Palm Beach Juvenile Correctional Facility

2022-23 Ungraded Schoolwide Improvement Plan

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Palm Beach Juvenile Correctional Facility

9680 PROCESS DR, West Palm Beach, FL 33411

https://pbjc.palmbeachschools.org

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 2/2/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
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)	0%
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 was approved by the Palm Beach County School Board on 10/19/2022.

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.

Palm Beach Juvenile Correctional Facility is an educational and working environment where students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and everyone will succeed and flourish.

Palm Beach Juvenile Correctional Facility will take ownership of students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities develop agency and voice.

A joy of learning is fostered in each student, and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

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

Palm Beach Juvenile Correctional Facility (PBJ) is a Secure Residential Facility that services students from diverse counties within the State of Florida. Palm Beach Juvenile Correctional Facility aims to educate, affirm and inspire each student by creating a culture that promotes the delivery of Standards-based instruction via Qualified educators.
Palm Beach Juvenile Correctional Facility will provide quality educators, social and emotional learning, and educational equity to help students reach their full potential required to be responsible citizens and have productive careers.

Students at Palm Beach Juvenile Correctional Facility are committed to this program by a Judge for an indeterminate length of time. As one of the requirements for release, each youth must complete an individually-designed treatment plan based upon his or her rehabilitative needs. Upon completion of each students length of stay, the expectation is that the student will transition back into a comprehensive or alternative school within their respective county.

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.
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.
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:

Name	Position Title	Job Duties and Responsibilities
		· 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 · 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

Name	Position Title	Job Duties and Responsibilities
		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 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.
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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Sunday 2/2/2020, Demetrus Permenter

Total number of students enrolled at the school.
35

Total number of teacher positions allocated to the school.
6

Number of teachers with professional teaching certificates?
3

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
0

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

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	0	3	5	12	15	35
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	2	4	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	5	5	11

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

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

Date this data was collected or last updated
Friday 8/12/2022

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	4	0	7	10	17	4	42
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	0	1	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	2	1	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	1	5	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	11	3	8	10	8	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	0	7	8	16	3	38

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	0	0	0	0	3	1	3	7

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	1	0	0	0	0	3	4
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		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					
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					

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					

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					

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)	
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?

During the FY 22 school year, our area of focus was to increase our students' graduation rate and improve their college and career readiness by increasing their ELA and mathematical skills. The following actions were in place related to the areas of focus; teacher retention, professional development in reaching at-risk students, and coaching in both ELA and Math.
Currently, our school is at 30% on post-K-12 attendance, 50 % on post-K-12 graduation, 0% post-K-12 industry certification earned, 9 % on postsecondary enrollment, and 41% showed learning gains in Common assessment Mathematics. As a result, our school was identified in the 2021-22 DJJ accountability Rating as "Unsatisfactory."

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

Reviewing our 2021-2022 DJJ Accountability ratings, Our most significant improvement was in Common Assessment Reading/ ELA Learning gains. Our student data reflected a 10% gain (51-61) in ELA/ Reading Learning Gains. The following actions contributed to this growth;
a. teacher retention - consistent instructional delivery by content area teacher,
b. professional development - provided teachers with instructional support to improve pedagogical skills to improve instructional delivery, and

Our New Action
c. Providing support through Reading Coach. Provided supplemental instructional material, analyzed data to improve instruction and modeled best practices to improve instructs..

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?

Reviewing our 2021-2022 DJJ Accountability ratings, our overall rating was unsatisfactory. The a common assessment in mathematics learning gains is our greatest need from improvement. Although our points improved by12% (29-41) the current level of success in this area can use improvement.

The significant problem with this component may rest in consistency of a certified teacher in Math. Retaining certified teachers will be a priority and providing additional support from Math Coach is our focus.

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

Reviewing our 2021-2022 DJJ Accountability ratings, we can easily conclude that many of the 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.
We also discovered that many of our students transition from one center to another. Such practice can cause disruptions in learning. Further investigation revealed that our students could come to us at any given moment throughout the year and may only stay with us a minimum of 9 months, none of which stay beyond 15 months, which also causes disruptions in their learning and monitoring.
Student engagement is another concern we have. Most of our students have not attended a comprehensive school setting for 1-2 years. They need to be acclimated to the school setting and expectations, which is not easily attained. Students must feel welcomed and included to succeed academically and emotionally. At Palm Beach Youth Academy, we value our students and work with them in one-to-one and small groups to support their transitions.
It is also noticed that when students transition from our program, they are not attending school regularly in order to meet the requirements for graduation. In addition, the students who have graduated while in the program are not going on to post-secondary and/or gainful employment.

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

Standards-Based Instruction will continue to be our primary focus. Additionally, systemic intervention implementation, research-based instructional strategies, the implementation of academic vocabulary, and professional development in the area of mathematics that is focused not just on proficiency but on student gains/growth towards closing gaps with peers will be implemented.

