

The School District of Palm Beach County

Palm Beach County Jail



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	15
Budget to Support Goals	16

Palm Beach County Jail

3228 GUN CLUB RD, West Palm Beach, FL 33406

<https://cj.palmbeachschools.org>

Demographics

Principal: Timothy Abrams

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: F (4%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

<p>Year</p>	<p>2014-15</p>	<p>2011-12</p>
<p>Grade</p>	<p>F*</p>	

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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 Department of Support Services 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.

Provide the school's vision statement.

The Department of Support Services 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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Abrams, Timothy	Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth.
Lawrence, Shelia	Assistant Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth.
Horne, Alma	Other	Graduation/Career coach
Pollard, Jeff	Administrative Support	Data and instructional support for core subjects.
Forbes-Edwards, Sandy	Teacher, ESE	Monitor and check compliance of all ESE files and student's Individual Educational Plans.
Arbit, Wendy	School Counselor	Assist with Master Schedule, student schedules, counseling, student records request, SBT and student assessments.
Leonard, Crystal	Other	Transition Coordinator

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	2	0	3	8	1	15
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	0	3	8	1	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	5	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	4	13	3	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	3	13	5	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	0	0	3	11	3	18

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	0	0	0	0	1	1	3	1	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	1	0	2

FTE units allocated to school (total number of teacher units)

6

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	0	0	1	0	4	1	3	3	12
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	5	3	12
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	6	6	12	4	30
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	1	2	3	12	3	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	1	4	4	11	3	24

Prior Year - 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	0	0	1	0	4	1	3	3	12
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	5	3	12
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	6	6	12	4	30
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	1	2	3	12	3	22

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	1	1	4	4	11	3	24

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	1 (0)	2 (0)	0 (0)	3 (0)	8 (0)	1 (0)	15 (0)
Attendance below 90 percent	0 (0)	1 (1)	2 (0)	0 (4)	3 (1)	8 (3)	1 (3)	15 (12)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (2)	2 (2)	5 (5)	0 (3)	7 (12)
Course failure in ELA or Math	0 (0)	1 (1)	1 (1)	0 (6)	4 (6)	13 (12)	3 (4)	22 (30)
Level 1 on statewide assessment	0 (0)	0 (1)	0 (1)	1 (2)	3 (3)	13 (12)	5 (3)	22 (22)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018	0%	54%	-54%	51%	-51%
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	56%	-56%	55%	-55%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018	0%	39%	-39%	54%	-54%
Cohort Comparison		0%				
08	2019					
	2018	0%	65%	-65%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018	0%	54%	-54%	50%	-50%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	67%	-67%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	67%	-67%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	0%	68%	-68%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Although we declined by 10% in math gains in 2019 in comparison to 2018, we still out performed the state in math gains by 5%. We feel this is due to our transient population of students we serve and the prior knowledge in this subject area.

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

Although we declined by 10% in math gains in 2019 in comparison to 2018, we still out performed the state in math gains by 5%. We feel this is due to our transient population of students we serve and the prior knowledge in this subject area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Palm Beach County Jail had a 10% higher score than the state average in ELA gains in 2019. In addition, Palm Beach County Jail also had a 5% higher score than the state average in math gains in 2019.

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

Our ELA students had the most gains during FY19. We feel that an increased focus on reading and vocabulary had a large impact on this accomplishment. Another contributing factor was the addition of Reading Plus.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

- 1.Course failures.
- 2.Level 1 State Assessments scores.

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

1. Increase student gains within Math and ELA state assessments.
2. Reduce the amount of course failures.
3. Increase student attendance.
4. Reduce the amount of suspensions.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction within Math and ELA in alignment with LTO 2, High school Readiness and LTO 3, High school Graduation Rate.
Rationale	In our ELA population, we see 61% of our students showed gains on the 2018 FSA. In Math, 50% of the students at the jail had gains on the 2018 FSA. We will work to improve these learning gains by 5% in FY19 to ensure our students continuous growth towards high school graduation and college and career readiness.
State the measurable outcome the school plans to achieve	The goals at the PBC Jail are: To reduce student course failures by 5%. To increase student achievement in ELA and Math state assessments by 5%.
Person responsible for monitoring outcome	Timothy Abrams (timothy.abrams@palmbeachschools.org)
Evidence-based Strategy	1. In school/after school tutorials 2. Incorporate Reading Plus and IXL in both ELA and Math courses. 3. To develop our SwPBS with training and a point system to support student behavior/academics.
Rationale for Evidence-based Strategy	1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school day instruction. 2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary. 3. Utilizing SwPBS allow students to feel welcome, supported and validated. Incentive programs allows for student buy-in and motivation.

Action Step

Description	<ol style="list-style-type: none"> 1. Tutorials: <ol style="list-style-type: none"> a. Identify students with needs. b. Arrange tutorial schedules. c. Arrange time for collaborative lesson planning utilizing the resources within the technology programs. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Harvey-Lawrence, Pollard, Hubbard-Williams). 2. Technology <ol style="list-style-type: none"> a. Purchase programs. b. Train teachers to utilize the program effectively and with fidelity. c. Arrange schedule for appropriate program usage. d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Timothy J. Abrams, Harvey-Lawrence, Pollard, Hubbard-Williams). 3. SwPBS <ol style="list-style-type: none"> a. Develop a partnership with PBSO to support incentive programs for positive behaviors. b. Establish point system to motivate students. c. Establish the Five Pillars of Effective Behaviors throughout the facility. d. Establish a mentoring program. e. Monitoring will be done by teachers, administration and PBSO staff through
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classroom visits and overall changes within the environment.

**Person
Responsible**

Timothy Abrams (timothy.abrams@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity. Our students participate in activities and studies including, but not limited to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Palm Beach County Jail integrates Single School Culture by partnering with Jail staff to provide incentives for positive behaviors and academic achievement to ensure students strive to reach their potential socially and academically.

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 Schoolwide Improvement Plan 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.

At Palm Beach County Jail we correspond with parents, families and community stakeholders via newsletters and SIS Parent Navigation letter. This allows the parent to be informed as to the education being provided to their child by the Palm Beach County School District.

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.

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.

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

At the Palm Beach County Jail, we provide a continuation of the educational needs of our students based on Florida State Standards for graduation. When the students enter our school we support students by understanding their academic levels with entrance level assessments in reading and math. We have a transition coordinator that liaisons with the receiving schools for continual student success.

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.

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

Students enter at various times during the year and remain in the Palm Beach County Jail from 1 day to 1 1/2 years. Upon entry students participate in an orientation and career information session. The school counselor meets with students within 10 days of students enrolling to go over graduation requirement as well as addresses 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.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure effective and relevant instruction within Math and ELA in alignment with LTO 2, High school Readiness and LTO 3, High school Graduation Rate.	\$0.00
			Total: \$69.00