

Palm Beach County Jail



2017-18 Schoolwide Improvement Plan

Palm Beach County Jail

3228 GUN CLUB RD, West Palm Beach, FL 33406

<https://cj.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2014-15
Grade	F*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palm Beach County Jail

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Department of Educational Alternatives is committed to providing effective and relevant instruction to meet the needs of all students. We work to provide students with a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

The Department of Educational Alternatives envisions a dynamic collaborative multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The School Counselor meets with each student and reviews the educational background of the student. A conversation is had with the student to inform them of educational decisions and the educational track that will be followed.

The School Counselor meets with each student and reviews the educational background of the student. A conversation is had with the student to inform them of educational decisions and the educational track that will be followed.

The School Counselor is available to consult with educators on exhibiting behaviors that demonstrate value and respect for low expectancy students as expected in Marzano Design Question 9, Element 39: Demonstrating value and respect for all students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

We will do so through the inclusion of literature, written pieces, and oral presentations from students on these topics. In addition, the introduction of books, articles, and essays which infuse the multicultural diversity of our student population will be embedded into the strategy-based instruction.

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education

- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Teachers will embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures. Students watch CNN News for Students and discuss cultures from around the world in reading and/or social studies classes. Teachers will allot time during class for small group discussion(s) on a variety of cultures.

The school creates a single school culture for behavior and climate. School and facility rules and procedures are monitored.

The single school culture for academics focuses on the common belief that all children can and will learn with the appropriate instructional and social acceptance by staff. The climate of open discussion is encouraged and the school counselor and administrator are available for students to share concerns. Concerns are shared with staff on an individual and group format.

The school integrates Single School Culture by sharing the Universal Guidelines for Success, following the Behavioral Matrix, teaching expected behaviors, and communicating with parents/guardians. Action plans are updated during Learning Team Meetings. The school ensures an appreciation for multicultural diversity through the anti-bullying campaign, structured lessons, and implementation of SwPBS program.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The educational component of The Palm Beach County Jail (PBCSD) has clearly defined goals within

the instructional environment. Staff develops positive teacher student relationships, a nurturing atmosphere, clear and consistent expectations for minor behaviors, routines, appropriate amounts of structure for specific situations/needs, and proactive interventions for minor challenges that will foster an environment that is conducive for learning.

Our school will work and strive to:

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults in the facility will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

Therefore, the school is committed to creating a safe, fair and respectful environment of all diverse learners including those identified as having a disability.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

As part of the school's behavior management system, teachers have implemented clear and concise rules, procedures and consequences for minor appropriate and inappropriate behaviors. Students receive counseling as needed. In addition, all staff have access to district training that will address behavior management and classroom environments. Furthermore, PBSO provides safety, security and supervision for all students in the facility. In the event of a major infraction (i.e. physical and verbal aggression) PBSO will maintain discipline and order.

Our school works for a Single School Culture and appreciation for multicultural diversity, for academics, teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

Our school works for a Single School Culture and appreciation for multicultural diversity, for behavior, by integrating a Single School Culture by sharing our Universal Guidelines for Success, Teaching Expected Behaviors, communicating with stakeholders and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success

Our school works for a Single School Culture and appreciation for multicultural diversity, for climate, Assistant principal ensures that relationship-building is a clear priority and engages community stakeholders. Brainstorming with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

CHAMPS was previously completed to provide support for teachers.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school focuses on students' social-emotional needs. These efforts are accomplished by creating and maintaining positive teacher student relationships. Our school based team that meets weekly to discuss students with barriers to academic and social success; Teachers support and openly communicate with the students regarding their needs. The Transition Counselor, Guidance counselor, PBSO Ed. Representative, Assistant Principal, ESE Coordinator and the PBCSD Family Counselor meet with students on a monthly basis to discuss their transition needs, academic and social-emotional needs. In addition, SWD with the need for individual/group counseling will be addressed through IEP.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students are detained in a county Department of Corrections facility. All students entering PBSO are brought to SBT. Students are also referred to the School Based Team for a variety of Early Warning Indicators, such as, students not wanting to come out of there cells to attend class and course failure in English Language Arts or Mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	5	1	6	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	4	2	6	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	8	3	15	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	0	7	1	9	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	1	0	6	2	9	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All students scoring a Level 1 or 2 in Reading are scheduled in Intensive Reading. In addition, students not responding to core instruction, are referred to the School Based Team to identify their issue(s) and attempt to resolve the issue(s). Also, for SWD we consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Family and Community Involvement

The Palm Beach County Jail (#3002) involves families in every facet of their child's education and development through Individual Education Plans and 504 meetings for students with disabilities. In addition, parents receive correspondence quarterly which includes report cards and test results, if applicable. The Palm Beach Sheriff's Office, along with other community organizations have formed collaborative partnerships with Educational Alternatives in which they are active participants of the School Advisory Council. These partnerships meet to collaborate on a monthly basis.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through the Department of Educational Alternatives' School Advisory Council, the school and community partners meet and collaborate to pool resources that will aid student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McKee, Geoff	Principal
Lawrence, Shelia	Assistant Principal
Nealy, John	Assistant Principal
Horne, Alma	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

*Director: Provides a vision for department administrators utilizing problem-solving processes for identifying challenges and strategies.

