

The School District of Palm Beach County

Palm Beach Regional Detention Center



2021-22 Ungraded Schoolwide Improvement Plan

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Palm Beach Regional Detention Center

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

<https://pbrj.palmbeachschools.org>

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 7/27/2021

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)	59%
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.

The Palm Beach Regional Detention Center (3006), also known as D.C., falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing practical and relevant instruction to meet the needs of all students. Our mission is to continuously provide students with safe, world-class education with excellence and equity to empower them to succeed and reach their highest potential. We strive to cultivate adequate staff while promoting the development of student knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The Detention Center envisions an environment where every student can feel safe and receive educational services within the core academics. Our vision is to foster a dynamic, collaborative multicultural community that values and supports education and lifelong learning. All learners reach their highest potential to succeed in the global economy. We believe all children can have a second chance and can have a successful re-entry into our community.

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

The Palm Beach Regional Juvenile Detention Center is a safe and secure facility that serves youth detained by various circuit court(s). Children are detained pending adjudication, disposition, or placement in a commitment facility.

Students are educated within a challenging environment that empowers them to become ethical, well-rounded individuals and productive community members.

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 leaders 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 the principal in the planning, coordinating, and directing activities and programs related to the administration of our sites.
Leonard, Crystal	Teacher, ESE	Transition Coordinator. Provides students, 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 the 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.
Cohen, 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 the 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	To uphold the District's mission that all students graduate from high school, the Department of Support Services Initiative of the Graduation Coach provides support services to students at six schools which are alternative schools/programs. The Graduation coach collaborated with administrators, teachers, students, and other stakeholders to improve academic performance, remove barriers to graduation, and make students aware of postsecondary options. The Graduation Coach interacts directly with students to assist and deliver the 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 postsecondary college, workforce, and career opportunities. The Graduation Coach provides access to learning experiences outside of the classroom to include, but not limited to, career/

Name	Position Title	Job Duties and Responsibilities
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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

Tuesday 7/27/2021, Demetrus Permenter

Number of teachers with professional teaching certificates?

6

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

22

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

3

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

3

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	1	2	1	4	6	4	18
Attendance below 90 percent	0	0	0	0	0	0	1	3	9	11	17	17	5	63
One or more suspensions	0	0	0	0	0	0	0	1	1	4	5	3	0	14
Course failure in ELA	0	0	0	0	0	0	1	4	4	12	14	15	2	52
Course failure in Math	0	0	0	0	0	0	0	2	6	11	15	16	0	50
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	10	3	5	10	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	8	0	8	3	2	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	2	1	3	5	3	15

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	3	7	13	18	19	1	62

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

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	2	2	3	5	8	5	25
Attendance below 90 percent	0	0	0	0	0	0	0	5	15	24	24	33	5	106
One or more suspensions	0	0	0	0	0	1	0	1	18	20	23	18	3	84
Course failure in ELA	0	0	0	0	0	0	0	1	10	25	26	24	4	90
Course failure in Math	0	0	0	0	0	0	0	2	9	26	25	29	4	95
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	13	3	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	4	8	3	15

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	2	2	17	26	31	34	5	0	117

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	5	5	4	2	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	0	0	3

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%
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					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
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%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
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					
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					

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
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Students With Disabilities	
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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%	0

English Language Learners	
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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%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

During the FY21 school year, our areas of focus were to increase students reading and mathematical skills. Based on SY 2021 data, a high percentage of our students have not mastered their reading nor math skills. Based on EDW (Educational Data Warehouse), students perform at a level 1 or 2 on Reading or Math.

In the FY19 school year, Math gains showed (0%), the lowest performance of our current population, whereas the state showed 59% gains. Neither ELA nor Math showed improvement when compared to the state's data.

During the mid-year of FY20, the students at Palm Beach Regional Juvenile Detention Center showed a 5% increase on an ELA standard.

In FY21, the Fall Diagnostic assessment results indicated that students performed at a level 1 or 2 on

all 20 ELA standards assessed.

