

Seminole County Public Schools

Seminole County Detention Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Seminole County Detention Center

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<http://www.scps.k12.fl.us>

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

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.

The mission of the Office of Alternative Programs is to utilize school, home, and community collaboration to empower students to achieve their maximum potential in academic development, personal growth, and career development while reflecting on their past, present and future, enabling them to exceed all expectations.

Provide the school's vision statement.

The vision of the Office of Alternative Programs is to effectively impact student achievement by providing an academically sound education, positive behavior supports, consequences and structure, and life-long learning opportunities for students to be productive members in society.

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
Garnes, Deirdre	Director	Personnel Hiring/Management, Administrator for SCPS Alternative Programs, SCPS Code of Conduct and Discipline Procedures, Informal Discipline Hearings, Administrative Assignments/Expulsions, SCPS Transition Contact for Department of Juvenile Justice youth, HOPE Scholarship Management, Safe and Drug Free Schools Initiatives, Anti Bullying Policy and Initiatives, and Discipline Data.
Pitters, Siobhan		Teacher Observations/Evaluations, Lesson Plan Management/ Review, Master Schedules, LEA for MTSS, Student Study Team and IEP/504 meetings, Professional Development Implementation, Student Discipline, Management/Monitoring of Student Achievement Data, Professional Learning Community Management and District Attendance Initiatives.

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.

Annually, the director and assistant principal develop a draft school improvement plan and share the draft plan with the members of the school advisory council (SAC) for their input and recommendations. The SAC consists all required stakeholders (teachers, community members, parent representation, etc.)

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 school will monitor the SIP on a quarterly basis for effective implementation and impact on achievement. After each Florida Assessment of Student Thinking (FAST) administration, the school leadership team will review achievement data, share it with school staff, and make recommendations for SIP revisions, if needed. The recommendations will then be shared with the SAC at the following monthly meeting for their input and additional recommendations.

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)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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	0	0	0	0	0	
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	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	0	

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school 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	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
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	0	0	

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	

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*		66	53		69	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		67	55		48	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	52		63	54			
Social Studies Achievement*		78	68		63	59			
Middle School Acceleration		76	70		49	51			
Graduation Rate		71	74	0	64	50	0		
College and Career Acceleration		35	53		83	70			
ELP Progress		60	55		79	70			

* 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	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

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				

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%
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										0		
SWD												
ELL												
AMI												
ASN												

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
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										0		
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.

Our graduation rate has remained low. Upon release from detention, many students do not re-enter their zoned school. This continues to be an issue year after year.

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

The graduation rate has remained stagnant over the last three years. No decline was noted.

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.

The graduation rate has the greatest gap between that of the state average. Students fail to enroll in their zoned school upon release and detainees fail to complete an adequate number of credits while detained.

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

There was no significant improvement in the overall graduation rate. The detention center will focus on supporting students with successful re-entry into their zoned school and increased completion of high school credits.

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

N/A-No data provided

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

Our priorities will be: (1) successful zoned school re-entries, (2) increased course completions, (3) improved family engagement and (4) teacher retention.

Area of Focus

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

#1. Graduation specifically relating to Graduation**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.

Upon release from the detention center, students with law violations are expected to re-enter their zoned school for continued pursuit of their high school diploma. This does not occur for every student exiting the detention center which impacts the overall graduation rate for Seminole County Public Schools. The percentage of students failing to re-enter their zoned school after detention in previous years is as follows:

2022-2023 = 33% of detained youth not re-enrolling in zoned school

2021-2022 = 55% of detained youth not re-enrolling in zoned school

2020-2021 = 61% of detained youth not re-enrolling in zoned school

2019-2020 = 59% of detained youth not re-enrolling in zoned school

Measurable Outcome:

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

The JDC has established a goal to ensure that 100% of all students eligible to re-enter their zoned school will re-enroll within two (2) school days upon exit from detention.

Monitoring:

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

The detention center clerk will generate a daily attendance query to determine the re-enrollment status of all students, post release.

