

The School District of Palm Beach County

Palm Beach Regional Detention Center



2017-18 Schoolwide Improvement Plan

Palm Beach Regional Detention Center

1100 45TH ST STE A, West Palm Beach, FL 33407

<https://pbrj.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) |
|--|------------------------|---|
| Combination School 4-12 | No | 71% |
| 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
Grade

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 Regional Detention Center

| 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 schools in the Department of Educational Alternatives are committed to providing effective and relevant instruction to meet the needs of all student. We work to provide 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 schools in 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 background. When students are having trouble in class, they meet with the counselor. The counselor uses this information to identify areas to work on with teachers and students.

The School Counselor consults 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. The counselor prepares and conducts workshops with staff during staff meetings related to this topic throughout the year, and meets with teachers individually as needed.

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.

Teachers will embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures. Students daily watch CNN news for students and discuss cultures from around the world in social studies classes. Teachers will build time within class for small group discussion of a variety of cultures and share knowledge through decorating bulletin boards and sharing with class in presentations.

The school creates a single school culture for behavior and climate through the point system implemented and monitored with the collaborative partner residential facility. School and facility rules and procedures are monitored and recognized by staff from the school and facility staff. Students are introduced to rules and procedures during orientation at the residential and school facility and reinforced on a daily basis through the point system.

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix, teaching Expected Behaviors, and communicating with parents. We update our action plans during PLC Meetings. We instill an appreciation for multicultural diversity through our 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 school works with the collaborative detention partner to review and reinforce the point system. Part of initial orientation and ongoing training with students is the emphasis on respect for others and reporting of concerns/incidents to program and/or school staff.

The school and program counselors share information regarding student behavior and needs. As needed, all staff is made aware of how to work with students on particular behavioral issues.

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.

The partnering detention program provides a behavioral support staff person for each classroom during instruction. The teacher and the behavioral support staff person share responsibility for monitoring behavior through the point cards.

Universal guidelines/rules and expectations are shared during orientation and throughout the resident's stay on a weekly basis.

The program offers motivation for earning points, from participating in extra activities (movies, pizza party) to staying up late and moving up in Levels.

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 Counselor works with the therapeutic staff of the collaborative partner to address student concerns. Through the cooperative agreement, the partnering agency provides weekly therapeutic sessions addressing student needs as well as weekly group sessions.

The common planning team meets weekly and more if needed to discuss students with barriers to academic and social success.

School counselor meets with each students within 10 days of entry to determine additional need. Teachers report students observed to have additional need to school counselor who follows up with student and/or therapeutic counselor.

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 enrolled at the Detention Center for various amounts of time. Students come from all parts of the county.

If needed students are referred to PS/SBT for a variety of warning indicators by parents, the courts, word of mouth, counselors in other programs, and as part of a list of suggestions from school counselors:

Indicators include attendance, academic failures, family concerns, drug/alcohol abuse, court recommendations, suspensions, expulsions, and retention.

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 | 1 | 1 | 4 | 10 | 15 | 19 | 45 | 30 | 5 | 130 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 11 | 19 | 22 | 42 | 15 | 2 | 115 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 15 | 25 | 39 | 58 | 34 | 8 | 182 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 10 | 18 | 17 | 11 | 3 | 67 |

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 | 1 | 1 | 3 | 14 | 20 | 31 | 51 | 26 | 5 | 152 | |

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

All students meet with the Guidance Counselor to discuss grades, GPA, academic performance, attendance, and future academic plans. This school, collaborates with the residential agency partner, which is considered an intervention strategy for the students committed to the program. The majority if not all of the warning indicators are incurred outside of the school and is the reason the student is attending this school.

Interventions includes but are not limited to:

- counseling in therapeutic groups, individually and with family (program and agency)
- behavior monitoring with goal setting and feedback
- Single school culture that promotes learning is expected by all, behavior expectations is universal for all and a culture of respect for self and others is promoted by all.

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

All parents have access to Edline which is available when students enroll in the school. Parents will receive progress reports midway during the nine-weeks. Students who remain at the school for an extended amount of time their reports are shared with facility staff and parents.

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.

Students attending this school live throughout the entire district of Palm Beach County as well as other counties. This school works with the other schools in the Department of Educational Alternatives, and their collaborative partners to discuss needs. Then working as a team, through the School Advisory Council and the Program Directors meetings, the schools jointly identify resources and strategies to resolve these needs.