The Worldwide Interactive Network program (WIN), Edgenuity, IXL, and Reading Plus have been implemented as a progress monitoring tool for low-performing students. The WIN is a diagnostic tool that we use upon entry to the Detention Center, which allows determining the student's performance within ten days of their entry into the program. We can provide or establish a student placement within the appropriate grouping to conduct the necessary remediation according to their level. In addition, we monitor the progress of our students through School-Based Team meetings (SBT).

Being that our students are transient, we do not have a consistent opportunity to demonstrate gains.

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

After reviewing all relevant data provided in IXL and Reading plus, we saw a significant improvement in student learning. However, neither Math nor ELA showed improvement when compared to the state's data. Instructional practices have been realigned to ensure that students receive standardized-based instructions. ELA and Math coaches have been enlisted to analyze the progress monitoring tools utilized by instructional staff to measure the effectiveness of their education and alignment with the Palm Beach County School District's plans and timelines.

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?

The area of mathematics is in the greatest need of improvement within our facility. A high percentage of our students are performing at a level 1 or 2. Data analysis from EDW (Educational Data Warehouse) indicated low performance on standards that required students to explain each step in solving a simple equation. In addition, students performed very low on items that needed an understanding in graphing the set of a solution plotted in the coordinate plane. Students tend to miss these questions because they do not comprehend math problems requiring critical thinking. We need to design a plan of action focused on increasing student achievement.

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

The majority of the students assigned at the Detention Center are in grades 5-12 and have high deficiencies in reading and math. If we are unsuccessful in addressing their high deficiencies in reading and math requirements for graduation, our students will not graduate from High School on time.

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

Standards-based Based Instruction will continue to be a primary focus to accelerate learning. We will align resources and strategies to grade-level standards, and scaffolds will be put in place to support students who are not yet performing at their grade level. Our tutorial program during the school day should ensure student participation and success. All instructional staff, including elective teachers, will collaborate to ensure program success.

We will adjust Schedules to ensure tutorial days are honored and student participation is guaranteed. Administrators are assigned to support the students and build relationships with them to motivate and confirm their attendance to increase student literacy and math gains positively.

Our focus is to increase student engagement to become active learners utilizing the strategies put in place. We hope that students take ownership and foster independence through their concentration during their daily lessons. This focus will be ongoing, and we will provide professional development during staff meetings and on professional development days.

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.

Based on the contributing factors, Standards-Based Instruction will continue to be a primary focus during instructional planning sessions, professional learning communities, and data chats with teachers and students. We will incorporate all the available assessment tools. We will include FSQ, USA, Diagnostic Assessment, and Palm Beach Writes to accelerate learning. We will encourage staff to participate in collaboration training.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components 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.

To increase our students' graduation rate and improve their college and career readiness by increasing their reading and mathematical skills and health and wellness. In FY19, our math gains showed (0%), the lowest performance of our current population, whereas the state showed 59% gains. During the 2020 second semester, no new assessment data was obtained due to the state and district's moratorium on assessments and the implementation of remote learning. In FY21, the Fall Diagnostic assessment results indicated a high percentage of our students performing at a level 1 or 2 on all Math Standards assessed. As evidenced by the FY19 (0%) gains, and no FY20 assessment data obtained due to the state-mandated school closure (COVID19), and level 1 and 2 in all assessments in FY21, results revealed that differentiated standard-based instruction is needed to address the most fundamental needs of our students and support them with meeting the rigorous Florida State Standards for Mathematics.

Measurable Outcome:

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

1. As evidenced by FY19, improve learning gains in math from 0% to 25% for our lowest 25%.
- 2 As evidenced by FY20 second semester, improve learning gains in math from 0% to 25% for our lowest 25%.
3. As evidenced by the FY 21 Fall Diagnostic assessment indication, improve our ESE students learning gains in math.
4. Improve school-wide learning gains in math from 0% to 25%.

