Pretrial Detention Facility

2020-21 Schoolwide Improvement Plan

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Pretrial Detention Facility

2335 W 18TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/

Demographics

Principal: Edward Robinson   Start Date for this Principal: 8/5/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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2335 W 18TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2011-12
Grade	

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Robinson, Edward	Principal	Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-through. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings.
Bell, Faye	School Counselor	Guidance Counselor: Academic and student resource and academic support. This includes credit checks, transcript evaluations and regular academic monitoring for students in the program.
Parker, LaTonya	Assistant Principal	Assistant Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-through. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings.
Doran, Thomas	Registrar	Scheduling students according to their grade level academic plan. This includes FASTER request, school counselor recommendations and testing history.

Demographic Information

Principal start date
Wednesday 8/5/2020, Edward Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca]
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here].	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	3	13	14	9	25	65
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	3	1	1	6	14
One or more suspensions	0	0	0	0	0	0	0	0	2	0	1	1	3	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	6	2	1	5	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	5	2	1	6	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	2	6	2	1	6	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	2	7	4	0	14
Students retained two or more times	0	0	0	0	0	0	0	2	4	11	22	7	18	64

Date this data was collected or last updated

Wednesday 8/5/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	1	14	21	16	15	68
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	9	7	9	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	12	9	11	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	1	14	21	16	15	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	6	5	6	24
Students retained two or more times	0	0	0	0	0	0	0	1	1	13	11	6	9	41

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	1	1	14	21	16	15	68
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	9	7	9	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	12	9	11	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	1	1	14	21	16	15	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	6	5	6	24
Students retained two or more times	0	0	0	0	0	0	0	1	1	13	11	6	9	41

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	0%	47%	56%	0%	46%	53%
ELA Learning Gains	0%	48%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	42%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	59%	49%
Math Learning Gains	0%	52%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	45%	39%
Science Achievement	0%	65%	68%	0%	64%	65%
Social Studies Achievement	0%	70%	73%	0%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019	0%	44%	-44%	52%	-52%
	2018	0%	41%	-41%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	49%	-49%	56%	-56%
	2018					
Cohort Comparison		0%				
09	2019	0%	48%	-48%	55%	-55%
	2018	0%	48%	-48%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	48%	-48%	53%	-53%
	2018	15%	49%	-34%	53%	-38%
Same Grade Comparison		-15%				
Cohort Comparison		0%				

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	0%	32%	-32%	46%	-46%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	40%	-40%	48%	-48%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	67%	-67%
2018	0%	63%	-63%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	71%	-71%
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	68%	-39%	70%	-41%
2018	18%	64%	-46%	68%	-50%
Compare		11%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	61%	-61%
2018	0%	61%	-61%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	57%	-57%
2018	14%	57%	-43%	56%	-42%
Compare		-14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK								18			

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

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	29
Total Components for the Federal Index	3
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	9
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA data showed the lowest performance. The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math showed the greatest decline from the prior year. The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average. Youth Development Math average for 2019-20 school year was 33%. The contributing factors to this achievement gap are students come multiple grade levels behind, have poor attendance, exemplified poor behavior both academically and socially, are involved with juvenile delinquency and are part of the Foster Care System.

Which data component showed the most improvement? What new actions did your school take in this area?

Reading and promotion and graduation rates showed the most improvement in our programs. When students are enrolled they get a credit check within 3 days of enrollment. The student is then enrolled in all classes that will work toward graduation requirements only. (No enrollment in classes that can't assist in meeting graduation
requirement)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reading and Math is the major concern for Youth Development Programs. They are the main contributing factors for meeting promotion and graduation requirements. We have a major focus in these areas and are utilizing the district's academic platforms for remediation, grade recovery and promotion.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Graduation rate
2. Promotion rate
3. Reading gains
4. Math gains
5. Grade recovery

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this area improve so will student achievement. It allows all students to be successful. The Rationale: Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught simultaneously.
Measurable Outcome:	The measurable outcomes will be shown by improved Math and ELA gains on district and state EOC assessments, and improved promotion rate.
Person responsible for monitoring outcome:	Alicia Lloyd (lloyda1@duvalschools.org)
Evidence-based Strategy:	Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and rubrics will also be implemented.
Rationale for Evidence-based Strategy:	Due to the high number of course preparations by each teacher, these researched based strategies will assist in the differentiation of instruction for all the teachers. These strategy will ensure that all students are provided with state aligned subject area content daily. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

Action Steps to Implement

1. Professional development to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Early Dismissal Professional Development will be used to development multiple strategies for lesson plan development.
5. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

Person Responsible	LaTonya Parker (parkerl@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

NA

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00