of our students. We use a student holistic approach to understand and overcome the student's learning deficits. John de la Howe School embraces the privilege to give the children and families of South Carolina an opportunity to live the life they want through education and treatment.

Our agency recently hired a new agency head, consulting superintendent, and a new principal. The current President of JDLHS began his service in July 2014. The principal officially took over in April 2014. A consulting Superintendent for the district was also hired in July to meet the requirements of the district desk audit for the State Department of Education. Earlier this spring, Governor Nikki Haley appointed four new board members, leaving only two vacancies on the JDLHS Board of Trustees. Additionally, the State Superintendent of Education appointed a Chief Operating Officer to provide technical assistance for four months. The new leadership of JDLHS will be responsible for meeting the criteria established in Proviso 7.5 that the General Assembly passed as part of the fiscal year 2014-15 state appropriations act. The proviso sets expectations for measures JDLHS needs to take to address some of the administrative challenges facing the agency.

John de la Howe's L. S. Brice School currently is a school at risk. We are establishing procedures, resources, and trainings for faculty and staff so they can incorporate best practices for our students. Our students are learning to deal with various emotional issues that are causing them to have difficulty in a traditional school setting. There are several factors that contributed to an overall poor performance on the PASS state assessment, limited STAR data, and class failures. Our 2012-2013 passage rate for the State Assessments are: PASS Math 40%, PASS Language Arts 37%, HSAP passing both 36%, EOC Algebra I 50%, and English I 48%.

John de la Howe's L. S. Brice School is focusing on key areas that will prepare our students to be competitive in the 21st Century. Literacy, Numeracy, Teacher Quality, and Access are the areas of focus that will move John de la Howe to offering a high quality education. We are partnering with McCormick High School to offer Career and Technical Education (CTE) computer and foreign language courses to our students. In addition, we have four faculty members on staff who have taught at higher education institutions. JDLH has one staff member serving as a state ADEPT evaluation trainer. We are also implementing a performing arts program for 750 minutes that is aligned with our art curriculum. Our agricultural education program will focus on developing marketable skills such as carpentry, horticultural, equine, and livestock for the students at John de la Howe School.

We are implementing procedures that will give our students an opportunity to be successful. Our goal is that students will be expected to perform at a level that will move the school to an average absolute rating within the next three years.

The John de la Howe School is committed to providing new hope and an opportunity for success for South Carolina's most vulnerable youth.

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

Mission:

The John de la Howe School provides a safe haven for children and families to heal, grow, and make lasting changes through counseling, education, and a culture of care and personal development.

Vision:

The John de la Howe School will be a state leader in delivering relevant and effective programs that advance behavioral healthcare, education, and positive family relations for children and adolescents.

Values:

Community: Leveraging the caring character of citizens and organizations who volunteer time, talent, and other resources in the cause of developing children and families.

Quality: The richness of evidence-based models of care that inform services and outcomes for children, families, and communities.

Access: Equal and affordable access to behavioral healthcare, education, and counseling services.

Safety: The maintenance of a secure campus that allows students to thrive in a nurturing environment.

Public Trust: Accountability in program effectiveness and resource management.

Integrity: Ethics, honesty, respect, and professionalism in the provision of services and in all daily work.

Professional Development: A continual focus on developing human resources through investment in training, certification, and credentialing that enhances service delivery and drives high organizational efficiency and effectiveness.

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)
 The percentage of students passing the Math PASS test will increase from 40% to 50% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)
 The percentage of students passing the Math PASS test will increase from 40% to 44% for the 2014-2015 school year.

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)
 Palmetto Assessment of State Standards: Mathematics

OVERALL MEASURES:
 SOURCE: 2012-2013 and 2014-2013 JULY test results

AVERAGE BASELINE: 40% PASS Math	Projected Data	Actual Data	2013-14	2014-15	2015-16	2016-17	2017-18
			42% PASS Math	44% PASS Math	46% PASS Math	48% PASS Math	50% PASS Math

* Represent percentages of improvement
 To add a row, go to the last box and press the tab button.

