

Seminole County Public Schools

SEMINOLE COUNTY DETENTION CENTER



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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 Garnes

Deirdre_Garnes@scps.k12.fl.us

Position Title

Director of Alternative Programs

Job Duties and Responsibilities

Principal of Alternative Programs, Personnel Hiring/Management, SCPS Code of Conduct and Discipline Procedures, Informal Discipline Hearings, Administrative Assignments/Recommendations for Expulsion, SCPS Transition Contact for Department of Juvenile Justice youth, Hope Scholarship Management, Safe and Drug Free Schools Initiatives, Anti-Bullying Policy and Initiatives, and SESIR

District Contact, and Student Discipline Data.

Leadership Team Member #2

Employee's Name

Siobhan Pitters

Siobhan_Pitters@scps.k12.fl.us

Position Title

Assistant Principal of Alternative Programs

Job Duties and Responsibilities

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, and Oversight of Professional Learning Communities, and Title I Programming/Compliance.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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) in September for their input and recommendations. The SAC consists of all required stakeholders (teachers, community members, parent representation, etc.). Additionally, the plan is shared with teaching staff during the September faculty meeting for their input.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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, school leadership 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 input and additional recommendations.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	87.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: 2023-24: 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	0	0	0	0	0	0	0	0	1	1
Absent 10% or more school days									1	1
One or more suspensions									1	1
Course failure in English Language Arts (ELA)									0	0
Course failure in Math									0	0
Level 1 on statewide ELA assessment									0	0
Level 1 on statewide Math assessment									0	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	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)									0	0

Current Year 2025-26

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									1	1

Current Year 2025-26

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	0
Students retained two or more times									0	0

Prior Year (2024-25) 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								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

Prior Year (2024-25) 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								2	1	3

Prior Year (2024-25) 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 (2025-26)

Using 2024-25 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	
School Enrollment	1	3	4	2	10
Absent 10% or more school days	0	2	1	1	4
One or more suspensions	0	3	1	1	5
Course failure in English Language Arts (ELA)	0	0	0	1	1
Course failure in Math	0	0	1	2	3
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2025-26)

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	2	1	2	5

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†
ELA Achievement*		73	61	72	58	66
Grade 3 ELA Achievement		78	62	75	59	66
ELA Learning Gains		66	61	67	59	
ELA Lowest 25th Percentile		60	55	62	54	
Math Achievement*		74	62	73	59	67
Math Learning Gains		65	60	69	61	
Math Lowest 25th Percentile		56	53	65	56	
Science Achievement		69	57	60	54	61
Social Studies Achievement*		80	74	88	72	78
Graduation Rate	0	75	72	72	71	71
Middle School Acceleration		87	75	79	71	76
College and Career Acceleration		38	56	35	54	35
Progress of ELLs in Achieving English Language Proficiency (ELP)		82	61	73	59	60

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	0%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	0
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	0%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
0%			0%	0%		

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Black/African American Students	0%	Yes	1	1
Economically Disadvantaged Students	0%	Yes	1	1

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.

2024-25 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.
All Students										GRAD RATE 2023-24
Black/African American Students										C&C ACCEL 2023-24
Economically Disadvantaged Students										ELP PROGRESS

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The percentage of students re-entering their zoned school upon release from the detention center significantly increased. The family and community outreach worker followed up with all families when students failed to re-enter the zoned school within a specified time 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.

The percentage of students who completed at least one course in ELA or math, when detained for 21+ days, remains very low. Student apathy has significantly increased and academic effort has decreased for students awaiting placement in DJJ programs.

Greatest Decline

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

No academic areas indicate a decline as non-proficiency remains stagnate, specifically in ELA/ Reading and Math.

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.

All Algebra I students were non-proficient which as apposed to the state non-proficiency percentage of 43%. Recidivism and poor historical achievement in math is common for students in our detention center.

