

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

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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

Grade

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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.

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	
Title	Transition
Rationale	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.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	David Lammie (dlammie@pasco.k12.fl.us)
Evidence-based Strategy	Students will monitor their own progress and advocate for appropriate support from instructional staff.
Rationale for Evidence-based Strategy	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	
Description	<ol style="list-style-type: none"> 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. 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. 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.
Person Responsible	Jessica Mitch (jeawilli@pasco.k12.fl.us)

#2	
Title	Individualized Needs Assessment and Instruction
Rationale	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.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	David Lammie (dlammie@pasco.k12.fl.us)
Evidence-based Strategy	Students will monitor their own progress and advocate for appropriate support from instructional staff.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 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. 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. 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 & math skill in their prescribed deficiency area.
Person Responsible	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