*Assistant Principal: Provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: Provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate materials and progress between Tier 1 and 2.

*Certified School Counselor: Provides quality support services and expertise on issues ranging from academic program to individual student intervention and assessment. Links community agencies to schools and families to support child's academic, emotional, behavioral and social success.

*Support Facilitators: support for students in the classroom and teachers planning for instruction of students with exceptional needs in a non-isolating, least restrictive environment.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, MTSS/RtI and School Advisory Council. The school collaborates/plans with the other schools in the DJJ/Youth Services group.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership ensures that certified teachers that meet state highly qualified requirements are scheduled to instruct students as well as see to the day to day school program operations. Administration, SBT coordinator and members monitor student progress during LTM's and School Based Team meetings. To monitor the fidelity and progress of students regarding their goals, teachers have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. The SBT meets every other week. Participants are invited on an as needed basis or concurrently with interventions. Administrators monitor the fidelity of Tier 1,2, and 3 instruction/ intervention daily through the utilization of I-Observation (Classroom-walk-through, Formal and Informal observations). Teachers meet with the school leader(s), SBT and ESE Coordinators to discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language time , etc) and extended learning time requirements are evident.

Title I Part D- Grant funding approval. Resource teachers.

Career and Social Skills- All Students are enrolled in Career and Social Skills Development classes through which students begin to explore career interests and opportunities through the Graduation Career Coach.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rodrick White	Business/Community
Angela Clarke	Business/Community
Alma Horne	Education Support Employee
Twila Taylor	Business/Community
Sandra Moore	Parent
Antionette Porter	Parent
Shelia Lawrence	Education Support Employee
Manny Alvarez	Business/Community
Mamine Saintil	Business/Community
John Nealy	Education Support Employee
Tammy Fields	Business/Community
Silvia Grant	Business/Community
Samieca Walters	Business/Community
Walton Stoudenmire	Business/Community
Shantia Daniels	Business/Community
Dorothy McKinnon	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Goals are reviewed and identified as being met or not. Small groups at the school meet to review, share data with staff and then SAC. Goals and strategies are revised based on data review with all stakeholders.

b. Development of this school improvement plan

During the school year, SAC members participate in data analysis and problem-solving related to the development of the upcoming year School Improvement Plan. SAC members review student progress on diagnostics following each administration in the fall and winter. EDW reports are analyzed with SAC members to identify areas needing improvement. Results of year-end EOCs and FCAT are reviewed and analyzed with staff then shared with SAC. Teachers work on creating action plans for the upcoming year and information is used in problem solving with SAC members. The SAC also focuses on school climate with members sharing best practices from the different school sites.

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school. Teachers work on creating action plans for the upcoming year and information is shared and discussed with SAC.

c. Preparation of the school's annual budget and plan

The SAC and Program Directors review proposed budgets with the Director or designated person.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking and self-monitoring of progress. Materials such as binders, paper, dividers, pencils, pens, pouches are purchased with 80% of the SIP funds. The remaining 20% is used to purchase books for school-wide reading projects.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Nealy, John	Assistant Principal
Hooper, Jacquelyne	Teacher, K-12
Lawrence, Shelia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Writing across the curriculum
2. Teachers provide "Word of the Day" in each period daily.
3. Data analysis for effective problem solving within Tier 1 and 2
4. Reading Across the curriculum

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is meeting weekly as a Professional Learning Community to discuss students' needs. Teachers have the opportunity to share academic and social/emotional behavior information with peers. This information will be used for planning instruction and

Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruiting: as needed and Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures . Retaining: new teachers are paired with veteran staff, work with Assistant Principal and mentor in the Educator Support Program. Retaining : All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in the same content area from other schools.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers in need of improvement are matched with veteran teachers within the department to maximize their experience and enhance their instructional skills. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

Mentee Assigned: Teachers in need of improvement will be determined from their longitudinal classroom Data, FSA and EOC data.

Rational for Pairing: Education at the Palm Beach Jail has available, if needed, a teacher mentor program that will be supervised by the assistant principal, who will meet with new teachers and teachers who are in need of improvement.

Planned Mentoring Activities: For teachers in need of improvement mentor/mentee partners meet weekly. They will have the ability to meet bi-weekly and have activities and assignments to complete if necessary. A portfolio of activities/lessons will be kept by each mentee and be shared with their assistant principal monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Teachers meet with district department program planners in preschool meetings where changes are identified and scope and sequence for each core course is reviewed. Teachers use district Scope and Sequence, Blender, and other district supplied instructional materials to align their content and instruction to the state and district guidelines.

