The School District of Palm Beach County

Alternative Program Central

2021-22 Ungraded Schoolwide Improvement Plan

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Alternative Program Central

1041 45TH ST, West Palm Beach, FL 33407

http://www.palmbeachschools.org/9304/djjyouthserviceshome.asp

Demographics

Principal: Demetrius Permenter

Start Date for this Principal: 7/12/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 4-12
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)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
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.

Alternative Program Central (3039), also known as the Kelly Center falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing effective and relevant instruction to meet the needs of all students. Our mission is to provide students with a world-class education with excellence and equity to empower each student to reach his or her highest potential. We strive to foster effective staff to promote the development of student knowledge, skills, and the ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Alternative Program Central (3039) 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.

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

The Walter D. Kelly Treatment Center in West Palm Beach serves as the temporary home for adolescents struggling with addiction and behavioral health problems. The center operates year-round, with 24-hour supervision and includes: treatment programs and on-site education programs. The average length of stay is three to six months.
Specific supports provided to meet our mission and vision consist of three components:
We 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.
Pollard, Jeff	Administrative Support	Provide instructional support, mentoring and guidance to teachers and administrators. Including but not limited to analysis & data reflection to develop professional learning communities to ensure standards based-instruction throughout in support of student learning gains and increasing graduation rate.
Israel, Freddy	Assistant Principal	Assist our principal in the planning, coordination, and directing of activities and programs related to the administration of our sites.
Leonard, Crystal		Transition Coordinator. Provide student, parents, sending schools. and receiving schools with transition services and information as students enter and exit schools throughout our programs.
Keough, Lisa	School Counselor	Fosters academic achievement, college and career readiness, and social/emotional development for all students through direct counseling services and collaboration with teachers, administrators, parents, and community. Provides transition services, interface with the Dept. of Juvenile Justice as well as program personnel while students are involved in therapeutic, substance abuse, and at-risk behavior modification programs.
Horne, Alma	Graduation Coach	Provides support services to students at six schools which are alternative schools/programs. The Graduation coach worked in collaboration with administrators, teachers, students, and other stakeholders to improve academic performance, remove barriers to graduation, and make students aware of post-secondary options. The Graduation Coach interacts directly with students to assist and deliver intervention. As a result of these services, many students at risk of not graduating are supported in meeting graduation requirements, earning standard high school diplomas, earning the High School Equivalency diploma and acquiring an understanding of matriculation into post-secondary college, workforce and career opportunities. The Graduation Coach provides access to learning experiences outside of the classroom to include, but not limited to; career/college fairs, reading readiness/literacy opportunities , college readiness, and awareness of postsecondary options.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 7/12/2021, Demetrius Permenter

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

1

Total number of students enrolled at the school.

14

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

0

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

0

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	3	3	0	6	12
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	3	1	7	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	0	1	2	1	3	0	8
Course failure in Math	0	0	0	0	0	0	1	0	1	2	1	2	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	4	2	1	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	0	3	1	1	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	4	0	4	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	1	0	1	2	1	4	0	9

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

Date this data was collected or last updated

Monday 7/12/2021

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	1	1	6	4	0	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	3	1	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide FSA Math assessment	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	1	1	0	1	1	4

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	0	6	4	12

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					56%	61%		55%	60%
ELA Learning Gains					58%	59%		56%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement					53%	62%		52%	61%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					55%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		49%	52%
Science Achievement					45%	56%		49%	57%
Social Studies Achievement					75%	78%		72%	77%

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
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	52%	-52%
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
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

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	0%	72%	-72%	71%	-71%

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					

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
WHT										10	
FRL											
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	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	10
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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 the FY21 school year was to increase learning gains for all students in ELA and Math. Based of SY 2021 data, a high percentage of our students have not yet mastered their reading nor math skills.

Standards Based Instruction will continue to be a primary focus to effectively monitor our low performing ESSA subgroups . Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support our low performing. Administrators were assigned to support the students and build relationships with them to motivate and ensure their progress in order to positively ensure:
1. Increase student gains in Literacy
2. Increase student gains in Math

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

The data that showed the most improvement is ELA. The students assigned to the Kelly Center focus on credit recovery via the Edgenuity platform. While assigned to the center, they are held accountable for completing at least 1.0 high school credit every 6 weeks. Since the majority of the students in the program have credit and GPA deficiencies, their academic success is largely measured by their ability to successfully complete their online classes within the allotted time. When measured against this yard stick, 90% of the students enrolled have successfully completed their online classes on time.

