The School District of Palm Beach County

Highridge Family Center

2018-19 Schoolwide Improvement Plan

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Highridge Family Center

4400 N AUSTRALIAN AVE, West Palm Beach, FL 33407

https://hr.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 03-12	No	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	72%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The schools in the Department of Support Services are committed to providing effective and relevant instruction to meet the needs of all students. 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.

Provide the school's vision statement.

The schools in the Department of Support Services envision 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.

School Leadership Team

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

Name	Title
Lawrence, Shelia	Assistant Principal
Brown, Erma	Teacher, ESE
Horne, Alma	Other
Keough, Lisa	School Counselor
Vlad, Judith	Teacher, K-12

Duties

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

Principal 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.

Early Warning Systems

Year 2017-18

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	0	1	5	2	3	2	1	0	15
One or more suspensions	0	0	0	0	0	0	1	13	4	9	3	2	0	32
Course failure in ELA or Math	0	0	0	0	0	0	1	8	3	14	5	4	0	35
Level 1 on statewide assessment	0	0	0	0	1	1	10	8	9	10	4	0	0	43

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	0	1	11	3	12	4	3	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	1	0	2	7	1	4	1	0	0	16
Retained Students: Previous Year(s)	0	0	0	0	1	0	2	7	1	4	1	0	0	16

Date this data was collected
Tuesday 9/25/2018

Year 2016-17 - As Reported

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	1	3	2	1	3	1	0	0	11
One or more suspensions	0	0	0	0	0	3	12	4	5	13	1	1	0	39
Course failure in ELA or Math	0	0	0	0	0	0	11	8	3	17	0	3	0	42
Level 1 on statewide assessment	0	0	0	0	0	2	11	5	4	14	0	1	0	37

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	3	12	5	5	15	0	2	0	42

Year 2016-17 - Updated

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	1	3	2	1	3	1	0	0	11
One or more suspensions	0	0	0	0	0	3	12	4	5	13	1	1	0	39
Course failure in ELA or Math	0	0	0	0	0	0	11	8	3	17	0	3	0	42
Level 1 on statewide assessment	0	0	0	0	0	2	11	5	4	14	0	1	0	37

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	3	12	5	5	15	0	2	0	42

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Due to the students enrollment in Highridge School being limited to three months, the students enrolled this year are different from the students that was enrolled in the school last year. We are focusing on attendance. Attendance is a problem for our students. Parents are referred to Highridge Family Center due to their lack of desire to attend school. Yes this is a trend. Student attendance will increase by 10% upon enrollment into Highridge Family Center.

Which data component showed the greatest decline from prior year?

Due to the students enrollment in Highridge School being limited to three months, the students enrolled this year are different from the students that was enrolled in the school last year. We will focus on school referrals.
Students are required to attend school and display a positive behavior once they enter the program. Students referrals will decrease by 20% upon enrollment into Highridge Family Center.

Which data component had the biggest gap when compared to the state average?

Students are required to attend school and display a positive behavior once they enter the program. Students referrals will decrease by 20% upon enrollment into Highridge Family Center. Students are required to attend school and display a positive behavior once they enter the program. Students referrals will decrease by 20% upon enrollment into Highridge Family Center.

Which data component showed the most improvement? Is this a trend?

Due to the students enrollment in Highridge School being limited to three months, the students enrolled this year are different from the students that was enrolled in the school last year. The most improved component is behavior. Behavior during instructional hours will continue to declined 10%.

Describe the actions or changes that led to the improvement in this area.