Person responsible for monitoring outcome:

Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

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.)

Research indicates utilization of an early warning system to identify at-risk students to determine needed supports which increases students' likelihood for future academic success and graduation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seminole County Public Schools utilizes an early warning system (EdInsight) to identify at-risk students who display academic, behavioral and attendance concerns/deficiencies. JDC students with poor attendance

have correlating low standardized test scores and low academic achievement. By using the data from the early warning system, EGMYA will be better able to identify and support students with a history of chronic absenteeism.

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.

Refer students who fail to re-enroll in zoned schools by targeted dates to the designated Student Support Services personnel for personal outreach/home visits.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the 2023-2024 school year.

Query daily attendance to determine the re-enrollment status of every student released from detention.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: Daily throughout the 2023-2024 school year.

#2. Graduation specifically relating to Graduation**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.

Increasing readiness for the academic success and graduation rate of students placed at the Seminole County Detention Center who are returning to their zone school or next alternative placement. ESSA Federal Percent of Points Index indicates this is a high priority need. Providing individualized academic support based upon each student's unique needs will support increasing academic success and graduation readiness.

Measurable Outcome:

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

Increasing academic progression in enrolled courses leading to successful course completion. As placement of students varies from 24 hours to 21 days, academic progression goals will be unique to each student. Any student held in secure detention for more than 21 days, while awaiting placement in a commitment program, should complete a minimum of one core content course. Data from the 2022-2023 school year indicates only 11% of detainees completed at least one course; therefore, this goal will remain in place for the 2023-2024 school year.

Monitoring:

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

The Detention Center teachers will monitor course completion and academic foundations through Edmentum

Credit Recovery, virtual school course enrollment and/or eCampus course enrollment. They will conference with students to review the number of lessons completed and gaps in understanding. These gaps will be addressed by standards based intervention lessons in core courses.

Person responsible for monitoring outcome:

Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

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.)

Standards based intervention at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers and students and teachers support continuous improvement and student owned monitoring of progress toward graduation success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards based lessons differentiated to meet the needs of Seminole Detention Center students and data driven deliberate action planning will improve achievement and learning gains for students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Add additional student computer workstations for growing detention population.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: November 2023

Provide teacher PD focused on improving academic outcomes for justice involved students

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: November 2023

Establish progress monitoring goals and timelines

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: August 2023

#3. 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 Seminole Detention Center (JDC) continues to be challenged with a lack of parent engagement. Data for the 2022-2023 school year indicates 0% of parents attended the biannual parent expos.

During parent expos, parents receive information regarding student assessments, instructional programming, mental health/counseling resources and community-based resources. Parents also receive information pertaining to supporting their student in making good choices which would positively impact student learning and foster a safe school and inclusive classroom environment.

Measurable Outcome:

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

Increase parent participation in biannual expos to 50% or better for each semester of the 2023-2024 school year.

Monitoring:

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

Progress will be monitored through our comprehensive, School Advisory Council (SAC), which consists of a diverse group of stakeholders and convenes once per month. The manager of the JDC and a classroom teacher both serve as member of the SAC.

Person responsible for monitoring outcome:

[no one identified]

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.)

Research shows that engaging parents in schools contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The JDC utilizes EdInsight (early warning system) and the Skyward system to identify students who exhibit academic and behavioral success while enrolled in the program. Data indicates a correlation between consistent parent involvement/encouragement, increased achievement and decreased disciplinary incidents. By utilizing these systems, the staff will be better able to identify families which may benefit from personal outreach and targeted supports.

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.

Provide a parent transition guide highlighting ways to collaborate with educational staff while youth is detained (to include information on parent expos) and resources for support upon detainee release.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the 2023-24 school year.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Teacher job satisfaction and professional acknowledgement is critical to teacher retention and recruitment. Due to the substantial needs of the at-risk population served at the Seminole Detention Center, burnout and fatigue can become a concern if not counter-acted or mitigated. Failure to ensure positive interactions between classroom teachers and students can lead to high turnover and difficulty in recruiting new teachers. EGMYA/CASU was able to retain all six (6) teachers employed in the 2022-2023 school year, but unable to fill the two (2) vacancies created by resignations from the previous school year.

