

Duval County Public Schools

Duval Regional Juvenile Detention Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Duval Regional Juvenile Detention Center

1214 E 8TH ST, Jacksonville, FL 32206

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To establish a highly academic environment that will foster the academic success of all students while participating in a Department of Juvenile Justice Program or Neglected and at risk program. This will ensure that every student is provided educational excellence in every school, in every classroom, for every student, everyday.

Provide the school's vision statement.

Students will be provided a safe and nurturing community so that every student is inspired and prepared for success in college or career and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Edward	Principal	The role of the principal is to provide strategic direction and support to the program. The Principal monitors the implementation of standardized curricula, evaluate teaching methods, student achievement, and encourage parent involvement to support the overall program.
Copeland, Kimberly	Assistant Principal	The role of the Assistant Principal is to create and support an environment within the school that is conducive to teaching and learning by monitoring the implementation of school curricula and student achievement. Also to monitor and support the overall academic progression of the program.
Rentz, LaSonya	School Counselor	The role of the School Counselor is to serve as a layer of academic support for students. This includes credit checks, transcript evaluations, and regular academic monitoring for students in the program.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During our annual mid-year stakeholders meeting, we invite Duval Detention Center facility staff along with our teachers and staff to inform stakeholders of our current state of the school, analyze student data, and identifying our areas of need. The input from our stakeholders during this meeting allows

problem identification, development of an action plan, and then implementation of changes to improve our school in areas identified.

****Due to the unique setting of our program, parents and students are not permitted to attend the meeting due to visitation restrictions by the facility****

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by the leadership team at the beginning and end of each quarter to ensure effective implementation of the SIP. Based on our collaboration of our weekly walkthroughs, CAST Evaluations, and student achievement data; we will determine if revisions in our SIP are necessary to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	0	6	8	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	1	2	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	1	3	3	23
One or more suspensions	0	0	0	0	0	0	0	0	3	3	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	2	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	2	1	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	2	3	13

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	10
Students retained two or more times	0	0	0	0	0	1	1	2	5	24

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	1	3	3	7
One or more suspensions	0	0	0	0	0	0	0	0	3	3	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	2	0	3
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	2	1	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	1	1	2	5	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate		88	89		50	61			
College and Career Acceleration		77	65		63	67			
ELP Progress		37	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index

Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Recidivism showed the lowest performance. Enrollment at DDC increased during the 22-23 school year by 352 students and 312 students were returning students which increased from last school year (21-22) recidivism at 274.

Due to the nature of our program, academic data is not collected as the majority of the students do not stay beyond 40 days and computer based assessment is not administered

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on scheduling during enrollment, there has been a decline in overage students (two or more years behind). Due to various grade/course recovery platforms such as PLATO, students are able to earn needed credits towards graduation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to student length of stay at DDC, data is not collected to compare with state data.

Which data component showed the most improvement? What new actions did your school take in this area?

Due to student length of stay at DDC, data is not collected to compare data for improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Students retained two or more times

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Graduation/promotion
2. Credits earned
3. Course Recovery
4. Recidivism

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to the academic layout of Duval Regional Juvenile Detention Center, teachers must prepare multiple subject areas/courses; Example: M/J 2, Algebra 1, Algebra 2, Geometry and MCR taught simultaneously. This type of demand on teachers is time consuming and challenging, by using the evidence based strategies listed below. Teachers will be able to rely on multiple teaching strategies and resources to assist with daily instruction and to provide high level standard aligned lessons.

The amount of students below grade level is also attributed to students not fully engaged during content delivery. The curriculum and use of technology will provide the necessary resources to increase engagement and improve student outcomes.

Strategies include:

1. After school tutoring
2. Some students will occasionally use instructional software to further support standard mastery and tier II support

Measurable Outcome:

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

The teachers and administrators will increase the use of the strategies listed below (Evidence-based Strategies) with daily instruction that's aligned to assessed benchmarks/standards and weekly common planning time. The measurable outcomes will be shown by improved course recovery rates.

The strategies are:

After school hours tutoring

Grade recovery to increase promotion/graduation

Data chats with school counselor

Positive Behavior Plan

Monitoring:

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

The area of focus will be monitored by weekly classroom walkthroughs by the leadership team. School leadership will also monitor student engagement during weekly walkthroughs.