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?

For the students enrolled in the Alternative Program Central program, our greatest need of improvement are :
1. Students' failure of ELA and Math courses
If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner.
2. Attendance
When a students' attendance is less than 90%, they fall behind in schoolwork, leading to even poorer grades. Students who are too far behind in classwork are more likely to drop out. Those individuals who drop out of the educational process are often more likely to be arrested and/or incarcerated. Our goal is to provide our students with the tools to make the correct choices. To help them understand they have a choice and these choices can end in positive outcomes.

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.

Student engagement is another concern we have. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

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

Standards Based Instruction will continue to 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.

Since students assigned to the Kelly Center focus on credit recovery via the Edgenuity platform, they are held accountable and our team of educators are working to help therm assume more responsibility for their own success. To be more self-disciplined. To learn to hold themselves accountable for their work and behavior. As a result, 90% of the students enrolled have successfully completed their online classes on time.

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
Standards based instruction
SwPBS
Compliance
SEL
Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus for the school year is to increase our students graduation rate, and improve their college and career readiness by increasing their reading and mathematical skills. The area(s) of focus were selected to provide instructional emphasis on the students' greatest needs. Specifically, the majority of the students assigned to Alternative Program Central have not passed either the FSA ELA or the FSA EOC Algebra assessments. Additionally, in partnership with the Kelly Center a focus on the students social/personal skills is accomplished via individualized counseling and therapy.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The students assigned to the Alternative Program Central enroll in Edgenuity Credit Recovery and Initial Credit courses and are closely monitored by the teacher. ESE, ESOL and 504 support is also provided by the teacher. A measurable academic outcome is the students' success in completing their assigned courses. Students should complete at least one (1) credit in a core subject area for each 6 weeks of enrollment in the program.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At the Alternative Program Central, we strategically plan for a variety of monitoring techniques: -Review of Lesson Plans -Data Analysis -Classroom walkthroughs -Student work samples/portfolio/binder reviews -Student attendance -Data Chats with teachers, students, and parents -Formal Observations -Monitoring of SEL / academics through SBT Mathematics will be monitored through the use of Edgenuity Credit Recovery and Initial Credit courses and will closely be monitored by the teacher.. Course failure, will be monitored through the monthly Treatment meetings, teachers meetings, and with parents to discuss student progress and/or concerns. The monitoring will be supported by key members of the leadership team: -Assistant Principal -Single School Culture Coordinators will divide Reading and Math contents -Math Coach -Graduation Coach -ESE Coordinator
Person responsible for monitoring outcome:	Freddy Israel (freddie.israel@palmbeachschools.org)

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

• Make data part of an ongoing cycle of instructional improvement.
• Teach students to examine their own data and set learning goals and develop self-monitoring skills.
• Provide supports that foster a data-driven culture within the school.

The most successful teachers in the online environment know how to track and process student data and use it to restructure and tailor their lessons for both group instruction and individual students—particularly for ESE, 504 and ELL students who may struggle with the content.

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.

1. Assign relevant courses to students' schedule - Guidance Counselor, Data Processor
2. Establish timeline / daily schedule for students' course completions - Classroom Teacher
3. Monitor student progress with daily feedback - Classroom Teacher
4. Monitor weekly progress of students - Classroom Teacher & Program Manager
5. Update student record upon return to their home school - Data Processor

Person Responsible

Freddy Israel (freddie.israel@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.

