

Pasco County Schools

# Juvenile Detention Center



2019-20 Schoolwide Improvement Plan

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## Juvenile Detention Center

28534 STATE ROAD 52, San Antonio, FL 33576

www.pasco.k12.fl.us

### Demographics

Principal: Shelley Carrino

Start Date for this Principal: 6/26/2019

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>6-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | Alternative Education   |
| <b>2018-19 Title I School</b>  | No  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 52%   |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |   |
| <b>School Grades History</b>   | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade<br>2014-15: No Grade |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Central   |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   |   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

### School Board Approval

This plan is pending approval by the Pasco 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](http://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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## Juvenile Detention Center

28534 STATE ROAD 52, San Antonio, FL 33576

[www.pasco.k12.fl.us](http://www.pasco.k12.fl.us)

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>6-12                              | No                     | %  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| Alternative Education                            | No                     | %  |

### School Grades History

Year

Grade

### School Board Approval

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### SIP Authority

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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>.

### 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.

We will prepare students to be positive, contributing members of the community by committing to social, academic, and emotional excellence.

#### Provide the school's vision statement.

All of our students achieve success in college, career, and life.

### School Leadership Team

#### Membership

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

| Name           | Title               | Job Duties and Responsibilities                                     |
|----------------|---------------------|---|
| Lammie, David  | Assistant Principal | Oversee academic services of Pasco County Juvenile Detention Center |
| Davis, Cloty   | Principal           |   |
| Coggins, Kevin | Teacher, K-12       | Lead Teacher for JDC  |

### 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 | 2 | 3 | 4 | 4 | 7  | 1  | 0  | 21 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 1 | 4  | 0  | 0  | 10 |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 1 | 3  | 0  | 0  | 10 |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 2 | 5  | 1  | 0  | 13 |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1  | 0  | 0  | 5  |       |

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 | 2 | 2 | 2 | 2 | 4  | 0  | 0     | 12 |

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 | 0 | 0  | 0  | 0  | 1     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0  | 0  | 0  | 1     |

**FTE units allocated to school (total number of teacher units)**

3

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

Monday 7/8/2019

### Prior Year - As Reported

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

| Indicator                       | Grade Level |  |  |  |  |  |  |  |  |  |  |  |  | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent     |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| One or more suspensions         |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| Course failure in ELA or Math   |             |  |  |  |  |  |  |  |  |  |  |  |  |       |
| Level 1 on statewide assessment |             |  |  |  |  |  |  |  |  |  |  |  |  |       |

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

| Indicator                            | Grade Level |  |  |  |  |  |  |  |  |  |  |  |  | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators |             |  |  |  |  |  |  |  |  |  |  |  |  |       |

### 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 |       |
| 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 | 0 | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 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 | 0  | 0  | 0  |       |

## 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%     | 57%      | 56%   | 0%     | 51%      | 53%   |
| ELA Learning Gains          | 0%     | 53%      | 51%   | 0%     | 48%      | 49%   |
| ELA Lowest 25th Percentile  | 0%     | 41%      | 42%   | 0%     | 39%      | 41%   |
| Math Achievement            | 0%     | 56%      | 51%   | 0%     | 50%      | 49%   |
| Math Learning Gains         | 0%     | 49%      | 48%   | 0%     | 45%      | 44%   |
| Math Lowest 25th Percentile | 0%     | 42%      | 45%   | 0%     | 35%      | 39%   |
| Science Achievement         | 0%     | 70%      | 68%   | 0%     | 65%      | 65%   |
| Social Studies Achievement  | 0%     | 73%      | 73%   | 0%     | 68%      | 70%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator                       | Grade Level (prior year reported) |       |       |       |       |       |       | Total  |
|---------------------------------|-----------------------------------|-------|-------|-------|-------|-------|-------|--------|
|                                 | 6                                 | 7     | 8     | 9     | 10    | 11    | 12    |        |
| Number of students enrolled     | 2 (0)                             | 3 (0) | 4 (0) | 4 (0) | 7 (0) | 1 (0) | 0 (0) | 21 (0) |
| Attendance below 90 percent     | 2 ( )                             | 2 ( ) | 1 ( ) | 1 ( ) | 4 ( ) | 0 ( ) | 0 ( ) | 10 (0) |
| One or more suspensions         | 2 (0)                             | 2 (0) | 2 (0) | 1 (0) | 3 (0) | 0 (0) | 0 (0) | 10 (0) |
| Course failure in ELA or Math   | 2 (0)                             | 2 (0) | 1 (0) | 2 (0) | 5 (0) | 1 (0) | 0 (0) | 13 (0) |
| Level 1 on statewide assessment | 1 (0)                             | 1 (0) | 1 (0) | 1 (0) | 1 (0) | 0 (0) | 0 (0) | 5 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 09                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 10                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| 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 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2019 |        |          |                            |       |                         |
|                   | 2018 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |
| HISTORY EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |
| ALGEBRA EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |

| GEOMETRY EOC |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |

### 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 |
| 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)  |     |
| 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

