

Pasco County Schools

Juvenile Detention Center



2020-21 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: 9/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2019-20 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
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

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, position title, and job duties/responsibilities 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

Demographic Information

Principal start date

Thursday 9/10/2020, Shelley Carrino

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

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

Total number of teacher positions allocated to the school

3

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12

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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	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 .	

Early Warning Systems

Current Year

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

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

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

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

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	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Thursday 9/10/2020

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	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. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Students enter Pasco JDC from a variety of grades, settings, and program placements. Teachers must communicate and work together to quickly assess the learning needs of each student and design instruction to address their skill deficiencies.

Measurable Outcome: By the conclusion of the 2020-2021 school year 100% of the Pasco JDC teachers will contribute to a culture that support collaboration through PLC meetings, weekly sessions with the guidance counselor and transition coordinator.

Person responsible for monitoring outcome: David Lammie (dlammie@pasco.k12.fl.us)

Evidence-based Strategy: A comprehensive school plan that focuses on consensus and collaboration. Includes a school planning and management team, a student and staff support team, and a parent team.

Rationale for Evidence-based Strategy: The Pasco JDC education team will follow a model based on best practices for PLCs.

Action Steps to Implement

1. Grow the culture that supports collaboration to address the needs of students.
2. Develop the ability to take an objective/macro view of school efforts into account.
3. Practice beliefs and behaviors that help students reach their goals.

Person Responsible Kevin Coggins (kcoggins@pasco.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Students placed in Pasco JDC typically lack appropriate skill level ability and/or have not been attending school regularly. Therefore, it is imperative that data is utilized to monitor progress on individual students and create achievement goals based on that data.
Measurable Outcome:	By the conclusion of the 2020-2021 school year Pasco JDC will implement tiered support for our content areas and/ or grade levels with 90% of our students exiting with an achievement action plan.
Person responsible for monitoring outcome:	David Lammie (dlammie@pasco.k12.fl.us)
Evidence-based Strategy:	Teachers will monitor students' progress and develop an appropriate action plan based on the data collected.
Rationale for Evidence-based Strategy:	Students will have access to their action plan and be able to utilize it in conjunction with their regular course work. The data provided will allow students to be engaged in rigorous content for their grade level.

Action Steps to Implement

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 data with the 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 and skill in their prescribed deficiency area.

Person Responsible Kevin Coggins (kcoggins@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

School based administration will collaboratively partner with JDC administration to address other needs areas for the facility.