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #1: Student Achievement				EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	
1. Star Math Assessment	August 2014 to ongoing	Administration, teachers, students	\$1,650	General	Star Math results
2. Identify at-risk students using Math PASS scores.	August 2014 to June 2015	Administration, guidance, teachers, and students	\$87,139: Teacher salaries	General, EEA	Math PASS test results
3. Secure the approval instructional resources needed to teach the students.	June 2014 to ongoing	Administration and teachers	\$14,230	EEA, General	Final Grades, State Assessments
4. Incorporate instructional activities with best practices to address math deficiencies.	July 2014 to May 2015	Administration and teachers	\$3,900	Title II	Progress report, report cards, bench mark data, State Assessments
5. Provide professional development to prepire staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress report, report cards, bench mark data, State Assessments
6. Implement Single Gender Academics.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Demographics, progress report, and report cards, State Assessment
7. Incorporate Computer Based online courses.	August 2014 to June 2015	Administration and teachers	\$4,050	EEA, General	Progress reports, and report cards, State Assessments

ACTION PLAN FOR STRATEGY #1: Student Achievement					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
6. Implement Summer School program for remediation	June 2013 to August 2013	Administration	\$33,000	General	Total Grade
9. Continue providing therapeutic services for students	August 2014 to ongoing	Clinical Staff	\$11,700	Agency	Res-Notes and grades

DISTRICT STRATEGIC PLAN FOR 2019 **DATE: September 30th 2014**

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of students passing the Language Arts PASS test will increase from 37% to 47% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students passing Language Arts PASS test will increase from 37% to 39% for the 2014-2015 school year.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

Palmetto Assessment of State Standards: Language Arts

OVERALL MEASURES:

SOURCE: 2012-2013 and 2014-2015 ADLH test results

	2013-14	2014-15	2015-16	2016-17	2017-18
AVERAGE BASELINE					
37% PASS L.A.	39% PASS L.A.	41% PASS L.A.	43% PASS L.A.	45% PASS L.A.	47% PASS L.A.
Projected Data					
Actual Data	39% PASS L.A.				

* Represents percentage of improvement
To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2: Student Achievement.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Star Reading Assessment	August 2014 to ongoing	Administration, teachers, students	Budgeted	General	Star assessment results
2. Identify at-risk students using Language Arts PASS scores.	August 2014 to June 2015	Administration, guidance, and teachers	Budgeted	General, FEA	PASS Language Arts test results
3. Secure the approved instructional resources needed to teach the students.	June 2014 to ongoing	Administration and teachers	Budgeted	FEA, General	Final Grades, State Assessments
4. Incorporate instructional activities with best practices to address Language Arts deficiencies.	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress, report cards, benchmarks, State Assessments
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress, report cards, benchmarks, State Assessments
6. Implement Single Gender Academies	August 2014 to June 2015	Administration and teachers	Budgeted	FEA, General	Gender, progress, and report cards, State Assessments

ACTION PLAN FOR STRATEGY #2: Student Achievement.					EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
7. Incorporate Computer Based online courses.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Progress and report card; State Assessments	Final Grades
8. Implement Summer School program for remediation.	June 2015 to August 2015	Administration	Budgeted	General		
9. Continue providing therapeutic services for students.	August 2014 to ongoing	Clinical Staff	Budgeted	Agency		Best Notes and grades

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of students passing the Math and English portions of the High School Assessment Program will increase from 36% to 46% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students passing the HSAP exam will increase from 36% to 38% for the 2014-2015 school year.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

High School Assessment Program: Mathematics and English subtests

OVERALL MEASURES:

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
36% HSAP	38% HSAP	40% HSAP	42% HSAP	44% HSAP	46% HSAP
	Projected Data	Actual Data			
	60% HSAP				

* Represents projections of achievement. To add a row, go to the last row and press the tab button.

