

Seminole County Public Schools

# SEMINOLE COUNTY DETENTION CENTER



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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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

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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.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Deirdre M. Garnes

##### Position Title

Director of Alternative Programs

##### Job Duties and Responsibilities

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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 Compliance, Safe and Drug Free Schools Initiatives, Anti Bullying Policy and Initiatives, SESIR District Contact, and Student Discipline Data.

#### Leadership Team Member #2

##### Employee's Name

Siobhan N. Pitters

**Position Title**

Assistant Principal of Alternative Programs

**Job Duties and Responsibilities**

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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 Oversight, and Title I Programming/Compliance.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION 4-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 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> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24:</b> <b>2022-23: *</b> <b>2021-22:</b> <b>2020-21:</b> <b>2019-20:</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days								2		2
One or more suspensions								2		2
Course failure in English Language Arts (ELA)										0
Course failure in Math								1		1
Level 1 on statewide ELA assessment									1	1
Level 1 on statewide Math assessment								1	1	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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								2	1	3

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		72	58		66	53		69	55
ELA Grade 3 Achievement **		75	59		66	56			
ELA Learning Gains		67	59						
ELA Learning Gains Lowest 25%		62	54						
Math Achievement *		73	59		67	55		48	42
Math Learning Gains		69	61						
Math Learning Gains Lowest 25%		65	56						
Science Achievement *		60	54		61	52		63	54
Social Studies Achievement *		88	72		78	68		63	59
Graduation Rate		72	71		71	74	0	64	50
Middle School Acceleration		79	71		76	70		49	51
College and Career Readiness		35	54		35	53		83	70
ELP Progress		73	59		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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

### 2023-24 ESSA FPPI

Data for 2023-24 had not been loaded to CIMS at time of printing.

### ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
		0%	0%			

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 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%
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No ESSA data found for this school and year

### 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%
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No ESSA data found for this school and year

### 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%
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### D. 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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
ELA ACH.	GRADE 3 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%		



## E. 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.

There is no assessment data available for this school.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

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Student attendance data showed the most improvement. In the 2022-2023 school year, 57% of Seminole Detention Center Students had 15+ unexcused absences; however, in the 2023-2024, 53% of students had 15+ days of unexcused absences, a 4% decrease. The school utilized a family and community outreach worker to monitor the zoned school re-enrollment statuses of youth exiting the detention center and made contact with the families of each student who failed to re-enroll within a two-day post-detention period.

##### Lowest Performance

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

---

A review of graduation data reveals the graduation rate for the Seminole Detention Center remains low. There were no graduates for the 2023-24 school year. This has been a trend for many years. Contributing factors continue to be students who do not complete coursework in core content areas (specifically ELA and Math), the highly transient student population, and students who fail to re-enter their zoned schools upon release.

##### Greatest Decline

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

---

For the 2022-23 school year, 11% of students who were detained in the detention center for 21+ days completed at least one course in math or ELA. Data for the 2023-24 school year reveals this percentage declined to 0%. A contributing factor was the volatility and poor academic focus of the students awaiting commitment to DJJ programs, who are typically detained for 21+ days.

##### Greatest Gap

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/courses while detained.

**EWS Areas of Concern**

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

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N/A-No data provided

**Highest Priorities**

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

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Increase course completions in ELA and math, teach self regulation strategies, and improve attendance by increasing zoned school re-entries.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Youth remanded to the Seminole Detention Center are enrolled in core content classes. Students are expected and encouraged to continue pursuit of a standard diploma while detained. The detention center population is highly transient with many youth being enrolled for a very minimal time period. The focus has been to support students detained for more than 21 days with completion of at least one core content class, primarily ELA or Math. For the 2022-23 school year, 11% of youth in this group completed at least one course; however, the number declined to 0% for the 2023-24 school year. The leadership and teaching staff will provide more specific supports to improve this outcome for the 2024-25 school year.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At least 50% of youth detained for 21+ days will complete one computer-based course in either ELA or Math. This will be a 50% increase from the 2023-24 school year where the percentage of students completing a course was 0%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Assitant Principal-Siobhan Pitters

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence). The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Small group intervention

**Person Monitoring:**

Assistant Principal-Siobhan Pitters

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Title I ELA/Reading teacher will facilitate small group intervention for the targeted students, three times per week, utilizing Corrective Reading to support struggling students in an effort to improve deficient foundational skills and to meet B.E.S.T standards in ELA.