Teachers at Highridge School have all been trained on trauma informed care. Teachers attend ongoing training on focusing on the positive behavior rather than the negative behavior of the students. Teachers counsel with with the students rather than discipline them for each infraction including the small infractions.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	55%	60%	0%	44%	55%
ELA Learning Gains	0%	56%	57%	0%	52%	54%
ELA Lowest 25th Percentile	0%	51%	52%	0%	49%	49%
Math Achievement	0%	52%	61%	0%	43%	56%
Math Learning Gains	0%	54%	58%	0%	47%	54%
Math Lowest 25th Percentile	0%	49%	52%	0%	42%	48%
Science Achievement	0%	49%	57%	0%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)										Total
	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	1 (0)	0 (1)	1 (3)	5 (2)	2 (1)	3 (3)	2 (1)	1 (0)	0 (0)	15 (11)
One or more suspensions	0 (0)	0 (0)	0 (3)	1 (12)	13 (4)	4 (5)	9 (13)	3 (1)	2 (1)	0 (0)	32 (39)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (11)	8 (8)	3 (3)	14 (17)	5 (0)	4 (3)	0 (0)	35 (42)
Level 1 on statewide assessment	0 (0)	1 (0)	1 (2)	10 (11)	8 (5)	9 (4)	10 (14)	4 (0)	0 (1)	0 (0)	43 (37)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018	0%	58%	-58%	56%	-56%
	2017	0%	57%	-57%	56%	-56%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	59%	-59%	55%	-55%
	2017	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	25%	54%	-29%	51%	-26%
	2017	0%	55%	-55%	52%	-52%
Same Grade Comparison		25%				
Cohort Comparison		25%				
08	2018	0%	60%	-60%	58%	-58%
	2017	0%	56%	-56%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	10%	56%	-46%	53%	-43%
	2017	9%	54%	-45%	52%	-43%
Same Grade Comparison		1%				
Cohort Comparison		10%				
10	2018	0%	55%	-55%	53%	-53%
	2017	0%	51%	-51%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2018					
	2017	0%	61%	-61%	57%	-57%
Cohort Comparison		0%				
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	55%	-55%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	29%	39%	-10%	54%	-25%
	2017	0%	38%	-38%	53%	-53%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		29%				
Cohort Comparison		29%				
08	2018	0%	65%	-65%	45%	-45%
	2017	0%	63%	-63%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018	0%	54%	-54%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	67%	-67%	65%	-65%
2017	0%	66%	-66%	63%	-63%
Compare	0%				
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	36%	72%	-36%	71%	-35%
2017	0%	73%	-73%	69%	-69%
Compare	36%				
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	68%	-68%	68%	-68%
2017	0%	68%	-68%	67%	-67%
Compare	0%				
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	62%	-62%
2017	0%	59%	-59%	60%	-60%
Compare	0%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	0%	55%	-55%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure student achievement in alignment to the District's Strategic Plan; LTO #2, High School readiness and LTO #3, High School graduation rate.
Rationale	Since our school center is an Alternative Educational environment, we work very closely with supporting our students in wanting to learn and changing their mindsets towards a growth mindset.
Intended Outcome	Our intended outcome is to motivate our students to want to learn and build self-esteem and supporting our student's academic progress. Our goal is to reduce the number of behavior referrals by 10%.
Point Person	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. -Student of the Week -Highridge Bucks -Group Counseling -Therapy
Person Responsible	Lisa Keough (lisa.keough@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Ongoing monitoring by the leadership team to review Coaching support, Professional Development and data. The administrator will meet with the Reading and Math teachers to review PD and student data.
Person Responsible	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

All parents will participate in orientation when students enroll and in weekly parenting sessions at the Family Center. Parents will receive progress reports midway during the nine-weeks. Reports are shared with therapists and parent during the weekly family sessions conducted by residential staff.

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

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 collaborative agreement, the partnering agency provides weekly therapeutic sessions addressing student needs as well as weekly group sessions.

The PS/SBT meets weekly to discuss students with barriers to academic and social success.

The school counselor meets with each students within 10 days of entry to determine any additional needs. Teachers report students who are observed to have additional needs to the school counselor who follows up with the student and/or therapeutic counselor.

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

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 remain in the Youth Services school for 3 months. Upon entry students participate in an orientation and career information session. The school counselor meets with students within two weeks of students enrolling to go over individual needs and questions.

Upon completion of the program, the school counselor meets with the students. The counselor shares information with the home school counselor relating to the student's success in the program, interventions that worked with the student and recommendations/suggestions for the students upon return to the home school.

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.

In alignment, to school board 2.09 and Florida State Statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. African American studies, Holocaust studies and Latin America studies are offered as needed. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships with all students. Teachers are asked to incorporate their students' cultural backgrounds into lessons with the intent of creating sensitive classes that foster respect for all cultures.

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:
a. Analyze school demographic/academic/profile data for the purpose of problem analysis and generating a working hypothesis.
b. analyze school-wide and grade-level data on academic performance to select academic goals

c. analyze disaggregated 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 PLC meetings to eliminate hypotheses that are 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.

The school receives Title I, Part D funds as part of the DJJ/Youth Services group in the Support Services department. Student data is reviewed from the previous year during the summer and a team identifies needs through the problem-solving process. Information is shared with School Advisory Council and teachers. Tutoring, resource teachers, and instructional materials to aid instruction are primary areas of use of these funds.

Due to the small size of the school (less than 60), the needs of individual students are provided for by district department through the intervention of the certified school counselor.

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

Administrative Staff will 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.

Our school integrates Single School Culture by sharing our Universal Guideline 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.

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

During weekly student orientation the Graduation/Career Coach meets with students to present 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).

Part V: Budget	
Total:	**$70.00**