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #3: Student Achievement				EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Star Assessment	August 2014 to ongoing	Administration, teacher, and students	Budgeted	General	Star assessment results
2. Identify at-risk students using HSAP scores.	August 2014 to June 2015	Administration, guidance, and teachers	Budgeted	General, EEA	HSAP test results
3. Secure the approved instructional resources needed to teach the students.	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grades, State Assessments
4. Incorporate instructional activities with best practices to address math and English deficiencies.	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress report cards, bench mark data, State Assessments
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress report cards, bench mark data, State Assessments
6. Implement Single Gender Academics.	August 2014 to June 2015	Administration and teachers	Budgeted	F.F.A. General	Gender, progress, and report cards, State Assessments
7. Incorporate Computer Based on-line courses	August 2014 to June	Administration and	Budgeted	EEA, General	Progress and report cards.

	2015		2016		2017		2018		2019	
	June 2015 to August 2015	August 2015 to August 2016	June 2016 to August 2016	August 2016 to August 2017	June 2017 to August 2017	August 2017 to August 2018	June 2018 to August 2018	August 2018 to August 2019	June 2019 to August 2019	August 2019 to August 2020
8. Implement Summer School programs for remediation.										
9. Continue providing diagnostic services for students.										

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of students passing the EOC exam for Algebra I will increase from 50% to 60% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students passing the EOC exam for Algebra I will increase from 50% to 54% by the end of May 2015.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

End of Course Exam: Algebra I

OVERALL MEASURES:

SOURCE: 2012-2013 and 2014-2015 JDLH test results

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
50% Alg I EOC	57% Alg I EOC	55% Alg I EOC	56% Alg I EOC	58% Alg I EOC	60% Alg I EOC
	49% Alg I EOC				

To add a row, go to the last row and press the **+** button.

** Represents projections of improvement*

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #4: Student Achievement.						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION	
1. Star Assessment	August 2014 to ongoing	Administration, teacher, and student	Budgeted	General	Star assessment results	
2. Identify at-risk students using EOC Algebra I scores.	August 2014 to June 2015	Administration, guidance, and teachers	Budgeted	General, EEA	EOC test results	
3. Secure the approved instructional resources needed to reach the students.	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grads, State Assessments	
4. Incorporate instructional activities with best practices to address algebra deficiencies.	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress, report cards, bench mark data, State Assessments	
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress, report cards, bench mark data, State Assessments	
6. Implement Single Gender Academies.	August 2014 to June 2015	Admin. teachers	Budgeted	EEA, General	Gender, progress, and report cards, State Assessments	
7. Incorporate Computer Based online courses.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Progress and report cards, State Assessments	

ACTION PLAN FOR STRATEGY #4: Student Achievement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
8. Implement Summer School program for remediation.	June 2013 to August 2013	Administration	Budgeted	General	Final Grades
9. Continue providing therapeutic services for students.	August 2014 to ongoing	Clinical Staff	Budgeted	Agency	Best Notes and grades

DISTRICT STRATEGIC PLAN FOR 2019 _____ **DATE: September 30th 2014**

Performance Goal Area: Student Achievement School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Teacher/ Administrator Quality District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)
 The percentage of students passing the EOC exam for English I will increase from 48% to 58% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)
 The percentage of students passing the EOC exam for English I will increase from 48% to 52% for the 2014-2015 school year.

DATA SOURCE(S):
 (List types of data that will be collected or examined to measure progress.)
 End of Course Exam: English I

OVERALL MEASURES:

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
48% Eng I EOC	Projected Data 50% Eng I EOC	53% Eng I EOC	55% Eng I EOC	56% Eng I EOC	58% Eng I EOC
	Actual Data 53% Eng I EOC				

To add a row, go on the last line and press the tab button.