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 |
|------------------|---------------------|
| Lawrence, Shelia | Assistant Principal |
| Nealy, John | Assistant Principal |
| Brown, Erma | Teacher, ESE |
| 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.

*ELL support: provide support and collect data for progress monitoring of students with English as a second language. Work with teachers to plan instruction and support and meet with parents and translate for parents.

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

*Speech Language Pathologist: Educates the team in the role language plays in learning and instruction design and provides language therapy for students.

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.

Step 1: Identify the Problem by determining the difference between what is and what should be happening. Use EDW reports comparing school to district and state. Use Performance Matters reports to monitor student progress on diagnostics and mini-assessments.

In teacher groups:

- Analyze school demographic/academic/profile data for the purpose of problem analysis and generating a working hypothesis.
- analyze school-wide and grade-level data on academic performance to select academic goals
- analyze dis-aggregated data to identify groups in need of intervention

d. Assess school staff's skill development

Step 2: Analyze the problem by brainstorming in different groups why the problem is happening. Use learning team meeting and staff meetings to eliminate hypothesis not relevant, Identify barriers to success and action plan on how to overcome.

Step 3: Design intervention and implementation by developing action plan for strategies, with monitoring of implementation with fidelity and progress on a schedule.

Step 4: administrators and teachers determine if the Response to Instruction/Intervention is working by analyzing student data (progress monitoring) and go back to step 1 and 2 if not.

School improvement funds are used to provide organizational materials for the students such as binders, paper, dividers, pencils and pens and pouches. Funds are sufficient to cover the number of students who enroll throughout the year.

Assistant principals work with the Director to identify needs of students and teachers at each school site, not supported by regular district funding. Supplemental funding is used for materials, training and workshops, and tutorials, to name a few.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Shelia Lawrence | Education Support Employee |
| Alma Horne | Education Support Employee |
| Sandra Moore | Parent |
| Roderick White | Business/Community |
| Twila Taylor | Business/Community |
| Manny Alvarez | Business/Community |
| Mamine Saintil | Business/Community |
| Tammy Fields | Business/Community |
| John Nealy | Education Support Employee |
| Silvia Grant | Business/Community |
| Semica Walters | Business/Community |
| Dorothy McKinnon | Business/Community |
| Walton Studenmire | Business/Community |
| | Student |
| Shantia Daniels | Business/Community |
| Dana Burney | Student |
| Yanimar Feldes Roman | Student |
| Erma Brown | Teacher |
| Antoinette Porter | Parent |
| Mary Beth Roberts | Teacher |
| Shahzia Jackson | Business/Community |
| Cheletia Morgan | Education Support Employee |

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.

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 and pouches are purchased with 40% of the SIP funds. 20% will be allocated for Bullying Prevention materials and presentations. The remaining 20% is used to purchase books for school-wide reading projects and materials related to Character Education.

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

Yes

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

The SAC is working on parent and student membership. At most school sites, students do not leave the facility, and parents are from all areas of the district.

Options are being considered to include students and parents via phone or video conferencing. Also is sharing information with students at the schools sites before and after meetings and bringing student/parent ideas/concerns to meetings via school staff.

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 |
|------------------|---------------------|
| Lawrence, Shelia | Assistant Principal |
| Horne, Alma | |
| Brown, Erma | Teacher, ESE |
| Keough, Lisa | School Counselor |

b. Duties

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

1. Writing across the curriculum
2. Teachers share "Word of the Day" with the students during each period.
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.

Teachers meet daily to plan together, identify student concerns and discuss cross content strategies as they participate in Professional Learning Communities (PLCs). Teachers participate in monthly Learning Team Meetings with school and department staff. The master schedule has been planned to allow a consistent time for teachers to meet by common and cross content groups. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers also voluntarily conduct peer observations and meet to discuss observations.

The school counselor and administrator share information with the facility to assist with monitoring student academics.