**Action Step #2**

Engage students in self tracking of academic progress

**Person Monitoring:**

Assistant Principal-Siobhan Pitters

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will develop and execute a tracking program which will provide a means for the targeted students to self-monitor their academic progress and course completions. Students will be provided

incentives and preferred activity rewards for their on-task behaviors and academic effort.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

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

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Youth remanded to the Seminole Detention Center are enrolled in core content classes. Students are expected and encouraged to continue pursuit of a standard diploma while detained. The detention center population is highly transient with many youth being enrolled for a very minimal time period. The focus has been to support students detained for more than 21 days with completion of at least one core content class, primarily ELA or Math. For the 2022-23 school year, 11% of youth in this group completed at least one course; however, the number declined to 0% for the 2023-24 school year. The leadership and teaching staff will provide more specific supports to improve this outcome for the 2024-25 school year.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

At least 50% of youth detained for 21+ days will complete one computer-based course in either ELA or Math. This will be a 50% increase from the 2023-24 school year where the percentage of students completing a course was 0%.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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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, supplemental Algebra curriculum and one on one, pull-out support.

#### **Person responsible for monitoring outcome**

Assistant Principal-Siobhan Pitters

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide supplemental math support

**Person Monitoring:**

Assitant Principal-Siobhan Pitters

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The math teacher will faciliate, daily off-line math support. Because the majority of students in the detention center are typically youth ages 13-16, the focus will be on building skills in algebraic thinking and reasoning through use of Transition to Algebra.

**Action Step #2**

Provide one on one math tutoring

**Person Monitoring:**

Assitant Principal-Siobhan Pitters

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The instructional paraprofessional, under the guidance of the classroom teacher will provide one one one, pull out support to students in the course completion focus group. The math teacher will provide the paraprofessional with direction on the foundational skills to be addressed.

**IV. Positive Culture and Environment**

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Upon release from the detention center, youth are expected to re-enroll in their zoned school for pursuit of their high school diploma. Data from the 2023-24 school year reveals that 76% of youth held in detention re-entered their zoned school after release. This is an increase from 33% in the prior school year. Additionally, the percentage of students with 15+ unexcused absences for the 2022-23 school year decreased by 4%, from 57% to 53% this past school year. The school staff will continue to focus on family outreach, post release, to support these students in school re-entry and improved attendance.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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For the 2024-25 school year, 100% of all students, who are eligible to re-enter their zoned school, will re-enroll within two days of exiting the facility.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The detention center clerk will generate a daily attendance query to determine the re-enrollment status of all students post release and provide the data to the outreach worker for needed follow up.

### **Person responsible for monitoring outcome**

Director of Alternative Programs-Deirdre Garnes

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

#### **Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to



arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Refer students to school social worker for chronic absenteeism

**Person Monitoring:**

Director of Alternative Programs

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The outreach worker will refer all students who fail to re-enter their zoned school within three days to the school social worker for follow up/home visits, as needed.

**Action Step #2**

Initiate telephone/email contact with families

**Person Monitoring:**

Director of Alternative Programs

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Title I-funded outreach worker will contact the parent/guardian of every student who fails to re-enter his/her zoned school within two days after release from detention. Upon contact with families, the outreach worker will refer families to the appropriate district resources to address any social, emotional, or financial barriers to re-enrollment.

**Area of Focus #2**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

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each relevant grade level. This should be a data-based, objective outcome.

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All (100%) students who are detained for 21 days or more will develop an individualized, personal action plan, prior to release, which details self regulation strategies and calming techniques 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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School leadership will collaborate with classroom teachers to ensure that students held in detention 21+ days have developed a self-regulation strategy plan and practiced explicit skills. These students will have a higher likelihood of success in the zoned school classroom and a decreased likelihood of removal from the learning environment for unacceptable behaviors.

### **Person responsible for monitoring outcome**

Assistant Principal-Siobhan Pitters

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

### **Rationale:**

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Provide self regulation curriculum

#### **Person Monitoring:**

Assistant Principal-Siobhan Pitters

#### **By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Schedule students for social skills training/curriculum (Second Step Curriculum and self-regulation workbooks for teens). 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.

**Action Step #2**

Provide psychoeducational groups

**Person Monitoring:**

Assistant Principal-Siobhan Pitters

**By When/Frequency:**

Ongoing throughout the 2024-25 school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school social worker will provide psychoeducational groups once per week for male and female juveniles focused on self-regulation strategies. The social worker will guide each identified youth in developing a personal, individualized self-regulation strategies plan.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

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The SIP is disseminated via the school website ([https://sdc.scps.k12.fl.us/seminole\\_detention\\_center](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.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Information regarding school events, mentoring, and counseling opportunities, resources for the SCPSFIN (Families in Need) program and more are shared via the school website ([https://sdc.scps.k12.fl.us/seminole\\_detention\\_center](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.

#### Plans to Strengthen the Academic 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 II of the SIP. (ESEA Section 1114(b)(7)ii))

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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.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning

sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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Seminole Detention Center 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.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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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, strengths and occupational possibilities.

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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The school 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 accommodations. IEPs are updated upon 10 consecutive days of student enrollment.

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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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 participate in school-based PLCs, as well as, district PLCs where they examine student data to improve instruction and student achievement.

**Strategies to Assist Preschool Children**

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

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The Seminole Detention Center does not serve preschool age children.



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26 th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00