** Represents projections of improvement*

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #5: Student Achievement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Identify at-risk students using EOC English I scores	August 2014 to June 2015	Administration, grade-level, and teachers	Budgeted	General, EEA	EOC test results
2. Secure the approval and/or resources needed to reach the students	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grades, State Assessments
3. Implement instructional activities with best practices to address English deficiencies.	July 2014 to May 2015	Admin teachers	Budgeted	Per. II	Progress report cards, bench mark data, State Assessments
4. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Per. II	Progress report cards, bench mark data, State Assessments
5. Implement Simple Grade Advancement	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Final, progress, and report cards, State Assessments
6. Implement Computer Based online courses	August 2014 to June 2015	Administration and teachers	Unbudgeted	FEA, General	Progress and report cards, State Assessments
7. Implement Summer School program for non-achievers.	June 2015 to August 2015	Administration	Unbudgeted	General	Final Grades
8. Continue providing therapeutic services for students.	August 2014 to ongoing	Clinical Staff	Budgeted	Agency	Behavior and grades

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: The percentage of students in grades 6-10 at L.S. Brice School acquiring marketable skills will increase from 0% to 85% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal) The percentage of students acquiring marketable skills will increase from 0% to 40% for the 2014-2015 school year.

DATA SOURCES(S): Certificate completion, WorkKeys
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES: WorkKeys

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not documented	Not Documented	*40% annual cert.	*60% annual cert.	*70% annual cert.	*85% annual cert.
	Projected Data	Actual Data			

* Represents projections of achievement
 To add a row, go to the last box and press the tab button.

ACTION PLAN FOR SIKI LEGY #6: Student Achievement					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Identify students' measurable skills	August 2014 to June 2015	Administration, guidance, and teachers	Budgeted	General, EEA	Results from Interest surveys and SC Occupational Information System
2. Secure the approved instructional resources needed to teach the students	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grades, State Assessments
3. Incorporate instructional activities with best practices to promote employable skills.	July 2014 to May 2015	Administration and teachers	\$80,000	General	Progress, report cards, projects, portfolios
4. Provide professional development to provide staff to enhance the delivery of classroom instruction	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress, report cards, bench mark data, State Assessments
5. Continue providing therapeutic services for students.	August 2014 to ongoing	Clinical Staff	Budgeted	Agency	Benchmarks and grades
6. Develop community partnerships.	August 2014 to ongoing	Administration, Principal	\$25,000	General	Production reports

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of student growth via the Star Math Assessment results will increase from 0% to 100% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of student growth via the Star Assessment math will increase to 40% by the end of May 2015

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Star Assessment Math Results

OVERALL MEASURES:

SOURCE: 2012-2013 and 2014-2015 JDOU test results

* Represents projection of improvement

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not Documented	Projected Data 30%	40%	40%	80%	100%
	Actual Data 46%				

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ACTION PLAN FOR STRATEGY #7: Student Achievement				EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Star Math Assessment	August 2014 to ongoing	Administration, teachers, students	Budgeted	General	Star Math results
2. Identify at-risk students using Math PASS scores.	August 2014 to June 2015	Administration, guidance, teachers, and students	Budgeted	General, EEA	Math PASS test results
3. Secure the approved instructional resources needed to teach the course.	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grades, State Assessments
4. Incorporate instructional activities with best practices to address math deficiencies.	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress report, report cards, bench mark data, State Assessments
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Unbudgeted	Title II	Progress report, report cards, bench mark data, State Assessments
6. Implement Single Gender Academics.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Demographic, progress report, and report cards, State Assessments
7. Implement Computer Based entire courses.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Progress reports, and report cards, State Assessments

DISTRICT STRATEGIC PLAN FOR 2019 _____ **DATE: September 30th, 2014** _____

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of student growth via the Star Assessment Reading results will increase from 0% to 100% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of student growth via the Star Reading Assessment will increase to 40% by the end of May 2015

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Star Reading Assessment Results

OVERALL MEASURES:

