

Escambia County School District

Escambia Juvenile Detention



2017-18 Schoolwide Improvement Plan

Escambia Juvenile Detention

1800 SAINT MARY AVE, Pensacola, FL 32501

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	69%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	9
Ambitious Instruction and Learning	9
8-Step Planning and Problem Solving Implementation	12
Goals Summary	12
Goals Detail	12
Action Plan for Improvement	13
Appendix 1: Implementation Timeline	15
Appendix 2: Professional Development and Technical Assistance Outlines	16
Professional Development Opportunities	16
Technical Assistance Items	17
Appendix 3: Budget to Support Goals	17

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Escambia Juvenile Detention

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide all students a high quality educational opportunity, either remedial or course specific, to improve their academic skills and knowledge while they are committed to our care.

b. Provide the school's vision statement.

Create a safe environment that meets students' varied and individual educational needs.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students' average length of stay is approximately 2-3 weeks which is prohibitive of building relationships between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students are only present during actual school hours. School staff work closely with DJJ staff to understand special needs and provide solutions to problems before they occur.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All education staff post and follow the same rules to provide consistency. Teachers meet every week to discuss and select students earning "Student of the Week". These students receive rewards if they are exceptionally cooperative, respectful to teachers, staff, and peers, show a positive attitude, put forth excellent effort, and complete assignments in every class.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students may request educational counseling on site; however, counseling for personal issues and mentoring are not permitted by school staff.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students in Detention range from 3rd - 12th grade, and some have earned a diploma or GED. Although many have failing grades and poor standardized assessment scores, some students perform well in school. Due to the length of time in Detention, and coming in from out of county or

state, records are not always quickly available, and students may be released before this information is gathered.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	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	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students work on reading, writing, and math skills daily. Online resources such as BrainPop and Accelerated Reader are provided throughout the day. Continuation of Florida Virtual School, Escambia Virtual School, Fuel Ed, PEAK, or ALS is offered if students are enrolled in these programs prior to entering Detention.

We have an extensive library of books for recreational reading with the Accelerated Reading program. Students are assisted and encouraged in choosing books ranging from 1st-12th grade reading levels, and books on ipods may be provided for students reading on low levels.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Students are enrolled in courses which closely match currently enrolled courses at their home school. Detention teachers enter grades in FOCUS daily, and parents may continue to access these FOCUS grades.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We encourage guest speakers from the community to come and provide information to the students. Topics have included sickle cell anemia, drug abuse, and motivational topics.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
morrison, debbie	Other
Coots, Kerri	Teacher, K-12

b. Duties

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

Frequent meetings are held to discuss the direction and changes made by the school district and the Florida Dept. of Juvenile Justice. This information is provided to teachers and staff, and training is given to as needed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Debbie Morrison	Teacher
Kerri Coots	Teacher
Vickie Mathis	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Students enrolled in Detention for 25 school days are given the STAR reading and math post tests. For the 2016-17 SIP, 89% of students made gains on the Post STAR math test. 78% of students made gains on the Post STAR reading test.

80% Students enrolled in Detention for 22 school days completed My Career Shines.

b. *Development of this school improvement plan*

c. *Preparation of the school's annual budget and plan*

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. *If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
------	-------

b. Duties

1. *Describe how the LLT or similar group promotes literacy within the school, if applicable.*

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. *Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.*

The Detention School uses current textbooks and standards required for the district.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students in Detention range from 3rd-12th grade. Instruction includes direct, individualized, or CAI.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

b. College and Career Readiness

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

The Florida Dept. of Juvenile Justice has determined that we are a Type 1 program. Type 1 programs address soft skills career ed, consisting of "teaching personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and that lead to work habits that help maintain employment and living standards".

Students take the My Career Shines inventory.

Weekly lessons will be taught using information from My Career Shines.

A target behavior will be chosen from "101 Ways to Teach Children Social Skills". The weekly target behavior will be on the top of the school schedule every day, and teachers will discuss the behavior during class.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

G1. Students enrolled in Detention more than 25 school days will show gains in reading and math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students enrolled in Detention more than 25 school days will show gains in reading and math. **1a**

G099010

Targets Supported **1b**

Indicator	Annual Target
Postsecondary Enrollments	

Targeted Barriers to Achieving the Goal **3**

- Many students are released before the 25th school day.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- STAR online reading and math test.

Plan to Monitor Progress Toward G1. **8**

Annual STAR reading and math results will be prepared and submitted to the office of Alternative Education.

Person Responsible

debbie morrison

Schedule

On 6/30/2018

Evidence of Completion

Annual reports documenting pre and post test performance.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students enrolled in Detention more than 25 school days will show gains in reading and math. **1**

 G099010

G1.B1 Many students are released before the 25th school day. **2**

 B266573

G1.B1.S1 Begin testing on the 22nd school day. **4**

 S282467

Strategy Rationale

To give extra time to complete the post test.

Action Step 1 **5**

The post testing will begin on the 22nd school day.

Person Responsible

debbie morrison

Schedule

Weekly, from 6/30/2017 to 6/30/2018

Evidence of Completion

STAR reading and math pre and post tests.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Annual report of pre and post test scores.

Person Responsible

debbie morrison

Schedule

On 6/30/2018

Evidence of Completion

Annual reports will be collected by Kerri Coots in the office of Alternative Education.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M413904	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M413906	Annual STAR reading and math results will be prepared and submitted to the office of Alternative...	morrison, debbie	7/1/2017	Annual reports documenting pre and post test performance.	6/30/2018 one-time
G1.B1.S1.MA1 M413905	Annual report of pre and post test scores.	morrison, debbie	6/30/2017	Annual reports will be collected by Kerri Coots in the office of Alternative Education.	6/30/2018 one-time
G1.B1.S1.A1 A381161	The post testing will begin on the 22nd school day.	morrison, debbie	6/30/2017	STAR reading and math pre and post tests.	6/30/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The post testing will begin on the 22nd school day.	\$0.00
Total:			\$0.00