

Bay District Schools

# Bay Regional Juvenile Detention Center



2022-23 Schoolwide Improvement Plan

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# Bay Regional Juvenile Detention Center

450 E 11TH ST, Panama City, FL 32401

[ no web address on file ]

## Demographics

**Principal: Gordon Pongratz**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</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 Bay 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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# Bay Regional Juvenile Detention Center

450 E 11TH ST, Panama City, FL 32401

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-12</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>39%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>46%</p>

## School Grades History

Year  
Grade

## School Board Approval

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

## 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.**

At Bay Regional Juvenile Detention Center, our Mission is to provide a positive learning environment where each student can continue their educational goals while in a transitional placement.

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

The Vision of Bay Regional Juvenile Detention Center is to provide an environment where all students can develop the skills of a lifelong learner (creativity, problem solving, critical thinking, communication, and adaptability) while providing individual pathways for students to achieve their educational goals.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kibler, LeAnn	Intervention Teacher	Liaison between Department of Juvenile Justice (DJJ) Office of Education and Bay District Schools, attend DJJ Commitment Staffings, attend DJJ Community Reentry Team Meetings, create student academic schedules for Bay, Calhoun, Gulf, Holmes, Jackson, Washington county students court ordered to the Bay Regional Juvenile Detention Center (BRJDC), provide academic counseling for students at BRJDC, conduct and monitor school and state assessments at BRJDC, amend IEPs and coordinate district ESE services

### Demographic Information

**Principal start date**

Sunday 7/1/2018, Gordon Pongratz

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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

**Total number of students enrolled at the school**

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

## Demographic Data

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

N/A

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Bay Regional Juvenile Detention Center uses the IXL personalized learning online platform for student assessment in ELA and Math.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The 2020-2021 school year was the first school year that IXL was utilized at Bay Regional Juvenile Detention Center. A baseline data goal was set at 50% of students, who remain at the detention center for 21 days or more, show an increase in their ELA and Math Diagnostic Scores. This goal was exceeded in both ELA (with 68%) and Math (with 70%).

Last school year the goal was increased to 69% of students, who remain at the detention center for 21 days or more, show an increase in their ELA and Math Diagnostic Scores. This goal was met in ELA (with 71%) but not in Math (with 56%).

There has been a change in Math teachers each school year. This school year there is a new ELA and Math teacher. Teacher training in IXL implementation and data analysis a new action that needs to be addressed this school year.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

N/A

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

N/A

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

There has been a change in Math teachers each school year. This school year there is a new ELA and Math teacher. Teacher training in IXL implementation and data analysis a new action that needs to be addressed this school year. Weekly data chats on individual student IXL data will be implemented.

**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.**

Both new ELA and Math teachers will be provided a mentor through the Bay District Schools Professional Development Certification Program. They will receive Professional Development in IXL through their mentor as well as online.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Bay Regional Juvenile Detention Center's educational staff works as a team to provide students with skills and lessons to help them be successful in diverse educational environments (traditional classroom, detention center, online platforms, etc.). Our Peer Counseling and Careers elective course provide the teachers with the standards to teach. Each of our team members also contribute to building an Education Transition Plan for all students attending the detention center for 21 days or more.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and**

**Rationale:**

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

N/A

**Measurable Outcome:**

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

The goal for the 2022-2023 school year is to have 70% of students, who remain at the detention center for 21 days or more, show an increase in their ELA Diagnostic Scores.

**Monitoring:**

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

Teachers and office staff will meet weekly to analyze each students ELA IXL data. Using the data, the team and plans for instructional and behavioral interventions for each student.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

Academic - IXL is re-searched based program

**Rationale for Evidence-based Strategy:**

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

**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*

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and**

**Rationale:**

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

**Measurable Outcome:**

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

The goal for the 2022-2023 school year is to have 70% of students, who remain at the detention center for 21 days or more, show an increase in their Math Diagnostic Scores.

**Monitoring:**

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

Teachers and office staff will meet weekly to analyze each students ELA IXL data. Using the data, the team and plans for instructional and behavioral interventions for each student.

**Person responsible for monitoring outcome:**

LeAnn Kibler (kiblelm@bay.k12.fl.us)

**Evidence-based Strategy:**

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

Academic - IXL is re-researched based program

**Rationale for Evidence-based Strategy:**

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

**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*

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school team meets weekly to discuss new students and their individual academic data (this includes but is not limited to each student's prior school district, prior school, current grade level, course enrollment, entrance placement testing, and participation, behavior and strengths/weaknesses in current classes.

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

The education staff works with the Bay Regional Juvenile Detention Center (BRJDC) staff to provide a safe, structured, and supportive environment that inspires students to stay in school and graduate ready for college or careers. The BRJDC staff has a "level" behavior system that the education staff helps to implement. Teachers send daily emails to BRJDC supervisors to report participation in the educational program. BRJDC also has contracted mental health and medical providers that the education staff meets with weekly to discuss individual students. Our education team also invites other community stakeholder (i.e. Hany Technical College, Gulf Coast State College, and motivational speakers) to provide assistance for students during the Peer Counseling and Careers elective classes.