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

1. Assistant Principal participates actively engages in the recruitment process to hire highly qualified teachers.
2. Assistant principal supports teachers at the school sites and newer teachers work with school mentors, who provide positive learning and a smooth transition environment for staff. New teachers also participate in the district's Educator Support Program.
3. All teachers participate in monthly professional development opportunities.
4. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
5. Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the -most talented instructional applicants
6. Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
7. Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
8. Establish and maintain relationships with colleges and officials in the field of education to promote the District
Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

All teachers participate in monthly professional development opportunities in content area groupings with teachers from 6 (six) schools and weekly in small, site based, learning groups. Teachers also participate in problem-solving together when instructional school challenges arise. School personnel are engaged in

systematic mentoring, coaching, and induction programs that are consistent with the schools' values and beliefs about teaching. One teacher works as the Marzano liaison to assist on focusing on best practices through iObservation.

All first year teachers participates 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.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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 Common Core 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 the district lesson planning web-site, Blender, to align their content and instruction to the state and district guidelines. During monthly professional development, teachers plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension and dispels misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

Teachers submit lesson plans bi-weekly to be reviewed with/by an 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 uses data from the Performance Matters program after diagnostic testing to identify areas students are in need of improvement. Teachers may plan additional instruction and materials to address these needs.

The teacher, school counselor and assistant principal meet with students to discuss academic progress through student awareness meetings.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
- The school uses data from the Performance Matters program after diagnostic testing to identify areas students are in need of improvement. Teachers may plan additional instruction and materials to address these needs.
- Each classroom has classroom libraries related to content area to allow student to read on topics at various reading levels and support comprehension.
- The i-Ready program is used to establish baselines in reading and math and apply specific on target instruction in areas needing support.
- The teacher and school counselor meet with students to discuss academic progress through student data chats.

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: After School Program

Minutes added to school year: 0

Students are identified by teacher through class performance and/or diagnostic tests as being in need of support. Students are scheduled for tutoring where specific skills are targeted to be worked on.

Strategy Rationale

Targeted areas of need are identified and support provided through Title I funds for tutoring after school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lawrence, Shelia, shelia.harvey-lawrence@palmbeachschools.org

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

Students take pre-tests and post-tests to monitor improvement. Data is reported to referring teacher and student's SAC school.

Strategy: Extended School Day

Minutes added to school year: 4,300

During summer program student in danger of retention or who have failed a course are given an opportunity to make up credit.

Strategy Rationale

Stents work in small groups in a positive environment with academic and behavior support .

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

course completion in Edgenuity and Compass, i-Ready scores

Strategy: Extended School Year

Minutes added to school year: 4,300

Based on performance testing students receive enrichment (writing/reading), remediation (reading), and credit recovery

Strategy Rationale

Offer student in danger of retention opportunity to be promoted (middle school)

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Courses completed in Edgenuity or Compass, i-Ready scores, writing

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.

Students enter at various times during the year and remain in the Detention Center for a varied number of days as set by a judge. The school counselor meets with students to discuss current grades and post secondary options.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Students enter at various times during the year and can remain in the Detention Center school for up to 21 days while awaiting formal charges; and an extended amount of time while awaiting placement into a program. Up ten days after entry students participate in an orientation with the school counselor, ESE Contact if needed, and the Career and Graduation Coach. The school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

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.

All students enrolled at the Detention Center are enrolled in a Careers class. This class addresses many careers and gives the students an awareness and some background on the various careers.

On Fridays, the Detention Center participates in "College Fridays" which is a School District initiative.

On a weekly basis students meet with the Graduation/Career Coach at which time she presents information about careers and College Goal Planning. The school counselor meets with students to review progress and discuss career interests and complete My Career Shines planning tools if the student has not already done so.

Students participate in the PSAT and SAT school day test administration which allows the opportunity for student to take the SAT in a known environment and removing barriers to not participating in Saturday testing.

The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school and Realizing the college Dream (High school).

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

Majority of the students at the Detention Center are there for very short term and are all enrolled in a Careers Class. Teachers incorporate career exploration as part of their course instruction and Career Days are held each semester. Classroom Speaker for High School group conducts interest survey and talks about transition from school to work.

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

NA Students are usually short term.

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 at the Detention Center are very short term; however, every opportunity is used to increase their knowledge and readiness for the public postsecondary level.

- School based team review and provide assistance to specific students as needed.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- College and Career Coach meet with them weekly to discuss and explore career options on My Career Shines.

