Palm Beach County Jail

2022-23 Ungraded Schoolwide Improvement Plan

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Palm Beach County Jail

3228 GUN CLUB RD, West Palm Beach, FL 33406

https://cj.palmbeachschools.org

Demographics

Principal: Timothy Abrams   Start Date for this Principal: 2/21/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The schools in the Department of Support Services are committed to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

The schools in the Department of Support Services envision a dynamic collaborative multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

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

Palm Beach County Jail is a Secure Facility that services students from diverse counties within the State of Florida. The Palm Beach County Jail Educational Staff aims to educate, affirm and inspire each student by creating a culture that promotes the delivery of Standards based instruction from qualified educators.
The Palm Beach County Jail will provide quality educators, social emotional learning, and academic equity to empower each student to become contributing and productive citizens of society.

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, Demetruis	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.
Ford, Mary	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.
Pollard, Jeff	Administrative Support	Provide data and support to ensure that students are meeting and exceeding state standards.
	School Counselor	Ensure that all students are making academic progress according to pupil progression. Credit checks and

Name	Position Title	Job Duties and Responsibilities
		summaries will be done twice a year in the beginning of the fall and winter semesters.
Horne, Alma	Graduation Coach	Support for graduating seniors and parent outreach of graduating seniors.
Forbes-Edwards, Sandy	Other	Support all ESE and 504 students to ensure that their educational plans are implemented with fidelity. Additionally, train general education teachers regarding ESE and 504 issues, compliance and support of all students to help them become successful academically.
Leonard, Crystal	Transition Specialist	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/

Name	Position Title	Job Duties and Responsibilities
		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 · 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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Palm Beach County School District

Demographic Information

Principal start date
Friday 2/21/2020, Timothy Abrams

Total number of students enrolled at the school.
25

Total number of teacher positions allocated to the school.
6

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
2

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	2	6	4	8	8	28
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	2	4	6	15
One or more suspensions	0	0	0	0	0	0	0	0	1	2	1	4	2	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	6	4	11
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	5	5	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	1	5	1	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	3	1	5	6	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	2	6	4	0	0	12

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	3	1	5	6	16

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	1	1	1	0	3

Date this data was collected or last updated
Tuesday 8/23/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	4	5	2	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	5	1	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	2	1	5
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	4	4	1	10

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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		55%	51%					57%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		53%	48%					74%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
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**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					
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	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

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 2020-21	C & C Accel 2020-21
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

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)	CSI
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	
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	

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

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?

The area of focus for 2021-2022 was Instructional Practices Specifically Related to graduation. This was selected based on the number of absences that students have when they enter our school. We also administered student surveys that ascertained that if students are not given the opportunity to graduate with their cohort they would not attend school once they are released back into the community. Since school attendance is required at the jail students were able to take the necessary courses and graduate with their cohort before they leave the facility or they will be on track for graduation when they exit the facility. Progress Monitoring included having students participate in goal setting to demonstrate progress and weekly tracking by teachers on the Edgenuity dashboard. Teachers were also available to assist students and teach students with deficient core skills based on the subject area content. Students were

given an Academic Credit Summary and it was reviewed with students monthly to ensure they were enrolled in the correct courses to meet graduation requirements.

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

Graduation rate increased by 400 percent in 2022 (3 students graduated in 2021 and 12 students in 2022). We were available after school for tutoring and instituted an incentive program with students' input.

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 greatest need for improvement is preparing students for state assessments, ACT and SAT in order to continue improve the graduation rates.

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

According to the score reports for FSA Reading the trend across grade levels and subgroups demonstrate that students are deficient in the reporting categories: Integration of Knowledge and Ideas. Language and Editing and Text-Based Writing. The trend across grade levels and subgroups on the score reports from Algebra 1 EOC demonstrate that students are deficient in all reporting categories: Algebra and Modeling, Functions and Modeling and Statistics and the Number System. However, there is a marked deficiency in Statistics and the Number System.

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

Standards Based Instruction will be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our tutorial and credit recovery (Edgenuity) programs should ensured student participation and success.
All teachers, including elective teachers will collaborate to ensure program success. Schedules will adjusted to ensure tutorial days are honored and student participation is guaranteed. Teachers will mentor and build authentic relationships with students in order to motivate and support students' academic success.
Increase students' learning gains in Literacy and Math for all students through:
1. In school/after school tutorials
2. Incorporate Reading Plus and IXL in both Reading/English, Science and Math courses
3. Support increase graduation rate through sessions with Graduation Coach, School Counselor and Administrator.
4. College/Career/Work Force readiness will be embedded in all courses.

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.

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for:
BEST Standards
Gradual Release of Responsibility Model
Differentiation of Instruction
Standards Based Instructional Delivery
Blender
PBS
Compliance

SEL
Technology

Areas of Focus:

#1. Other specifically relating to Graduation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the number of absences that students have when they enter our school and student surveys we have ascertained that if students are not given the opportunity to graduate with their cohort they will not attend school once they are released. Since school attendance is required at the jail students will be able to take the necessary courses and graduate with their cohort before they leave the facility or they will be on track for graduation when they exit the facility.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100 percent of 11th grade, 12th grade, and retained students with credit deficits not graduating with their cohort will be enrolled in Credit Recovery(Edgenuity) and participate in in school and after school tutoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be given a goal to demonstrate progress and will be tracked weekly by teachers based IXL Dashboard, District Assessments and Edgenuity Dashboard. Teachers will be available to assist students and teach students with deficient core skills based on the subject area content. Students will be given an Academic Credit Summary and it will be reviewed with students monthly to ensure they are enrolled in the correct courses to meet graduation requirements.
Person responsible for monitoring outcome:	Mary Ford (mary.ford@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. In school/after school tutorials 2. Incorporate Reading Plus in Reading 3. Data Chats 4. Small Group Instruction 5. IXL Graduation rate increased when this strategy was implemented in FY22. Twelve students were able to graduate with their cohort.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school day instruction and supports closing the achievement gap. 2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary. 3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weakness and strengths

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

School counselor, administrator and teachers will conduct on-going data chats with students. School counselor will give quality feedback to students based on progress.
1. In school/after school tutorials
a. Identify students with needs.
b. Arrange tutorial schedules.

c. Arrange time for collaborative lesson planning utilizing the resources.
d. Support student learning through data analysis and data chats by teachers and leadership.
e. Teachers will receive professional development on differentiation.
f. Implement the use of Edgenuity
g. Blender
h. Data Chats with Teachers

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

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

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

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.	Palm Beach County Jail 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 Site Meetings. 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, Palm Beach County Sheriff Department , 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, Palm Beach County Jail 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/ Graduation Coach, 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 PBS focus. 2. Agendas reflecting the items discussed in the schoolwide PBS monthly meetings. 3. Newsletters/ Events will be developed to highlight special multicultural events. 4. Bulletin boards will display events, activities, and our Universal Guidelines.	Ford, Mary, mary.ford@palmbeachschools.org