Area of Focus is related to ESSA subgroups which is our population.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus for the school year is to increase our students graduation rate, and improve their college and career readiness by increasing their reading and mathematical skills. The area(s) of focus were selected to provide instructional emphasis on the students' greatest needs. Specifically, the majority of the students assigned to Alternative Program Central have not passed either the FSA ELA or the FSA EOC Algebra assessments. Additionally, in partnership with the Kelly Center a focus on the students social/personal skills is accomplished via individualized counseling and therapy.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The students assigned to the Alternative Program Central enroll in Edgenuity Credit Recovery and Initial Credit courses and are closely monitored by the teacher. ESE, ESOL and 504 support is also provided by the teacher. A measurable academic outcome is the students' success in completing their assigned courses. Students should complete at least one (1) credit in a core subject area for each 6 weeks of enrollment in the program.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At the Alternative Program Central, we strategically plan for a variety of monitoring techniques: -Review of Lesson Plans -Data Analysis -Classroom walkthroughs -Student work samples/portfolio/binder reviews -Student attendance -Data Chats with teachers, students, and parents -Formal Observations -Monitoring of SEL / academics through SBT ELA will be monitored through the use of Edgenuity Credit Recovery and Initial Credit courses and will closely be monitored by the teacher.. Course failure, will be monitored through the monthly Treatment meetings, teachers meetings, and with parents to discuss student progress and/or concerns. The monitoring will be supported by key members of the leadership team: -Assistant Principal -Single School Culture Coordinators will divide Reading and Math contents -Math Coach -Graduation Coach -ESE Coordinator
Person responsible for monitoring outcome:	Freddy Israel (freddie.israel@palmbeachschools.org)

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

• Make data part of an ongoing cycle of instructional improvement.
• Teach students to examine their own data and set learning goals and develop self-monitoring skills.
• Provide supports that foster a data-driven culture within the school.

The most successful teachers in the online environment know how to track and process student data and use it to restructure and tailor their lessons for both group instruction and individual students—particularly for ESE, 504 and ELL students who may struggle with the content.

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.

1. Assign relevant courses to students' schedule - Guidance Counselor, Data Processor
2. Establish timeline / daily schedule for students' course completions - Classroom Teacher
3. Monitor student progress with daily feedback - Classroom Teacher
4. Monitor weekly progress of students - Classroom Teacher & Program Manager
5. Update student record upon return to their home school - Data Processor

Person Responsible   Freddy Israel (freddie.israel@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.

Area of Focus is related to ESSA subgroups which is our population.

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 tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. The Alternative Program

Central will continue 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 within the curriculum, to include, 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.

The Alternative Program Central (Kelly Center) integrates Single School Culture by partnering with Kelly 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.

At Alternative Program Central (Kelly Center), 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 them 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.

The member(s) 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 discussions about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Up to ten days after entry students are discussed during school based-team meetings to determine their academic performance and best improvement journey to support future success.

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

The Kelly Center is a residential program and consists of three components provided by the Walter D. Kelly Treatment Center in partnership with the School District of Palm Beach County (SDPBC).

Mental Health Therapy provided by the Kelly Center.
This involves using evidence-based individual, group (process, educational, life skills, trauma-informed, etc.), and family counseling. Upon admission, each resident is assigned a primary counselor who, with input from the treatment team and stakeholders, manages the adolescent's case through to discharge from the program.

Academic Support provided by SDPBC.
Through agreements with the School District of Palm Beach County, Kelly Center residents are able to continue their studies toward high school graduation at our on-site schools. In addition to academic support, the school district personnel implement a Single School Culture and share the Universal Guidelines for Success by communicating these expectations to parents and students. The support systems include administrators, teachers, ESE contact, School Counselor, and Graduation Coach.

Behavior Modification provided by the Kelly Center.
Designed to end undesirable or maladaptive behavior and promote positive change, our behavioral

management system is based on levels, from orientation to level five, and requires residents to set and achieve goals in order to progress to the next level. From beginning to end, the entire treatment process is driven by the treatment team, a core unit of professionals consisting of the medical director, program supervisor, school representatives, therapist, resident and family, and other relevant case managers or professionals who may provide knowledge to the resident's treatment course. Families are expected to attend regularly scheduled family counseling, parent/family groups, visitation and other related activities. To shape the kind of change needed to ensure sustained success, a firm commitment is necessary from all persons involved.

Students are given as many tools as possible to help them on their journey to success; therefore, a strong emphasis is placed on social skills and competency development. Students are encouraged to participate in on-site and off-site recreation activities geared toward team and self-esteem building, and teaching residents to identify and participate in prosocial activities.