Person responsible for monitoring outcome:

Kimberly Copeland (copelandk@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions used at the Duval Detention Center are grade recovery, after school tutoring, and school counseling small groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Approximately 50% of youth that are enrolled in Duval Detention Center (DDC) are two or more years overage. These interventions are vital for the success of all youth at DDC.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Professional development to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

Person Responsible: Kimberly Copeland (copelandk@duvalschools.org)

By When: This action step will be reviewed every quarter for measurable outcomes.

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The teachers at the Duval Detention Center use a weekly positive behavior plan that is aligned with the facility to promote a positive learning environment for all students. Students can earn points in school to improve their level to earn incentives through the facility such as a seat at breaking bread bi-weekly, entertainment, rewards, and snacks. The teachers also rewards the students monthly that have earned a certain number of points. This positive behavior plan approach has led to class participation and positive behaviors among the youth.

Measurable Outcome:

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

The measurable specific outcome will be a decreased recidivism rate and more positive interactions in the classroom.

Monitoring:

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

This will be monitored by the instructional leadership team attending weekly Executive Manager Meeting at the facility on Wednesdays to discuss progress of our youth through the positive behavior plan from the facility and school side. This will also be discussed on the school side during common PLC meetings.

Person responsible for monitoring outcome:

Kimberly Copeland (copelandk@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions used at Duval Detention Center are: after school tutoring, course recovery, and school counseling small groups. These interventions are provided to increase the promotion rate and credits earned and decrease recidivism.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Approximately 50% of the youth enrolled at Duval Detention Center are 2 or more years overage and over 30% of the youth are returning youth . These interventions are paramount for the success of all students in the program.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will fully implement the Positive Behavior Plan consistently and have discussion bi-weekly during common planning. Any concerns regarding the facility, they will be addressed with the administrator to discuss with the facility at the facility weekly Executive Manager's Meeting.

Person Responsible: Kimberly Copeland (copelandk@duvalschools.org)

By When: This action step will be reviewed every quarter for measurable outcomes.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Duval Detention Center has a weekly Executive Meeting that consist of facility managers from each department. Education presents weekly to discuss ways to support the youth through academic and social experiences such s Breaking Bread. Breaking Bread is the opportunity to meet with parents as well as community stakeholders such as social workers and Juvenile Parole Officers to disseminate the SIP.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Duval Detention Center uses a multi-tiered approach to building a positive school environment for the students. Education and the facility implements a positive behavior management plan that is used to promote a positive school culture in the classroom and outside the classroom. Students can earn points to improve their level to earn entertainment, a seat at breaking bread, and various incentives. The school also has a monthly incentive program to reward positive behavior in the classroom. This approach has led to improved participation during class and excitement among the youth in the program.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The facility and the school has an outstanding working relationship and it is evident by the increased student engagement and improved classroom behaviors. Teachers provide lessons with real-world

connections to motivate student engagement along with hands on assignments due to the limitation of the use of technology.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

These services are provided to the youth through Duval Detention Center.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Youth will have the opportunity to learn about various careers and trades through their CTE class. The district also have a program called Xello that will launch this year that will allow the youth to answer career questions based on their personal interest and the program will determine the best career path for that youth based on their interest.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

There is a full-time ESE teacher on staff to support students under the IDEA for academic services as well as behavioral management pertaining to the education setting. If a student has a behavioral management plan in his or her IEP, the ESE teacher is responsible for communicating the plan with general education teachers to identify and intervene when needed to deescalate and/or eliminate identified behaviors before they are displayed by the student. The ESE teacher is there to ensure the behavior management plan is carried out...

As it relates to severe behaviors, Duval Detention Center intervenes and the staff of the facility follows protocols to deescalate or remove the behaviors from the educational setting.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. Professional development to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to

learn differentiation strategies used in various classrooms.

5. Work with the district on developing policies/procedures for oversight for the approval of curriculum and technology.
6. Develop procedures that include the process for school board notification of out-of-field teachers and reporting of teacher certification in the management information system (MIS), per Florida Administrative Code R.6A-10503.
7. Complete and sign a cooperative agreement between the district and DJJ.
8. Collaborate with the district to ensure the maintenance of records and reporting data verification for surveys 1-5 and 9.
9. Ensure school policy/procedures are revised to include processes for recruitment, professional development, and access to substitutes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes