

Escambia County School District

Escambia Juvenile Detention



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	8
R.A.I.S.E	0
Positive Culture & Environment	0

Escambia Juvenile Detention

1800 SAINT MARY AVE, Pensacola, FL 32501

www.escambiaschools.org

Demographics

Principal: Kerri Coots L

Start Date for this Principal: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Escambia 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.

We aim to provide all students at TJJS ("The Juvenile Justice School") with a structured and supportive environment in which all members of our learning community celebrate student diversity, encourage academic potentiality, and facilitate maximal student growth and achievement.

Provide the school's vision statement.

In keeping with the mission of TJJS ("The Juvenile Justice School"), our teachers empower all students to become responsibly engaged, ethically principled, and distinctly respected community members and leaders of the future.

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

The population unique to TJJS ("The Juvenile Justice School") comprises students with SWD, ELL, economically disadvantaged students, African American students, multiracial students, students with FRL, and chronically truant students. The exact data for each ESSA group to this date is as follows: 0% Native American, 0% Asian, 66.67% Black, 0% Hispanic, 3.33% Multiracial, 0% Pacific Islander, 30% White, 80% Male, 20% Female, 50% SWD, 0% ELL, and 46.67% FRL.

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
Musto, Mercedes	Teacher-in-Charge	The job duties and responsibilities of the teacher-in-charge include student intake and enrollment, student withdrawals and records retention, interagency liaising, employee onboarding/orientation, assessment coordination, and educator and student scheduling.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 7/1/2020, Kerri Coats L

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

30

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

2

Demographic Data

Early Warning Systems

2021-22

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	1	0	2	9	9	4	3	2	30
Attendance below 90 percent	0	0	0	0	0	1	0	2	1	2	3	1	2	12
One or more suspensions	0	0	0	0	0	0	0	1	0	1	2	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	7	1	1	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	0	0	4	4	0	1	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	1	2	0	1	5

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	3	2	1	0	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	2	0	2	8

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	1	0	2	9	9	4	3	2	30
Attendance below 90 percent	0	0	0	0	0	1	0	2	1	2	3	1	2	12
One or more suspensions	0	0	0	0	0	0	0	1	0	1	2	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	7	1	1	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	4	4	0	1	0	10

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	0	1	2	0	1	5

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	3	2	1	0	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	2	0	2	8

Part II: Needs Assessment/Analysis

Analysis

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 for low performing ESSA subgroups related to the Areas of Focus?

50% of students between grades 5th through 12th achieved a Level 1 ELA on the FSA which is below the District average of 49% achievement in ELA and the State average of 56% achievement in the same field. Students are STAR tested upon enrollment and post tested within 22 days to monitor growth and progress. Teachers effectively use formative testing, observation, data reviews, and monthly meetings to discuss adjustments to instruction for individualized student progress.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

The ESSA subgroups, 66.67% African American/Black and 80% male, showed the most improvement in Mathematics with only 33% of the student population scoring a Level 1 on the FSA Math. The implementation of a highly qualified math teacher with extensive professional development and perfect teacher attendance proved to have positive effects on the delivery of the math curriculum.

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 area of greatest need is improvements to ELA/Reading based on the FSA results of 50% of the student population scoring a Level 1 in grades 5th through 12th in ELA/Reading. 40% of the student population has an attendance below 90% resulting in challenges faced in delivering curriculum to truant students.

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

Emergent trends across grade levels and content areas are attendance below 90%, one or more suspensions, course failures in ELA and Math, and multiple EWS indicators to include ESSA subgroups pertaining to SWD, African American/Black, Economically Disadvantaged, ELL, Multiracial, and Hispanic students.

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

Areas of focus are identified using iReady. Teachers will place an emphasis on skill building and academic support over remediation of nonspecific content to differentiate student growth and development in the core content areas of ELA and Math.

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

Professional Development and Training on how to use the iReady program effectively to support student growth will be provided with ongoing refresher trainings for individual teachers on an as needed basis.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Core Courses Taught by Qualified Teachers

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

100% of core-curricula courses will be taught by certified, in-field teachers who may also hold multiple certifications with effective or highly-effective evaluation ratings. In analyzing the FSA data, 30% of the student population scored a Level 1 in Math, and 50% scored a Level 1 in ELA resulting in the identification for core-curriculum areas of improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will attend monthly data review meetings, attend quarterly training sessions, and continue annual professional development to be able to provide focused and individualized instruction to all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL, Multiracial, and Hispanic students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Records will be kept by the Teacher-in-Charge regarding monthly meetings, quarterly training sessions, and annual professional development. Teachers will focus on professional training and development that supports ESSA subgroups as well as closing the ELA and Math gap in student growth and achievement.

Person responsible for monitoring outcome:

Mercedes Musto (mmusto@ecsdfl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

According to The Meadows Center at the University of Texas Austin (2017), schools create and train teachers to implement classroom management that emphasizes prevention through supervision with explicitly taught expectations that foster student engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The continuous and multi-tiered professional training and development of core-curriculum, certified teachers addresses the need for cross-curricular student support in the areas of Math and ELA/Reading. Schools develop culturally relevant practices and supports. According to The Meadows Center at the University of Texas Austin (2017), multitiered support systems that use evidence-based practices reflect the needs and preferences of the students.

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.

The STAR pre and post test will be administered to all students including all ESSA subgroups to adjust instructional methods to meet the individualization and academically appropriate needs of each student.

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

40% of the student population has a history of attendance below 90% prior to transferring to the Juvenile Justice School.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

80-100% of students will improve in the area of attendance positively affecting their academic participation on a daily basis while enrolled at the Juvenile Justice School.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored using the Focus grading program to collect data in the form of daily attendance. Additional support will be made through teacher observations, discussions with officers, and interagency communication between the school and the detention facility.

Person responsible for monitoring outcome:

Mercedes Musto (mmusto@ecsdfl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

According to the Meadows Center for Preventing Educational Risk and in collaboration with the University of Texas at Austin (2016), the collection of student data enables research based interventions for students with high absences and significant struggles in core-curricular areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using data to provide students with intensive intervention and regular assessment results in the actions steps necessary to teach ELA and Math readiness. All students who have significant absences and who face significant challenges in ELA and Math will receive frequent support as recommend by the Meadows Center for Preventing Educational Risk and in collaboration with the University of Texas at Austin (2016).

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.

All students including ESSA groups subgroups such as ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL, Multiracial, and Hispanic students will improve in attendance ratings and receive frequent support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school has entered into an interagency agreement between the stakeholders of the Juvenile Justice School, the stakeholders of the Escambia Regional Detention Center, and the stakeholders of the Department of Juvenile Justice to promote, encourage, and support positive behavioral management in the facility and during school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The primary stakeholders are the teachers, students, correction officers, medical staff, mental health staff, probation officers, parents, guardians, and the court system affiliates. Each faculty member, staff, and stakeholder plays a role in supporting education as a positive tool for change to end recidivism.