

The School District of Palm Beach County

Palm Beach County Jail



2021-22 Ungraded Schoolwide Improvement Plan

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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: 2/2/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2020-21 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 Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 educate, affirm, and inspire each student in an equity-embedded school system.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Palm Beach County Jail is a a Secure Facility that services students from diverse counties within the State of Florida. The Palm Beach County Jail Educational Staff aims to educate, affirm and inspire each student by creating a culture that promotes the delivery of Standards based instruction from qualified educators.

The Palm Beach County Jail will provide quality educators, Social emotional learning, and academic equity to help each student reach their complete potential required to be responsible citizens and have productive careers.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Permenter, Demetrius	Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth.
Ford, Mary	Assistant Principal	
Pollard, Jeff	Administrative Support	Provide data and support to ensure that students are meeting and exceeding state standards.
Cohen, Lisa	School Counselor	Ensure that all students are making academic progress according to pupil progression. Credit checks and summaries will be done twice a year in the beginning of the fall and winter semesters.
Horne, Alma	Graduation Coach	Support for graduating seniors and parent outreach of graduating seniors.
	Teacher, ESE	Support all ESE and 504 students to make sure that they are successful academic and that their plans are implemented, compliance of all 504s and IEPs, general education teachers support.
Leonard, Crystal	Transition Specialist	Inform students of their options once they leave the facility

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Tuesday 2/2/2021, Timothy Abrams

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

20

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	1	4	5	2	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	2	5	1	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	2	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	4	4	1	10

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	0	0	0	0	1	3	1	5

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	0	0	0	2	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	1	4	6	3	14
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	2	5	1	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	2	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	5	1	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	2	1	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	2	5	8	15

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		57%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		46%	44%
Math Achievement					54%	51%		54%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					43%	45%		43%	45%
Science Achievement					73%	68%		72%	67%
Social Studies Achievement					74%	73%		73%	71%

Grade Level Data Review - State Assessments

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	56%	-56%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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	

ESSA Federal Index	
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The Area of Focus for SY 20-21 was 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. 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.

Our school has a transient student population and students can be in our program for one day to two years, therefore consistently measuring academic progress becomes challenging.

We utilize Reading Plus to support student learning as a tier 2 intervention program and Intensive Reading class is utilized as a tier 3 intervention.

We were only rated in one component ELA and our learning gains were 30 percent down from 61 percent in 2018-2019 the last year that we were rated due to COVID-19

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Through the use of Reading Plus and Khan Academy we saw a progressive increase in student learning, however our learning gains were 30 percent below SY 2018-2019 ELA score due to COVID-19.

In order to support improvement in our Reading Plus data, we implemented consistent use of Reading Plus within our afterschool program and English/Reading classes. For School Year 2021-22, the implementation of a Reading Teacher had been added to the Master board (schedule).

Our teachers participated in Professional Development designed to improve pedagogical skills thus having an impact a positive impact on student achievement.

Our students had the options to participate in performance-based Exit Option which supports their transition to take the GED, thus allowing for their HS Diploma acquisition. In addition it increased students participation in core curriculum to ensure earning the 18/24 credits towards meeting HS graduation.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our greatest needs for improvement fall within ELA component.
FY19 - ELA scores show a 31 percent decrease in ELA earning gains.

Our concerns are:

- Course failures: Specifically focusing on the number of students that are falling behind. Our grading system is standards-based and when students fail there is an indication that mastery has not been met.
- Statewide assessment level 1 ELA & Math: Based on this data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy and math that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. ESSA subgroups will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.
- Behavior infractions that lead to placement at the alternative sites (Suspensions) - Students are supported to prevent behavioral infractions through counseling sessions and therapy to ensure they understand the consequences their actions bring.

What trends emerge across grade levels, subgroups and core content areas?

Many of the students entering our facility are deficient in both Reading and Math. Our students are also deficient in acquisition of core credits, for example, an 18 year old student may come in with only enough credits to be a ninth grader. Student academic history and enrollment indicates a disruption in learning, which result in low number of credits and risk of graduating with cohort. Students enter into our program at various times throughout the calendar year and may only stay with us a minimum of 9 months, which also causes disruptions in their learning and monitoring.

Student engagement is another concern we have. Most of our students have not consistently attended a comprehensive school setting therefore, they need to be acclimated into the school setting and expectations, which is not easily attained. In order for students to succeed both academically and emotionally they must feel welcomed and included at the County Jail, we value our students and work with them in one to one and small groups to support their academic performance.

What strategies need to be implemented in order to accelerate learning?

Standards Based Instruction will be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our tutorial and credit recovery (Edgenuity) programs should ensured student participation and success.

All teachers, including elective teachers will collaborate to ensure program success. Schedules will adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them in order to motivate and ensure:

Increase students' learning gains in Literacy and Math for all students through:

1. In school/after school tutorials
2. Incorporate Reading Plus and Khan Academy in both Reading/English and Math courses
3. Support increase graduation rate through sessions with Graduation Coach/School Counselor
4. Students will focus on College/Career/Work Force readiness with MyCareerShines and facilitation sessions with Graduation Coach and teachers

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for:

Differentiation of Instruction

Standards based instructional delivery

PBS

Compliance

SEL

Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the number of absences that students have when they enter our school and student surveys we have ascertained that if students are not given the opportunity to graduate with their cohort they will not attend school once they are released. Since school attendance is required at the jail students will be able to take the necessary courses and graduate with their cohort before they leave the facility or they will be on track for graduation when they exit the facility.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100 percent of 11th grade, 12th grade, and retained students with credit deficits not graduating with their cohort will be enrolled in Credit Recovery(Edgenuity) .

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be given a goal to demonstrate progress and will be tracked weekly by teachers on Edgenuity dashboard. Teachers will be available to assist students and teach students with deficient core skills based on the subject area content. Students will be given an Academic Credit Summary and it will be reviewed with students monthly to ensure they are enrolled in the correct courses to meet graduation requirements.

Person responsible for monitoring outcome:

Mary Ford (mary.ford@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. In school/after school tutorials
2. Incorporate Reading Plus in Reading
3. Data Chats
4. Small Group Instruction

Graduation rate increased when this strategy was implemented in the past. Three students were able to graduate with their cohort.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school day instruction and supports closing the achievement gap.
2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary.
3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weakness and strengths.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School counselor and teachers will conduct on-going data chats with students. School counselor will give quality feedback to students based on progress.

1. In school/after school tutorials
 - a. Identify students with needs.
 - b. Arrange tutorial schedules.
 - c. Arrange time for collaborative lesson planning utilizing the resources.
 - d. Support student learning through data analysis and data chats by teachers and leadership.

- e. Teachers will receive professional development on differentiation.
- f. Implement the use of Edgenuity

Person Responsible Mary Ford (mary.ford@palmbeachschools.org)

- 2. Incorporate Reading Plus in Reading courses
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity.
 - c. Teachers develop rotational schedule for appropriate program usage.
 - d. Teachers analyze data from programs to provide additional content specific differentiated small groups.
 - e. Set expectations and train teachers to utilize program resources for small group differentiation.

Person Responsible Mary Ford (mary.ford@palmbeachschools.org)

- 3. Data Chats
 - a. Review and train teachers the format to be followed for data chats
 - b. Develop a data chat form
 - c. Schedule on-going data chat sessions with all; stakeholders; students, teachers, parents, and administration

Person Responsible Lisa Cohen (lisa.cohen@palmbeachschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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. 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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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. 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.