Teachers submit lesson plans to be reviewed by administrator.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The school will use data from school common assessments, and benchmark assessment to monitor student achievement along with data from the Performance Matters after diagnostic testing to identify areas students are in need of improvement. Teachers will use whole, small and individual groupings in class to focus on student needs and provide individual assistance. Teachers may plan additional instruction and materials to address these needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 16,200

Extended learning strategies

Strategy Rationale

Core Academic Instruction

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nealy, John, john.nealy@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formal/Informal Assessments and Diagnostic Assessments

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are enrolled in this school anywhere from 1 day to a year. The school counselor meets with students to review academic plans and career goals. The Graduation/Career coach meets with students to discuss graduation options and assists with planning Career exploration events. The Transition Coordinator meets with students, along with a community organization to further discuss post high school and career options.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

1. The majority of the students in this school stay anywhere from 90 days to a Year.
2. All students participate in a Career Class.
3. All students participate in a presentation by the Graduation/Career coach during during the 9 weeks of school. High School students have individual or small group follow-up meetings with the Graduation/Career coach as needed.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The school counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Students are made aware of graduation requirements through whole group presentation, as well as, individual counseling.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Students participate in Career Fairs, College Fairs as well as participate in the School District of Palm Beach County's SAT Countywide Testing Initiative. Also, Counselors conduct individual counseling sessions with students and school based team review and provide assistance to specific students as needed

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094784

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	25.0
Algebra I EOC Pass Rate	25.0
Bio I EOC Pass	25.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge finding time to work collaboratively and prepare lessons for the Multiple preparations in a class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training in instructional strategies through Marzano using Marzano liaisons and district professional development.

Plan to Monitor Progress Toward G1. 8

Leadership will analyze mid-year data and determine if addition actions are needed to meet the targets set.

Person Responsible

John Nealy

Schedule

Quarterly, from 10/30/2017 to 6/1/2018

Evidence of Completion

Mid-Year Reflection Completed, Data reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1**

 **G094784**

G1.B1 We have a challenge finding time to work collaboratively and prepare lessons for the Multiple preparations in a class. **2**

 **B254870**

G1.B1.S1 Professional development in instructional strategies along with peer observations and discussions. **4**

 **S269281**

Strategy Rationale

If teachers can work collaboratively with other teachers to identify areas of strength and areas needing improvement, they will more likely make adjustments in their teaching practices to benefit students.

Action Step 1 **5**

Train teachers to employ various delivery models in order to engage students in learning activities. (i.e. Marzano Liaisons)

Person Responsible

John Nealy

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.

Person Responsible

John Nealy

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

observations in i-Observation, sign-in sheets for professional development

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative observations of classroom behavior, liaison observation and discussion with peer teachers.

Person Responsible

John Nealy

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Observations in iObservation and notes on classroom behavior.

G1.B1.S2 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction. 4

S269282

Strategy Rationale

Teachers reviewing impact of their instruction on learning through data analysis and problem solving to identify what is working or why not will make connection with action and outcome.

Action Step 1 5

Training on problem-solving process using data.

Person Responsible

John Nealy

Schedule

Quarterly, from 10/8/2016 to 5/31/2017

Evidence of Completion

Data reports and action plans developed from analyzed data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

observations

Person Responsible

John Nealy

Schedule

Quarterly, from 10/12/2017 to 5/31/2018

Evidence of Completion

Problem-solving worksheets and action plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers lesson plans and delivery instructional strategies planned for using process.

Person Responsible

John Nealy








Schedule

Quarterly, from 10/12/2017 to 5/31/2018

Evidence of Completion

Action plan and lesson plan match instructional delivery observed

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M384062	Administrative observations of classroom behavior, liaison observation and discussion with peer...	Nealy, John	9/26/2016	Observations in iObservation and notes on classroom behavior.	5/31/2017 monthly
G1.B1.S1.MA1  M384063	Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.	Nealy, John	9/26/2016	observations in i-Observation, sign-in sheets for professional development	5/31/2017 monthly
G1.B1.S2.A1  A359413	Training on problem-solving process using data.	Nealy, John	10/8/2016	Data reports and action plans developed from analyzed data	5/31/2017 quarterly
G1.B1.S1.A1  A359412	Train teachers to employ various delivery models in order to engage students in learning...	Nealy, John	9/25/2017	training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans	5/31/2018 monthly
G1.B1.S2.MA1  M384064	Teachers lesson plans and delivery instructional strategies planned for using process.	Nealy, John	10/12/2017	Action plan and lesson plan match instructional delivery observed	5/31/2018 quarterly
G1.B1.S2.MA1  M384065	observations	Nealy, John	10/12/2017	Problem-solving worksheets and action plans	5/31/2018 quarterly
G1.MA1  M384068	Leadership will analyze mid-year data and determine if addition actions are needed to meet the...	Nealy, John	10/30/2017	Mid-Year Reflection Completed, Data reports	6/1/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 We have a challenge finding time to work collaboratively and prepare lessons for the Multiple preparations in a class.

G1.B1.S1 Professional development in instructional strategies along with peer observations and discussions.

PD Opportunity 1

Train teachers to employ various delivery models in order to engage students in learning activities. (i.e. Marzano Liaisons)

Facilitator

District Development Team

Participants

All teachers

Schedule

Monthly, from 9/25/2017 to 5/31/2018

G1.B1.S2 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction.

PD Opportunity 1

Training on problem-solving process using data.

Facilitator

Marzano liaison and assistant principal

Participants

all instructional staff

Schedule

Quarterly, from 10/8/2016 to 5/31/2017