The School District of Palm Beach County

Alternative Program Central

2022-23 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: 8/23/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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 educate, affirm, and inspire each student in an equity-embedded school system.

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. In addition: -Uses data to inform decisions and instruction, professional learning, performance, and student learning. -Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes. -Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. Create a Vision of Academic Success for All. -Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. -Sets expectations for staff for engaging with the teacher leaders in ongoing efforts to improve instruction and student learning. - Implements a comprehensive performance management system. - Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.
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.
Israel, Freddy	Assistant Principal	Assistant Principal: - Demonstrates through daily decisions and actions that the school's priority is academic success for every student and serves as the cheerleader, coach, and standard focus towards the vision. - Monitors the implementation of effective instruction to meet the needs of all students. - Be present in classrooms and learning communities frequently to support teachers and keep abreast of their professional learning and instructional needs. - Creates school-wide and team norms and expectations for collective responsibility for student success. - Collaborate with community and parent partnerships - Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. -Sets expectations for staff for engaging with the teacher leaders in ongoing efforts to improve instruction and student learning. - Implements a comprehensive performance management system. - Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

Name	Position Title	Job Duties and Responsibilities
Leonard, Crystal	Other	Help students and parents receive transition services and information as students enter and exit schools throughout our programs. providing transition support for students entering and exiting in and out of county DJJ residential commitment ,day treatment (Pace) and the County Jail. I am also the ESE / 504 Contact for Pace Center for Girls. Prior to Release: · Participates in Transition (60 day) and Exit (14 day) Meetings for each student · Completes Section B - Electronic Educational Exit Plans (EEEP)within 15 days of receiving EEEP · Requests all education records from DJJ residential commitment programs and prepare files for all reentry students · Review records for Educational Progress and Transition Plans · Participates in Community Reentry Team Meetings (30 day) for each student · Communicates with Parents/Guardians about education reentry to discuss options and reentry process · Sends email notifications prior to release to SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. · Coordinates to set up and hold Education Reentry Meetings at SAC schools in all regions of the county. Send Calendar Invites for all meeting to all invited attendees · Provides education reentry information to PBCSD court liaisons for Pre-Release Hearings · Maintains DJJ Reentry Database for DJJ Residential Reentry Residential Commitment Reentry Process – Education Reentry Meetings · Meetings are held prior to or within 3 school days of release at student's geographically assigned home school · Based on student's needs, reentry placement options include comprehensive high or middle schools, academic intervention alternative education sites or behavior intervention alternative education sites. Students/Parents may also choose Charter Schools, Home Education/ Virtual School, Private Schools and Adult Education Sites. · If applicable, student's IEP/504 plan reviewed/updated · Reentry student is referred to School Based Team · After DJJ reentry meeting, sends Meeting Summary email with placement outcome to all meeting participants and SDPBC Assistant Superintendent, Choice and Innovation and Deputy Superintendent, SAC, Regional Office, Support Services, ESE, SBT administrators and staff. Also, representatives from SEDNET, Safe Schools, Alternative Education, Court Liaisons, Behavior Coaches and DJJ probation. Post Release: · Attends intake when student and parent are enrolling at SAC, Alternative Education site, Charter etc. to support reentry registration and transition. · Monitors school enrollment

Name	Position Title	Job Duties and Responsibilities
		· Communicates with parent/guardian and JPO if student is not enrolled within 3 school days of release · Communicates with Back to a Future (BTAF) Grant Case Managers and Project Bridge regarding school enrollment and needed services/ assistance. Participates in quarterly Back to a Future (BTAF) youth review meetings as DJJ Reentry post release student follow up and monitoring · Provides Reentry Educational records to Palm Beach Guidance Counselor and Data Processor for input. Monitors to ensure credits from out of county DJJ programs are inputted on MIS system · Provides assistance and MIS records to JPOs for post commitment monitoring · Gathers post release school enrollment data each semester (via MIS, JPO and Phone Calls to Parent/Guardian) and provides as required for BTAF Grant, Title 1, etc. · Maintains Database · Participates in School Based Team meetings for DJJ reentry students at schools as needed post release
Keough, Lisa	School Counselor	Provides direct academic, counseling services and collaboration with teachers, administrators, and parents while students are in our care. Provides transition services and interface with the Dept. of Juvenile Justice and 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 alternative schools/programs. Collaboration with administrators, teachers, students, and other stakeholders to improve academic performance, remove barriers to graduation, and make students aware of postsecondary options. The Coach interacts directly with students to assist and deliver the intervention and/ or skill(s) necessary for student success.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Palm Beach School District

Demographic Information

Principal start date
Tuesday 8/23/2022, Demetrius Permenter

Total number of students enrolled at the school.
10

Total number of teacher positions allocated to the school.
1

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

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	1	1	4	2	2	10
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	1	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	1	2	1	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	1	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	1	0	1	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	1	0	0	0	2

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	1	2	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	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

Wednesday 8/24/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	4	2	1	9
Level 1 on 2019 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	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	0	0	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	55%					56%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		45%	42%					53%	62%
Math Learning Gains								55%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		48%	54%					45%	56%
Social Studies Achievement		57%	59%					75%	78%

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	2022					
	2019					
Cohort Comparison						
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2022					
	2019					
Cohort Comparison						
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
	2022 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
	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
WHT										10	
FRL											

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
	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										

ESSA Data Review

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

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

Subgroup Data

Part III: Planning for Improvement

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 related to the Areas of Focus?