SOURCE: 2012, 2013 and 2014-2015 JOLH test results

* Represents percentages of improvement

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
See above	20%	40%	60%	80%	100%
	Projected Data	Actual Data			

To add a row, go to the last row and press the tab button

ACTION PLAN FOR STRATEGY #8: Student Achievement						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION	
1. Star Reading Assessment	August 2014 to ongoing	Administration, teachers, students	Budgeted	General	Star Language Arts results	
2. Identify at-risk students using Language Arts PASS scores.	August 2014 to June 2015	Administrative, guidance, teachers, and students	Budgeted	General, FEA	Language Arts PASS test results	
3. Secure the approved instructional resources needed to teach the students.	June 2014 to ongoing	Administration and teachers	Budgeted	FEA, General	Final Grades, State Assessments	
4. Incorporate instructional activities with best practices to address math deficiencies	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress report, report cards, bench mark data, State Assessments	
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress report, report cards, bench mark data, State Assessments	
6. Implement Single Gender Academics	August 2014 to June 2015	Administration and teachers	Budgeted	FEA, General	Demographics, progress report, and report cards, State Assessments	
7. Incorporate Computer Based online courses	August 2014 to June 2015	Administration and teachers	Budgeted	FEA, General	Progress reports, and report cards, State Assessments	

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of exiting students reaching 3 or higher on the (5 point) success criterion scale for their Individual Plan of Care will increase from 65% to 80% by the end of May 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of exiting students reaching 3 or higher on the (5 point) success criterion scale for their Individual Plan of Care will increase from 65% to 70% by the end of May 2015.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Completion of Individual Personal Care plan

OVERALL MEASURES:

SOURCE: 2012 2013 IDLH IPC results

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not Documented	Not Documented	65%	70%	75%	80%

* Represents projections of improvement

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #9: Student Achievement						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION	
1. Implement periodic Treatment Team meetings	August 2014 to ongoing	Administration, teachers, CTs, students	Budgeted	General	Treatment Team documentation	
2. Clinical Therapist meeting with students	August 2014 to June 2015	Clinical Therapist and students	Budgeted	General, EFA	CT documentation	
3. Secure the approved instructional resources needed to teach the students	June 2014 to ongoing	Administration and teachers	Budgeted	EEA, General	Final Grades, State Assessments	
4. Incorporate instructional activities with best practices to address math difficulties.	July 2014 to May 2015	Administration and teachers	Budgeted	Title II	Progress report, report cards, benchmark data, State Assessments	
5. Provide professional development to prepare staff to enhance the delivery of classroom instruction.	August 2014 to ongoing	Administrators and teachers	Budgeted	Title II	Progress report, report cards, benchmark data, State Assessments	
6. Implement Single Gender Academics.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Demographics, progress report, and report cards, State Assessments	
7. Incorporate Computer Based online courses.	August 2014 to June 2015	Administration and teachers	Budgeted	EEA, General	Progress report, and report cards, State Assessments	

DISTRICT STRATEGIC PLAN FOR 2019 **DATE: September 30th 2014**

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL: The percentage of teachers determined to be highly effective per classroom observations will improve from 0% to 100% by over five years.

INTERIM PERFORMANCE GOAL: (One year goal) The percentage of teachers determined highly effective per classroom observations will increase from 0% to 40% for the 2014-2015 school year.

DATA SOURCES: JDH Classroom Observation Tool results
(List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES: SOURCE: 2014-2015 JDH COT results

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not determined	Not documented	*40% COT	*60% COT	*80% COT	*100% COT
	Projected Data	Actual Data			

