

Duval County Public Schools

# Pretrial Detention Facility



## 2022-23 Ungraded Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>R.A.I.S.E</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>15</b>

## Pretrial Detention Facility

2335 W 18TH ST, Jacksonville, FL 32209

<http://www.duvalschools.org/>

### Demographics

**Principal: Edward Robinson**

Start Date for this Principal: 8/25/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

We foster learning that leads to independence by upholding individual and collective commitments to creating a community of learners in collaboration with the Pre-Trial Detention Center to increase public safety by reducing juvenile delinquency through effective prevention, intervention and treatment services that strengthen families and turn around the lives of troubled youth.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Edward	Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings.
Copeland, Kimberly	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.
Bell, Faye	School Counselor	Academic and student resource and academic support. This includes credit checks, transcript evaluations and regular academic monitoring for students in the program.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Thursday 8/25/2022, Edward Robinson

**Total number of students enrolled at the school.**

60

**Total number of teacher positions allocated to the school.**

6

**Number of teachers with professional teaching certificates?**

6

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

1

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

**Demographic Data**

**Early Warning Systems**

**2022-23**

**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	0	8	15	18	2	44
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	5	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	3	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	4	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	7	1	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	2	5	0	7
--------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	7	5	0	12
---------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Students retained two or more times	0	0	0	0	0	0	0	1	0	2	9	11	0	23
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	----	---	----

**Date this data was collected or last updated**

Wednesday 8/24/2022

**2021-22 - 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	0	0	2	4	19	11	3	39
-----------------------------	---	---	---	---	---	---	---	---	---	---	---	----	----	---	----

Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	2	1	0	4
-----------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
-------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	7	2	0	10
-----------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	4	1	0	7
------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	0	3	2	3	9
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	1	2	0	0	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**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	1	1	4	1	0	7
--------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**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	2	2	9	4	0	17
---------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Students retained two or more times	0	0	0	0	0	0	0	0	2	1	10	6	1	20
-------------------------------------	---	---	---	---	---	---	---	---	---	---	----	---	---	----

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					47%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								42%	42%
Math Achievement		37%	38%					51%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		43%	40%					65%	68%
Social Studies Achievement		53%	48%					70%	73%

**Grade Level Data Review - State Assessments**

**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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	44%	-44%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	49%	-49%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		0%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	68%	-39%	70%	-41%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
2021 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 2019-20	C & C Accel 2019-20
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											
BLK								18			

**ESSA Data Review**

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

**Part III: Planning for Improvement**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

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 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)

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; and juvenile delinquency facing adult charges.

**What trends emerge across grade levels, subgroups and core content areas?**

Decreased attention span in the classroom and low reading performance.

**What strategies need to be implemented in order to accelerate learning?**

Provide students with more engaging instruction and activities. Facilitate learning versus teaching to include more blended learning opportunities. Increase reading time during the school day and make good use of the time. Provide books at the right level and books that are of interest to students to build fluency.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.**

1. Professional development will be provided 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. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

**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 includes a rationale that explains how it was identified as a critical need from the data reviewed. The Rationale: Teachers have multiple preparations of subject area content; Example: M/J Math, Algebra 1, Algebra 2, and Geometry are taught

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The measurable outcomes will be shown by improved Math and ELA gains on district PMA and state EOC assessments, and improved promotion rate.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. District Progress Monitoring Assessments

**Person responsible for monitoring outcome:** Edward Robinson (robinsone2@duvalschools.org)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. 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:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:** List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. Students with Disabilities and African Am Students was below the 41% threshold. We will continue to monitor measurable outcomes to show improvement with Math and ELA gains on district PMA and state EOC assessments, and improved promotion rate.

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2: Measureable Outcome(s)

N/A

#### Grades 3-5: Measureable Outcome(s)

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

N/A

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Parent Engagement

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Pre-Trial Detention Center and school personnel have developed a Parent and Family Engagement Plan to promote parent involvement. Although Pre-Trial Detention Center has a unique situation where parents have limited access to the facility, parent meetings/events will be held on designated days and times where parents can access TEAMS for a virtual meeting. Data will be collected from parent meetings/events TEAMS roster as well as feedback forms. The feedback forms will be analyzed to determine what parents need and how Pre-Trial Detention Center and the school can support parents with supporting their student(s) once they have been released to return back to their school.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

- (1) Information regarding parent involvement activities will be communicated through the facility via newsletter or flyer during visitation hours. We will also monitor contact information to call parents if needed.
- (2) Information will be provided in different languages with district interpreter services as needed along with the support of staff that speak multiple languages at the facility.
- (3) The following resources will be used to communicate: flyers provided during parent/family visitation, district website if applicable, and via phone or e-mail

**Describe how implementation will be progress monitored.**

Pre-Trial Detention Center and the school will develop a Parent Engagement timeline to ensure implementation of annual parent meetings/events will take place along with collecting evidence of effectiveness to know what parents learned and what is desired for them to learn.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Step 1: A meeting date/time will be determined by Pre-Trial and the School Representative	
Step 2: Information including date, time, of the meeting will be distributed to parents on a flyer during visitation hours as well as via phone	Robinson, Edward, robinsone2@duvalschools.org
Step 3: Title I Coordinator will facilitate the meeting	
Step 4: Based on parent feedback, steps will be taken to ensure a successful school year	