School Year 21-22 area of focus was to increase our students graduation rate, and improve college and career readiness by increasing their reading and mathematical skills. The previous years ELA scores was 60% (1% increase) and Mathematics had no data to report.

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

The previous years ELA scores was 60% (1% increase) and Mathematics had no data to report. It is worth noting that Percent Tested improved by 5% points (83%-88%). Ninety percent tested would have resulted in a "Commendable" School Improvement Rating for the school site.

At the Alternative Program Central, we implemented the following monitoring techniques:
-Data Analysis
-Student work samples/portfolio/binder reviews
-Student attendance
-Data Chats with teachers, students, and parents

ELA and Math was monitored through the use of Edgenuity Credit Recovery and Initial Credit courses by the teacher. Course failure, was monitored through the monthly Treatment meetings, teachers meetings, and with parents to discuss student progress and/or concerns.

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?

Improvement in ELA and Math continue to be our greatest need for improvement. Students enter the program throughout the year and a new group of students a serviced every 4-8 months. Our data currently indicates that 88% of the high school students have not meet Reading requirements for graduation and 77% of the students have not meet Math requirements for graduation.

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

Students entering our facility are coming in with both Reading and Math deficiencies. Many are also deficient in acquiring core credits and are not on track to graduate with their cohort. Students enter the program at any given moment throughout the year and may only stay with us a minimum of 4 months, none of which stay beyond 8 months, which also causes disruptions in their learning and monitoring.

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

A systemic intervention implementation, research-based instructional strategies, the implementation of academic vocabulary, and professional development in the area of Mathematics, ELA, and Credit Recovery Program that is focused not just on proficiency but on student gains/growth towards closing gaps with peers will be implemented.

1. Edgenuity Training
2. Incorporate Reading Plus into Reading
3. Data Chats
4. Individual Graduation plan/ Post-secondary/ Career portfolio
5. Monitoring data integrity

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

1. Implementation of small group differentiated instruction.
- Creating rotational schedules
- Analysis of data
- Developing differentiated lessons with differentiation in task, talk, and text
2. Review and analysis of data to incorporate Data chats effectively.
- Develop data chat form for all students
- Support teacher understanding of data reports & the disaggregation if the data
- Develop data chat schedule schoolwide
3. Development of portfolio & how to manage the platform.

- Upon entry School Counselor will create a student academic and career portfolio,
- Graduation Coach will have class presentations to model how to use Mycareershine/ or New Career Interest Inventory platform
- Counselor/ Technology Teacher will help student develop Career plan
a. Take interest Inventory
b. Research career fields
c. Narrow area of focus
d. Choose a career path

Areas of Focus:

#1. 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.	During the FY21 school year, the Kelly Center's 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 or math skills. Based on EDW (Educational Data Warehouse) reports, students are performing at a level 1 or 2 on Reading or Math. During the FY22 school year, 60% of the students showed gains in ELA. This achievement levels was a 1% percent increase from SY21. However, new students enter the program throughout the year and we currently have 88% of the high school student that have not meet the graduation requirements for reading to earn their High School Diploma.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. As evidenced by our SY23 enrollment, improve learning gains in ELA by 50%. In other words, show learning gains in 50% of our current student population. 2. Fall Diagnostic assessment/ Progress Monitoring Assessments indication, improve learning gains in ELA for all students. 3. Improve reading fluency through Reading Plus.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur through the following: -Review of Lesson Plans -Data Analysis -Reading Plus platform -Student attendance -Data Chats with teachers, students, and parents -Formal Observations -Monitoring of SEL / academics through SBT -Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.
Person responsible for monitoring outcome:	Demetrius Permenter (demetrius.permenter@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Edgenuity and Reading Plus were put in place as a progress monitoring tool for low-performing students. The programs provide students with flexible digital content and curriculum that engages and motivates them to take ownership of their learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The self-paced learning and pretesting allows students to spend more time on what they need and less time on what they've already mastered. Course content is aligned to state standards and national standards and can be customized to meet the needs of our school. Reading plus is designed to help improve students' phonemic awareness, fluency, and students love for reading. It helps in improving student literacy by increasing their reading level (one to two grade levels). In addition, student progress is monitored through School-Based Team meetings (SBT).