EWS Areas of Concern

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

N/A-No data provided

Highest Priorities

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

Increase ELA and math course completions

Increase proficiency in Algebra I

Increase the number of students re-entering zoned schools post release

Increase proficiency in ELA/Reading

Increase student engagement

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

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.

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 in ELA and/or Math. For the 2023-24 school year, 0% of youth in this group failed to complete at least one course; however, the percentage increased to 4% for the 2024-25 school year. The leadership and teaching staff will provide more specific supports to continue improving this outcome for the 2025-26 school year.

Measurable Outcome

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.

Increase the percentage of ELA and math course completions from 4% to 50% for youth remanded to the detention center for 21+ days for the 2025-26 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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

Deirdre Garnes, Director of Alternative Programs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Utilize cooperative learning structures

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

The ELA teacher will organize students into pairings and groupings, where appropriate, for skills remediation activities, life skills lessons, instructional discussion/practice, academic games, peer reviews, etc. at least twice per week. The assistant principal will perform weekly walkthroughs to ensure execution of cooperative learning strategies and monitor student engagement.

Action Step #2

Small group intervention

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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 review PMA2 and PMA3 data to determine consistent areas of deficiencies and facilitate small group intervention for targeted lower-quartile students at least three

times per week. Standards-based interventions will be utilized to support struggling students with week foundational skills. The assistant principal will monitor intervention groups to ensure B.E.S.T. standards are being addressed.

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

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.

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 in ELA or Math. For the 2023-24 school year, 0% of youth in this group failed to complete at least one course; however, the percentage increased to 4% for the 2024-25 school year. The leadership and teaching staff will provide more specific supports to continue improving this outcome for the 2025-26 school year.

Measurable Outcome

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.

Increase the percentage of ELA and math course completions from 4% to 50% for youth remanded to the detention center for 21+ days for the 2025-26 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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, supplemental Algebra curriculum and one on one, pull-out support.

Person responsible for monitoring outcome

Deirdre Garnes, Director of Alternative Programs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Utilize interactive technology

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

The math teacher will increase the utilization of available interactive technology to increase student engagement while addressing lagging skills. Tools such as the interactive whiteboard, educational applications, etc. will be used for students to practice and deepen their understanding of algebraic concepts. The assistant principal will facilitate weekly walkthroughs to ensure use of technology and monitor consistent student interactions.

Action Step #2

Small group intervention

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

Under the supervision and guidance of the math teacher, the instructional paraprofessional will utilize a pull out model to engage students in remediation of foundational math skills. The assistant principal will review lesson plans to ensure the provision of supplemental supports for students.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Upon release from the detention center, youth are expected to re-enroll in their zoned school for regular attendance and pursuit of their high school diploma. Data from the 2024-25 school year reveals that 95% of youth held in detention re-entered their zoned school after release. This is an increase from 76% in the prior 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.

For the 2025-26 school year, 100% of all students, who are eligible to re-enter their zoned school, will re-enroll within three 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.

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

Deirdre Garnes, Director of Alternative Programs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase parent/family involvement to address and mitigate absenteeism

Person Monitoring:

Siobhan Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

The family and community outreach worker will contact the parent/guardian of any student who fails to re-enroll in his/her zoned school post release and make referrals to the school social worker/district mental health counselor for any socio-economic or emotional barriers to re-enrollment. The assistant principal will monitor outreach contact logs.

Action Step #2

Increase the number of parent/family engagement activities

Person Monitoring:

Siobhan, Pitters, Assistant Principal

By When/Frequency:

Ongoing throughout 2025-26

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

The family and community outreach worker will develop parent activities to be executed during family visitation events each month at the detention center. Families will be provided information regarding the impact of attendance on achievement, graduation requirements, SCPS family resources. etc. The assistant principal will monitor the outreach plans for appropriateness and efficacy.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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). Regular education teachers and the ESE case manager contact parents via email and telephone frequently 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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 faith-based partners 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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, 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 is 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(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 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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 or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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