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

G094786

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| Math Gains | 25.0 |
| ELA/Reading Gains | 25.0 |

Targeted Barriers to Achieving the Goal 3

- Limited prior training in teaching students across the curriculum to read for meaning and for teachers to ask probing questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano's Frameworks and iObservation (Marzano) with resources, department level professional development on Professional Development Days (PDD) and Learning Team Meetings (LTM), administrator and Marzano Teacher Liaison training during faculty and staff meetings, peer teachers, Guiding Tools for Instructional Problem Solving (GTIPS) Blender lesson plan support district website, common planning time, and online websites.

Plan to Monitor Progress Toward G1. 8

monitor academic progress through i-Ready, diagnostics, mini-assessment. performance matters, report cards, diagnostics

Person Responsible

Shelia Lawrence

Schedule

Triannually, from 11/6/2017 to 6/29/2018

Evidence of Completion

Diagnostic data, Mid-Year Reflection, FSA Data analysis

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

 = 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

G094786

G1.B2 Limited prior training in teaching students across the curriculum to read for meaning and for teachers to ask probing questions. 2

B254878

G1.B2.S1 Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcomes of Florida Standards. 4

S269286

Strategy Rationale

Teachers working with other teachers to identify areas of strength and weaknesses and are able to work together in a non-threatening environment to improve their instructional delivery will help increase student proficiency

Action Step 1 5

Plan training schedule for Florida Standards using district prepared materials

Person Responsible

Shelia Lawrence

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

training documentation of teacher and training of staff by liaison, peer observation, admin observation, professional growth plan

Action Step 2 5

Continue to 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.

Person Responsible

Shelia Lawrence

Schedule

Every 2 Months, from 8/21/2017 to 5/26/2018

Evidence of Completion

sing-in and agenda

Action Step 3 5

Analyze data during PLC time using ongoing formative assessments.

Person Responsible

Shelia Lawrence

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agendas and Notes.

Action Step 4 5

Conduct Data Chats with student using the problem solving process to improve core, supplemental and intensive instruction, then the percentage of students making learning gains on annual statewide assessments will increase.

Person Responsible

Shelia Lawrence

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Data Chat forms

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Shelia Lawrence

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

observations in i-Observation, sign-in sheets for professional development, lesson plan checks

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student performance on interim benchmarks

Person Responsible

Shelia Lawrence








Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Formative assessment Data reports

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.B2.S1.A2  A359420 | Continue to train with practice on the problem-solving process as described within the school... | Lawrence, Shelia | 8/21/2017 | sing-in and agenda | 5/26/2018 every-2-months |
| G1.B2.S1.MA1  M384074 | Student performance on interim benchmarks | Lawrence, Shelia | 10/2/2017 | Formative assessment Data reports | 6/1/2018 monthly |
| G1.B2.S1.MA1  M384075 | Teacher instructional strategies as defined in professional growth plan and with Marzano liaison. | Lawrence, Shelia | 10/2/2017 | observations in i-Observation, sign-in sheets for professional development, lesson plan checks | 6/1/2018 monthly |
| G1.B2.S1.A1  A359419 | Plan training schedule for Florida Standards using district prepared materials | Lawrence, Shelia | 10/2/2017 | training documentation of teacher and training of staff by liaison, peer observation, admin observation, professional growth plan | 6/1/2018 monthly |
| G1.B2.S1.A3  A359421 | Analyze data during PLC time using ongoing formative assessments. | Lawrence, Shelia | 10/2/2017 | Agendas and Notes. | 6/1/2018 biweekly |
| G1.B2.S1.A4  A359422 | Conduct Data Chats with student using the problem solving process to improve core, supplemental and... | Lawrence, Shelia | 9/18/2017 | Data Chat forms | 6/1/2018 biweekly |
| G1.MA1  M384076 | monitor academic progress through i-Ready, diagnostics, mini-assessment. performance matters,... | Lawrence, Shelia | 11/6/2017 | Diagnostic data, Mid-Year Reflection, FSA Data analysis | 6/29/2018 triannually |

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.B2 Limited prior training in teaching students across the curriculum to read for meaning and for teachers to ask probing questions.

G1.B2.S1 Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcomes of Florida Standards.

PD Opportunity 1

Plan training schedule for Florida Standards using district prepared materials

Facilitator

District Professional Development Team

Participants

All teachers

Schedule

Monthly, from 10/2/2017 to 6/1/2018

PD Opportunity 2

Continue to 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.

Facilitator

Marzano liaison and assistant principal

Participants

all instructional staff

Schedule

Every 2 Months, from 8/21/2017 to 5/26/2018