Monitoring:

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

Monitoring is a significant step towards student achievement and school improvement. It provides teachers and administration the data they need to decide instruction and differentiated support for the students. At the Detention Center, 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 using the IXL, The Khan Academy, The district's FSAs, and EOCs. Edgenuity and Reading Plus will be utilized to ensure student achievement and growth. Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and parents and JPO Managers to discuss student progress and concerns.

Key members of the leadership team will support the

monitoring:

- 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.

1. In school/after school tutorials
2. Incorporate IXL and Khan Academy
3. Data Chats
4. To develop our SwPBS with training and a point system to support student behavior/academic
5. Support increased graduation rate through MyCareerShines and facilitation sessions with Graduation Coach

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 keep 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.
4. Utilizing SwPBS allow students to feel welcome, supported, and validated. Incentive programs allow for student buy-in and motivation.
5. Support increased graduation rate through MyCareerShines and facilitation sessions with Graduation Coach. When students feel supported and receive guidance towards their future success, they tend to respond in a positive manner, and their self-esteem is positively affected.

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. In school/after school tutorials
 - a. Identify students with needs.
 - b. Arrange tutorial schedules.
 - c. Arrange a time for collaborative lesson planning utilizing the resources.
 - d. Support student learning through data analysis and data chats by teachers and leaders.
 - e. Teachers will receive professional development on differentiation.
 - f. Implement the use of Edgenuity

Person Responsible

Freddy Israel (freddie.israel@palmbeachschools.org)

2. Incorporate IXL and Khan Academy
 - a. Renew program contracts
 - b. Train teachers to utilize the program effectively and with fidelity.
 - c. Teachers develop a rotational schedule for appropriate program usage.

- d. Teachers analyze data from programs to provide different content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

3. Data Chats

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

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

4. To develop our SwPBS with training and a point system to support student behavior/academics.

- a. Develop a partnership with Palm Beach Youth Academy to support Incentive programs for positive behaviors.
- b. Establish a point system to motivate students.
- c. Establish the 5 Pillars of Effective Behaviors throughout the school.
- d. Establish a mentoring program.

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

5. Increase graduation rate through MyCareerShines and facilitation sessions with Graduation Coach

- a. Students meet with the School Counselor to review their transcripts and determine their graduation track.
- b. Student schedules are developed to ensure matriculation toward graduation.
- c. Students complete an inventory assessment through MyCareerShines. The inventory will provide information on possible career tracks.
- d. Students meet weekly with Graduation Coach/Teachers to ensure graduation track.
- e. Students are taught and supported with the completion of life skills necessary for success (e.g., resume writing, cover letter writing, and how to complete job applications, etc.).

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.

The area of Focus is related to ESSA subgroups which is our population.

#2. DJJ Components 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.

To increase our students' graduation rate and improve their college and career readiness by increasing their reading and mathematical skills and health and wellness.
 In FY19, our ELA gains showed (0%), the lowest performance of our current population, whereas the state showed 59% gains.
 During the 2020 second semester, no new assessment data was obtained due to the state and district's moratorium on assessments and the implementation of remote learning.
 In FY21, results from the Fall Diagnostic assessment indicated a high percentage of our students performing at a level 1 or 2 on all ELA Standards assessed.

As evidenced by the FY19 (0%) gains, and no FY20 assessment data obtained due to the state-mandated school closure (COVID19), and level 1 and 2 in all assessments in FY21, results revealed that differentiated standard-based instruction is needed to address the most fundamental needs of our students and support them with meeting the rigorous Florida State Standards for ELA. Our students needed real-world application-type lessons and projects that both challenged and engaged them. Our ESE students would have also benefited from an ESE Support Facilitator with a reading and ELA background. Monitoring through Common Assessments and a remediation plan would have also helped our students.

Measurable Outcome:

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

1. As evidenced by FY19, improve learning gains in ELA from 0% to 25% for our lowest 25%.
2. As evidenced by FY20 second semester, improve learning gains in ELA from 0% to 25% for our lowest 25%.
3. As evidenced by the FY 21 Fall Diagnostic assessment indication, improve learning gains in ELA for our ESE Students.
4. Improve school-wide learning gains in Reading and ELA from 0% to 25%.