Measurable Outcome:

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

The leadership will retain 100% of the teaching staff at the detention center at the conclusion of the 2023-2024 school year.

Monitoring:

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

The leadership of detention center will monitor teacher attendance data for signs of fatigue and chronic teacher absenteeism.

Person responsible for monitoring outcome:

Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

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.)

Research shows that failure to address teacher burnout and decreased job satisfaction may lead to teacher inefficacy and exhaustion. This in turn may lead to cynicism which may directly impact or diminish teacher-student relationships and increase student issues/behaviors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seminole County Public Schools utilizes an early warning system (EdInsight) to monitor occurrences and trends in individual student and school-wide misconduct. By reviewing student behavior and academic data, leadership may be able to identify areas in which teachers need added support to lessen the likelihood of attrition.

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.

Provide rewards and incentives for teachers. Through the provision of regular tangible and intangible rewards and acknowledgements, it is expected that teachers will feel valued for their work and ongoing efforts with high needs students increasing their continued willingness to build relationships with students.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the 2023-24 school year

#5. 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.

Students detained in secure detention center frequently demonstrate a decreased ability to self regulate and effectively manage their emotions. A review of arrest reports indicates and increase in the number of students detained for aggressive actgs both in school and in the community (Simple Battery, Threat, Fighting, Domestic Violence etc.)

Measurable Outcome:

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

All (100%) students who are detained for 21 days or more will develop an individualized plan, prior to release, which details self regulation strategies to be used in the home, in school and in the community.

Monitoring:

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

School leadership will monitor the daily attendance of all students and gather individualized plans for the classroom teachers for 21 day enrollees.

Person responsible for monitoring outcome:

Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

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.)

Through the explicit teaching of self-regulation strategies, students learn monitor and control their cognition, motivation, and behavior in order to achieve certain goals. Effective self regulation increases a student's ability to focus on learning and more positively interact with others in his/her environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seminole County Public Schools uses an early warning system to identify individual students with problematic behaviors and to identify trends in student misconduct school-wide. Through consistent review of this data, leadership will be able to identify students who demonstrate a need for support/training in self-regulation practices and techniques.

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.

Schedule students for social skills training/curriculum. Through explicit education in self-regulation, conflict resolution, problem solving, etc., students will be more successful in the classroom as a result of a reduction in behaviors which typically lead to removal from the learning environment.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: Ongoing throughout the 2023-24 school year.

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)).

The Director of Federal Projects conferenced with school leadership to review the parameters and limitations of the UniSIG grant which will be the primary funding source for the plan's action items (correlated to the areas of focus). School leadership collaborated to identify the manner in which the funds should be used to address these areas and the budget was submitted to Federal Projects for final review and approval.

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.

The SIP is disseminated via the school website (https://sdc.scps.k12.fl.us/seminole_detention_center). The plan is shared with various stakeholders via the school advisory council (SAC) meetings and parent expos.

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))

Information regarding school events, mentoring, and counseling opportunities, resources for the SCPS-FIN (Families in Need) program and more are shared via the school website (https://sdc.scps.k12.fl.us/seminole_detention_center). Regular education teachers and the ESE case manager contact parents via email and telephone to discuss student progress, where applicable.

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)

Students will continue use of the Edmentum computer-based instructional program for credit recovery. A Title I teacher and an instructional paraprofessional will provide one-on-one and small group academic support for targeted students. Additionally, an additional ESE teacher is staffed for enhanced case

management services. Teachers will continue to participate in district PLCs to improve and increase their competency and comfort with the B.E.S.T. standards execution.

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))

The Title I teacher provides ELA/Reading support for students who meet GED preparation program requirements. The preparation program is executed by SCPS teachers while testing is delivered through an ongoing partnership with Seminole State College, post release.