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.

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	Demetrius Permenter (demetrius.permenter@palmbeachschools.org)

Continue use of Edgenuity Credit recovery program
a. Train teachers to utilize the program effectively and with fidelity.
b. Teachers develop a rotational schedule for appropriate program usage.
c. Teachers analyze data from programs to provide other content-specific differentiated small groups/ track student completion rate.
d. Set expectations and train teachers to utilize program resources for small-group differentiation.

Person Responsible	Demetrius Permenter (demetrius.permenter@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.	Alternative Program Central is under the School Improvement Rating.

#2. 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.	During the FY21 school year, the Kelly Center's 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 or math skills. Based on EDW (Educational Data Warehouse) reports, students are performing at a level 1 or 2 on Reading or Math. During the FY22 school year, there was no data score for Mathematic Learning Gains. This achievement levels for SY 21 was the same. This score is an indication that there were not at least 10 students to retrieve data from. However, new students enter the program throughout the year and we currently have 77% of the high school students that have not meet the graduation requirements for Math to earn their High School Diploma. Therefore it is necessary that we create this area of focus for our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Improve Mathematic Leaarning Gains on School Improvement Rating by 50%. 2. Improve Algebra 1 EOC scores by 30% (22% to 52%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The following Monitoring tools will be used: -Review of Edgenuity Performance -Data Analysis on FSQ's, USA's, and Progress Monitoring tools. -Classroom walkthroughs -Student work samples/portfolio/binder reviews -Student attendance -Data Chats with teachers, students, and parents -Monitoring academics through SBT Math will be monitored through the district's FSQs and USAs, FSA & EOC and will be utilized to ensure student achievement and growth. Course failure will be monitored through the monthly Treatment meetings, teachers' meetings, and with parents to discuss student progress and/or concerns.
Person responsible for monitoring outcome:	Demetrius Permenter (demetrius.permenter@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Incorporate Edgenuity 2. Data Chats 3. To develop our SwPBS with training and a point system to support student behavior/academic
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Edgenuity provides an opportunity for students who have taken a course and failed it to remediate 2. 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 weaknesses and strengths.

Positive Behavior Support increases student engagement and Instructional time.

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.

Incorporate Edgenuity
a. Train teachers to utilize the program effectively and with fidelity.
b. Teachers develop a rotational schedule for appropriate program usage.
c. Teachers analyze data from programs to provide other content-specific differentiated small groups.
d. Set expectations and train teachers to utilize program resources for small-group differentiation.

Data Chat
a. Identify student performance level in Math and Identify Weeknesses to be addressed
b. Track student performance in Mathematic Assessments
c. Development skill building opportunities for improved student performance

Person Responsible	Demetrius Permenter (demetrius.permenter@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.

Alternative Program Central Is under the School Improvement Rating

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected monthly through PBIS. We address positive school culture and the environment by utilizing the PBS model. Having building-wide school rules in place allows the students and staff to move in the same direction in what we want to see as a great school. We have a list of consequences to get the students to self-reflect and positively direct their behavior. We have a reward system that recognizes students who are going above and beyond to make our school a great place to learn, with weekly & monthly student of the month. We also recognize our staff for going the extra mile by having teacher of the month. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Our Stakeholders include the Palm Beach County School District, Kelly Center, School Advisory Committee (SAC), Department of Juvenile Justice, Teachers, Parents and Students. The target area, related data and resulting action steps will be communicated to stakeholders via emails, newsletters, and verbal communications.

As stipulated within Statute & Policy 2.09 our school ensures all students receive equal access. Students are immersed in rigorous tasks encompassing the full extent of Florida's B.E.S.T Standards. In accordance with Florida State Statute 1003.42, Alternative Program Central will continue to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

Describe how implementation will be progress monitored.

Students meet with the School Counselor, who provides individual progress monitoring. Teachers participate in collaborative learning communities that meet on a regular basis. Collaboration occurs across grade levels and content areas. The School Based Team uses a formal process that promotes productive discussion about student learning and identifies interventions and strategies aimed at improving individual learning.

Teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness.
Teachers follow the scope and sequence as outlined on the PB curriculum resource blender. This ensures that teachers have a timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events.

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.

Action Step	Person Responsible for Monitoring
1. Lesson Plans highlighting the specific PBIS focus. 2. Agendas reflecting the items discussed in the schoolwide PBIS monthly meetings. 3. Newsletters/ Events will be developed to highlight special multicultural events. 4. Bulletin boards will display events, activities, and our Universal Guidelines.	Roberts, Mary Beth, marybeth.roberts@palmbeachschools.org