### Areas of Focus:

| #1  |  |
|---|--|
| <b>Title</b>  | Transition   |
| <b>Rationale</b>  | Students are placed in Pasco Juvenile Detention Center to await adjudication and commitment (or release). In the 2018-19 school year, Pasco JDC enrolled 549 students. Approximately 84% were from Pasco county, and approximately 16% were from other counties across the state. The goal is to assess each student and determine what transition is best suited to their needs.  |
| <b>State the measurable outcome the school plans to achieve</b> | 60% of students will enroll in their zoned (or other appropriately selected) school, in their county of detainment (or residence) within one week of discharge from Pasco JDC.   |
| <b>Person responsible for monitoring outcome</b>                | David Lammie (dlammie@pasco.k12.fl.us)   |
| <b>Evidence-based Strategy</b>                                  | Students will monitor their own progress and advocate for appropriate support from instructional staff.  |
| <b>Rationale for Evidence-based Strategy</b>                    | DJJ mandates the monitoring and successful of transition all students within DJJ custody (or leaving DJJ custody). This includes informing students of graduation requirements, reenrollment options, and expectations for successful reentry.   |
| Action Step   |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. One week prior to the transition (or release) date, the transition specialist will meet with the student and explain the transition process and exit requirements. They will also reach out to the transition specialist in the receiving county to provide transcripts and recommendations. The transition specialist participates in all transition meetings.</li> <li>2. One week prior to the transition (or release) date, the counselor will review the graduation plan with students, including credits earned and any credit-recovery or passing state testing scores needed for graduation.</li> <li>3. One week prior to the transition (or release) date, if a student is ESE, the ESE/GEP teacher will meet with the student to review the IEP/TIEP to determine relevancy and current plan dates. Plans set to expire within two weeks will be updated and a new plan will be created.</li> </ol> |
| <b>Person Responsible</b>                                       | Jessica Mitch (jeawilli@pasco.k12.fl.us)   |

| #2  |   |
|---|---|
| <b>Title</b>  | Individualized Needs Assessment and Instruction   |
| <b>Rationale</b>  | Students who are placed in Pasco Juvenile Detention Center typically lack appropriate skill level ability and/or have not been attending school regularly. Over 75% do not meet grade level ability in basic reading and arithmetic skills. Poor attendance and frequent incarceration has caused many students to fail various courses and fail in the necessary credits for graduation, in turn, middle school students do not meet the promotion requirements.   |
| <b>State the measurable outcome the school plans to achieve</b> | 75% of students enrolled in JDC (for greater than 15 days) will be assessed (using STAR Math/Reading & PACE learning assessments), placed in the appropriate reading/math module (consistent with their skill deficiency), and demonstrate competency of the assigned skill by passing the mastery exam with at least 70% accuracy before exiting JDC.  |
| <b>Person responsible for monitoring outcome</b>                | David Lammie (dlammie@pasco.k12.fl.us)  |
| <b>Evidence-based Strategy</b>                                  | Students will monitor their own progress and advocate for appropriate support from instructional staff.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Students will have access to remedial work through face-to-face, online, and kinesthetic resources. Each classroom will have a certified teacher. Students will progress monitor by participating in a pre/post assessment.   |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Within 5 days of entry into JDC, the education team will administer the STAR Reading/Math assessments to each student. Students will also be assessed using the entry-level classroom assessments.</li> <li>2. Within one week, prior to the completion of those assessments, the education team will review the results with students and create an individual academic plan for remediating deficiencies that is consistent with the student's anticipated length of stay.</li> <li>3. Within 15 school days, each student will remediate in and pass the mastery test (with 70% or greater accuracy) for at least one reading &amp; math skill in their prescribed deficiency area.</li> </ol> |
| <b>Person Responsible</b>                                       | Kevin Coggins (kcoggins@pasco.k12.fl.us)  |

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

NA