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))

JDC students are provided psychoeducational groups by a district mental health counselor and a school social worker. Mentoring services are provided by community partners such as area churches and staff from the Seminole County Sheriff's Office.

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))

Each student is enrolled in a Personal, School, and Career Development Course where they explore career options and post secondary educational options. Middle school students are enrolled in the iJourneys course where they explore their interests, strenghts and occupational possibilities.

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).

The shool facilitates weekly MTSS meetings where each new enrollee's academic, attendance and behavior data is reviewed. Team determinations are made regarding initiation or revision of Tier II and Tier III intervention, where applicable. Each student with an IEP or Section 504 plan reviewed through a student study team case review, upon entry, to identify required accomodations. IEPs are updated upon 10 consecutive days of student enrollment.

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))

Teachers and support staff receive training in the conditions for learning, self-care strategies, ESE/504 implementation and compliance, and trauma-informed care. Teachers also particpate in school-based PLCs, as well as, district PLCs where they examine student data to improve instruction and student achievement.

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))

The JDC does not serve preschool students.

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: Graduation: Graduation				\$27,574.53
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	160	9234 - Seminole County Detention Center	UniSIG	0.5	\$15,645.00
			<i>Notes: Family and Community Outreach Worker (0.5 FTE) to provide personal outreach/home visits/zoned school collaboration.</i>			
	6110	210	9234 - Seminole County Detention Center	UniSIG		\$2,123.00
			<i>Notes: Benefits, Retirement (13.57%) - Family and Community Outreach Worker</i>			
	6110	220	9234 - Seminole County Detention Center	UniSIG		\$1,197.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Family and Community Outreach Worker</i>			
	6110	230	9234 - Seminole County Detention Center	UniSIG		\$4,700.00
			<i>Notes: Benefits, Health Insurance (Flat rate per FTE, \$9,400) - Family and Community Outreach Worker</i>			
	6110	240	9234 - Seminole County Detention Center	UniSIG		\$61.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Family and Community Outreach Worker</i>			
	6110	330	9234 - Seminole County Detention Center	UniSIG		\$3,848.53
			<i>Notes: Mileage for Family and Community Outreach Worker to to conduct home visits; \$0.655 per mile</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$5,501.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	9234 - Seminole County Detention Center	UniSIG		\$2,331.00
			<i>Notes: Extended Contract, Teachers - To participate in standards-based planning activities; estimated \$37/hr (3 teachers)</i>			
	6300	210	9234 - Seminole County Detention Center	UniSIG		\$317.00
			<i>Notes: Benefits, Retirement (13.57%) - Extended Contract, Teachers</i>			

	6300	220	9234 - Seminole County Detention Center	UniSIG		\$178.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Extended Contract, Teachers</i>			
	6300	240	9234 - Seminole County Detention Center	UniSIG		\$9.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Extended Contract, Teachers</i>			
	5100	510	9234 - Seminole County Detention Center	UniSIG		\$59.39
			<i>Notes: Whiteboard on easel for tracking/posting student course completions</i>			
	5100	640	9234 - Seminole County Detention Center	UniSIG		\$2,607.00
			<i>Notes: Technology to support student learning - Dell Student Workstations (\$869 each x 3 workstations)</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$597.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	390	9234 - Seminole County Detention Center	UniSIG		\$597.00
			<i>Notes: Printing of Parent Transition Guide (\$1.25 each x 600 guides)</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$12,122.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	9234 - Seminole County Detention Center	UniSIG		\$5,939.00
			<i>Notes: Digital subscription (3-year subscription), Second Step Middle School Curriculum</i>			
	5100	510	9234 - Seminole County Detention Center	UniSIG		\$6,183.08
			<i>Notes: Teaching Regulation Instructional Activity Books (\$34.77 each x 4 books) Teen's Workbook to Self Regulation (\$15.11 each x 400 workbooks)</i>			
Total:						\$45,795.00

Budget Approval

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

No