* Represents percentage of supervisors

To add a row, go to the last box and press the Tab button

ACTION PLAN FOR STRATEGY #1: Teacher Quality					EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Implement ADEPI Performance Standard Training	August 2014 to June 2015	Administration	\$1,000	Title II	ADEPI Records	
2. Introduce the Classroom Observation Tool	August 2014 to June 2015	Administration	\$1,500	General	Teacher In-service sign in sheet	
3. Record Classroom Observation Tool Results	August 2014 in ongoing	Administration	\$1,500	General	COT evaluations	
4. Teachers will implement professional development plans.	August 2014 to June 2015	Administration	\$1,500	General	Copies of PLC/DP	
5. Hire Highly Qualified teachers	August 2014 in ongoing	Principal, HR Director, Superintendent	\$48,000	LLA	Teacher Certificate	
6. Retain and reward Highly Qualified teachers.	August 2014 in ongoing	Principal, HR Director, Superintendent	\$1,500	General	AP's performance	

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)

The percentage of students that are satisfied with the learning environment as reported on the school report card survey will attain at least at 85% through 2019.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students that are satisfied with the learning environment as reported on the school report card survey will increase from an average of 0% to 85% in 2015.

DATA SOURCE(S):
(List types of data that will be collected or examined to measure progress.)

School Report Card Survey

OVERALL MEASURES:

SOURCE: 2013-2013 JDLIF survey results

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not documented	Not documented	85%	85%	85%	85%
Projected Data					
Actual Data					

To add a row, go to the last box and press the tab function.

* Represents projections of improvement

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #1: School climate.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. To provide a campus orientation for each new enrollee within first week of arrival.	August 2014 to ongoing	Dir. of Student & Family Services, residential counselors, dietitian, therapists	\$47,250	General	Campus wide orientation
2. To provide school orientation on courses, use of instructional time, library resources, use of technology, breaks, and meal time.	August 2014 to ongoing	Guidance counselor and teachers	\$11,812	General	School Orientation
3. To provide a treatment team for each student.	August 2014 to June 2015	Dir. of Student & Family Services, treatment team and teachers	\$23,635	General	Individual Plan of Care, grades, behavior, attendance
4. To provide positive reinforcements and feedback to students.	August 2014 to ongoing	Principal, teachers, residential counselors, treatment team, all staff	\$50,000	General	Credentialed, classroom observations, general observations
5. To provide a safe school environment with use of students and staff, closed circuit cameras, secure doors, classroom emergency procedures, school resource officers, use of consistent and fair student code of conduct and use of behavior de-escalation model.	August 2014 to ongoing	Principal, teachers, residential counselors, treatment team, SRO, all staff	\$100,000	General	Drill records, observations, office referral,

ACTION PLAN FOR STRATEGY #1: School climate.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
6. To solicit feedback from students regarding their understanding and difficulty of assignments and relevancy to success with careers and for success in life.	August 2014 to ongoing	Principal, teachers, guidance	\$25,000	General	Surveys returned, monthly meetings
7. To provide clean and well organized facilities	August 2014 to ongoing	Principal, teachers, custodians	\$700,000	General	Observations, facility survey forms

DISTRICT STRATEGIC PLAN FOR 2019 _____ **DATE: September 30, 2014**

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, SAC and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:
(Statement of desired progress or result over five years)
To increase number the total number residential beds that meet health and safety standards and licensing regulations to accommodate 170 student occupancy by July 2019. (Actual occupancy is dependent on legislative budget authorization for required staffing).

INTERIM PERFORMANCE GOAL: (One year goal)
To increase number the total number residential beds that meet health and safety standards and licensing regulations to accommodate 95 student occupancy by December 2014.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)
Campus housing reports

OVERALL MEASURES:
SOURCE: 2013-2014 JDLH Population sheet and DSS history
* Represents percentage of occupancy

	2013-14	2014-15	2015-16	2016-17	2017-18
AVERAGE BASELINE	72	95	100	112	120
Projected Data	72	95	100	112	120
Actual Data					