1. In-school/after-school tutorials
2. Incorporate Reading Plus into Reading
3. Data Chats
4. Post-release monitoring
5. Individual Graduation plan/ Post-secondary/ Career portfolio
6. 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. Standard-based grading, recording, and reporting
2. Implementation of small group differentiated instruction.
- Creating rotational schedules
- Analysis of data
- Developing differentiated lessons with differentiation in task, talk, and text
3. 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
4. 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 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. DJJ Components 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.	Reviewing our 2021-2022 DJJ Accountability ratings, our overall rating was unsatisfactory. The following accountability components were identified as low performing: attendance, graduation, industry certification, post-secondary enrollment, common assessment mathematics learning gains, and data integrity. Currently, our school is at 30% on post-K-12 attendance, 50% on post-K-12 graduation, 0% post-K-12 industry certification earned, 9% on postsecondary enrollment, and 41% showed learning gains in Common assessment Mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended outcomes for FY23 are: Increase attendance by 5% (from 30 to 35) Increase graduation by 5% (from 50 to 55) Increase Industry Certification by 10% (from 0 to 10), which includes hiring a Career Education Instructor. Increase Postsecondary Enrollment by 10% (from 9 to 19) Increase the Common Assessment Math Learning Gains by 20 % (from 41 to 61) Increase Data Integrity by 10% (from 76 to 86)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a crucial step toward 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 Palm Beach Correctional, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans (utilize district pacing guides to ensure fidelity of Standard Based Instruction), Data Analysis Classroom walks Student work samples/portfolio/binder reviews Student Attendance Data Chats with teachers, students, and parents (Treatment Team)
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 Reading Plus into Reading 3. Data Chats 4. Small group differentiated instruction 5. Individual Graduation plan/ Post-secondary/ Career portfolio
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. Technology supports all learners at their academic level. It allows for remediation and enrichment as necessary. 3. Conduct routine (bi weekly) student 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. 4. Utilizing small groups promotes efficient use of teacher and student time, increased instructional time, increased peer interaction, and

opportunities for students to improve the generalization of skills. With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. With its flexibility, differentiated instruction allows teachers to maximize individual growth in the course content. Differentiated instruction is student-centered.

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. Hire ELA/ Reading and Math Tutor
b. Identify students with needs and 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
g. Monitoring for tutorials will occur through attendance, student participation, and analysis of data, along with classrooms observations and walks.

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. Provide ongoing support as needed.
c. Teachers develop rotational schedules 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.
f. Monitoring will occur through student usage/participation reports, analysis of data, along with classrooms observations and walks.

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

3. Conduct routine (bi-weekly) Student 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
d. Monitoring data integrity

Person Responsible	Lisa Keough (lisa.keough@palmbeachschools.org)

4. Post-release monitoring.
a. Maintain post-release database.
b. Communicate with the post-release school district to monitor enrollment,
c. Communicate with student/ parent post-release to provide transition support.
d. Monitoring will occur through the routine updating and analysis of the database.

Person Responsible	Crystal Leonard (crystal.leonard@palmbeachschools.org)

5. Individual Graduation plan/ Post-secondary/ Career portfolio
a. creation of individual entry plan
b. detailed graduation plan with goals to either graduate while in the program or after they returned home.
c. specific plans for post-secondary education and careers.
d. Monitoring data integrity

Person Responsible	Alma Horne (alma.horne@palmbeachschools.org)

6. Small Group Differentiated Instruction
a. Coaches (Math/Reading)will provide training for implementation of differentiated instructions.
b. Teachers will develop a rotational schedule for all students to participate
c. Teachers will develop lesson plans with differentiated text, task, and talk to support all learners
d. Monitoring will occur through observations and data analysis

Person Responsible   Andria Heaven (andria.heaven@palmbeacshchools.org)

7. Utilize district pacing guides to ensure fidelity of Standard Based Instruction
a. Teachers will create bi-weekly Lesson Plans
b. Teachers will participate in bi-weekly PLC's
c. Teacher will have common planning each day.
d. Administrator will review bi-weekly Lesson Plans.

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.

Our school as a DJJ site identified only under the DJJ Education Accountability Rating and not under ESSA, data analysis therefore, we will focus on DJJ Accountability Components rather than ESSA subgroups.

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, Vivant (Palm Beach Youth Academy), 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, PYA 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 PBSS focus. 2. Agendas reflecting the items discussed in the schoolwide PBSS monthly meetings. 3. Newsletters will be developed to highlight special multicultural events. 4. Bulletin boards will display events, activities, and our Universal Guidelines (PROS)	Israel, Freddy, freddie.israel@palmbeachschools.org