Monitoring:

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

Monitoring is an essential step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support for the students. At the Detention Center, 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 the WIN test. The district's FSQs and USAs, Reading Plus & PBPA (writing), will be utilized to ensure student achievement and growth. Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and with parents and JPO Managers 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.

1. In school tutorials
2. Incorporate Reading Plus in reading courses
3. Data Chats
4. To develop our SwPBS with training and a point system to support student behavior/academic
5. Support increased graduation rate through MyCareerShines and facilitation sessions with Graduation Coach

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 keeps closing the achievement gap.
2. Reading Plus is designed to help improve students' phonemic awareness, fluency, and love for reading. The program helps enhance our students' reading level (one to two grade levels). The WIN provides a diagnostic that allows us to know where our students are within ten days of entering our program. And with that tool, we can offer or place the students in the appropriate grouping so they can get the necessary remediation whether they are at a level 1, 2, or 3 for that matter. Edgenuity provides an opportunity for students who have taken a course and failed it to remediate
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.
4. Utilizing SwPBS allow students to feel welcome, supported, and validated. Incentive programs allow for student buy-in and motivation.
5. Support increase graduation rate through MyCareerShines and facilitation sessions with Graduation Coach. When students feel supported and receive guidance towards their future success, they tend to respond in a positive manner, and their self-esteem are positively affected.

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. In school/after school tutorials
 - a. Identify students with needs.
 - b. Arrange tutorial schedules.
 - c. Arrange a time for collaborative lesson planning utilizing the resources.
 - d. Support student learning through data analysis and data chats by teachers and leaders.
 - e. Teachers will receive professional development on differentiation.
 - f. Implement the use of Edgenuity

Person Responsible

Freddy Israel (freddie.israel@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 a rotational schedule for appropriate program usage.
- d. Teachers analyze data from programs to provide other content-specific differentiated small groups.
- e. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

3. Data Chats

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

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

4. To develop our SwPBS with training and a point system to support student behavior/academics.

- a. Develop a partnership with Palm Beach Youth Academy to support Incentive programs for positive behaviors.
- b. Establish a point system to motivate students.
- c. Establish the 5 Pillars of Effective Behaviors throughout the school.
- d. Establish a mentoring program.

Person Responsible Freddy Israel (freddie.israel@palmbeachschools.org)

5. Increase graduation rate through MyCareerShines and facilitation sessions with Graduation Coach

- a. Students meet with the School Counselor to review their transcripts and determine their graduation track.
- b. Student schedules are developed to ensure matriculation toward graduation.
- c. Students complete an inventory assessment through MyCareerShines. The inventory will provide information on possible career tracks.
- d. Students meet weekly with Graduation Coach/Teachers to ensure graduation track.
- e. Students are taught and supported with the completion of life skills necessary for success (e.g., resume writing, cover letter writing, and how to complete job applications, etc.).

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.

The 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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data.

In collaboration with DJJ, Court Liaisons, and Alternative Education Transition personnel, communication with parents will be conducted routinely and on an as-needed basis. We also have a SAC which is representative of our community and supports all decisions related to student achievement and ensures a focus on continuous improvement.

All members of the faculty and staff participate in collaborative learning communities that meet on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussions about student learning.

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 Detention Center continues 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:

- 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 Detention Center will implement a Single School Culture and share the Universal Guidelines for Success by communicating these expectations to parents and students. The support systems will include teachers, ESE contact, School Counselor, and Graduation Coach.

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

The Detention Center is for youth who are detained under specific circumstances set by Florida statute.

Mental Health

This involves using evidence-based individual, group (process, educational, life skills, trauma-informed, etc.), and family counseling. Within thirty days 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 facility.

Academic

Through agreements with the School District of Palm Beach County, the Detention 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

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.