Summary Organizational Status on Report on John de la Howe School

ACTION PLAN FOR STRATEGY #1: District Priority:					EVALUATION
ACTIVITY	TIMELINE (Start and End Date)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. To inspect all 12 cottages and computers for repair/improvement needs	August 2014 to ongoing	Dir. of Student & Family Services, Dir. of Finance	\$2,000	General	Reports
2. To secure resources needed to improve cottages.	August 2014 to ongoing	Pres., Board	\$500	General	Purchase request
3. To secure competitive bids for cottage repairs/improvements.	August 2014 to ongoing	Dir. of Finance	\$200	General	Bids received
4. To award bids for pre-determined criteria.	August 2014 to ongoing	Pres., Board, Dir. of Finance	Not available	General	Bids awarded
5. To make repairs to cottages.	August 2014 to ongoing	Pres., Dir. of Finance, Contractors, Maintenance	\$1,000,000	General	Completion of repairs
6. To repair any punch list items.	August 2014 to ongoing	Dir. of Finance, Maintenance	Contractor costs	General	Completed punch list
7. To have cottages inspected by regulatory agencies.	August 2014 to ongoing	Pres., Dir. of Student & Family Sys., Dir. of Residential Sys.	\$200	General	Inspection results

ACTION PLAN FOR STRATEGY #1: District Priority:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
8. To determine any additional staffing needs and secure funding.	August 2014 to ongoing	Pres., Board, HR Dir., Dir. of Finance	\$100	General	Funds approved
9. To recruit students for college vacancies.	August 2014 to ongoing	Pres., Princ. Counselg., Supv. & staff	\$2,000	General	Population Sheet
10. To recruit and hire additional staff: (residentia counselors, PTSC's, CTE, teachers)	August 2014 to ongoing	Pres., Princ., HR Dir., Dir. of Finance	\$750,000	General	Persons hired/fully staffed
11. To open a third wilderness camp.	August 2014 to February 2015	Pres., Princ., HR Dir., Dir. of Finance	\$150,000	General	Population sheet

DISTRICT STRATEGIC PLAN FOR 2019 DATE: September 30th, 2014

Performance Goal Area: Student Achievement Teacher Administrator Quality School Climate (Parent Involvement, Site and Healthy Schools, etc) District Priority

PERFORMANCE GOAL: To increase the overall agency efficiency and effectiveness through the completion of 142% initiatives by July 2019.
(Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal) To increase the overall agency efficiency and effectiveness through the completion of 40% initiatives by July 2015.

DATA SOURCES(S): Project reports
(Last types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

AVERAGE BASELINE	2013-14	2014-15	2015-16	2016-17	2017-18
Not documented	No. documented	40%	60%	80%	100%
	Projected Data	Actual Data			

SOURCE: JDLH student enrollment, Budgets, and licensing and accreditation requirements

* Represents projections of improvement. To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2: District Priority			EVALUATION		
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. To target student recruitment through outreach to alternative education programs, DSS, DMH, and DU.	August 2014 to ongoing	Pres., Dir. of Student & Family Serv. Admissions Coordinator	\$1,500	General	Admission applications
2. To ensure staffing is adequate to meet agency/district requirements.	August 2014 to ongoing	Pres., Princ., Board	Budgeted	General	Staffing ratios, appropriate certifications
3. To improve and maintain academic accreditation status for district and school levels.	August 2014 to ongoing	Pres., Princ., Consulting Suppl. Board	Budgeted	General	District and School Max. SDE desk audit
4. To ensure all faculty and staff are properly certified.	August 2014 to ongoing	Pres., Princ.	Budgeted	General	Certifications
5. To ensure Board members are reviewing and updating policies, with assistance from the SCSEA.	August 2014 to ongoing	Board, Pres., Princ., Consulting Suppl.	\$7,000	General	Minutes, notes, policy revisions
6. To administer at least three times a year a climate survey for staff, parents, and students.	August 2014 to ongoing	Pres., Princ., HR Dir.	Budgeted	General	Completed surveys
7. To have the certification/principal serve for both high school and middle school.	August 2014 to ongoing	Pres., Prnc.	\$75,000	General	NHT approval

