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Alternative Program Central

1041 45TH ST, West Palm Beach, FL 33407

<http://www.palmbeachschools.org/9304/djyyouthserviceshome.asp>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	<p>Instructional Leader in charge of executing and monitoring daily school operations and academics towards students' growth. In addition:</p> <ul style="list-style-type: none"> -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. <p>Create a Vision of Academic Success for All.</p> <ul style="list-style-type: none"> -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	<p>Assistant Principal:</p> <ul style="list-style-type: none"> - Implements 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	Transition Specialist	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Prior to Release:</p> <ul style="list-style-type: none"> · 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. <p>Post Release:</p> <ul style="list-style-type: none"> · 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

Name	Position Title	Job Duties and Responsibilities
		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
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.
	Instructional Coach	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council met in March/April to discuss SIP Goals. Stakeholders: (Kelly Center), Teachers, student representatives, business and community leaders will continue to meet monthly to discuss School Improvement Plan (SIP) goals and status.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School Improvement Plan will be monitored monthly during the School Advisory Council Meeting. The Youth Services Department will also provide feedback on SIP performance and goals. Monitoring of District & State Assessment will be charted and shared at Biweekly PLC/Department Meeting to address

School Improvement Areas of Focus. Data reviewed will determine need to revise schools plan to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	<i>[Data Not Available]</i>
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	1	0	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	2

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	1	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		49	53		52	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		51	55		45	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		46	52		48	54			
Social Studies Achievement*		63	68		57	59			
Middle School Acceleration		68	70		51	51			
Graduation Rate	25	73	74		38	50	10		
College and Career Acceleration		39	53		62	70			
ELP Progress		53	55		64	70			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	25
Total Components for the Federal Index	1

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	25

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students										25		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										10		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT										10		
FRL										0		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
08	2023 - Spring	*	47%	*	47%	*
09	2023 - Spring	*	48%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	65%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	46%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

9th and 10th grade ELA showed the lowest performance. We had 2 students in 9th grade and 3 10th graders receive Level 1 in ELA. There are other scores indicated for The contributing factor that led to the low performance, was student enrollment and withdrawal. Students that attend Alternative Program Central enroll as a result of some type of substance abuse and withdraw upon the completion of their services. Therefore, the students are not with the same school or teacher for the full academic year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA showed the greatest decline. There were 5 of 15 students that participated during the PMP3 Testing window, and all 5 students scored Level 1 in ELA. The factors that contribute to this decline are not easily pinpointed. Students attend c from locations throughout the Palm Beach School District. The academic performance of the students are not a direct reflection from being consistently enrolled in Alternative Program Central. Some students were enrolled weeks before testing began.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA has the great gap considering 100% of the students c scored level 1. The factors that contribute to this decline are not easily pinpointed. Students attend Alternative Program Central from locations throughout the Palm Beach School District. The academic performance of the students are not a direct reflection from being consistently enrolled in Alternative Program Central. Some students were enrolled weeks before testing began.

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

ELA was our poor performing area and there was not an area of significant improvement. Because students enter our program at any point during the year it is very important that our teachers follow the District's Scope and Sequence. This allows our students that transition into our school from another Palm BEach School to seamlessly follow the same PACE.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The potential area of concern is ELA for all students. Specifically 9th grade performance and it's potential impact on students being graduation ready in 10th grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Students Reading on Grade Level and passing the B.E.S.T. State Assessment
2. Student becoming proficient in Alg. 1 and Geometry
3. Students graduating
4. Professional Development for Teachers
5. Positive Culture and Environment:

As stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders

- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

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

Data will be collected monthly through Site and Facility Meetings. Positive school culture and the environment will be addressed by utilizing the PBS model. Schoolwide rules have been developed and student participate in critical thinking exercises. Students are able to self-reflect and positively redirect their behavior. Our award system recognizes students who are going above and beyond to make our school a great place to learn. We have a hall of fame for graduates and celebrate the success of students with award program.

Monitoring:

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

On going data chats with students by administrator, school counselor and teachers. Collaboration occurs across subject and grade level. The School Base Team use a formal process that promotes positive and productive discuss about student learning, identifies intervention and strategies to improve individual student learning. Child Study team meetings are also held for ESE students to track students success.

Person responsible for monitoring outcome:

Terence Hart (terence.hart@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Based Team Meetings
Child Study Team Meetings

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We have found that School Based team Meetings and Child Study Team Meetings give all stakeholders the opportunity to develop a plan of action for individual students based on input from all parties. We also are able to share current data with each other to support the student in areas that are challenging.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create SBT members
 Determine Meeting Date for SBT and CST
 Create Common Planning Schedule
 Share Data during Department Meeting

Person Responsible: Terence Hart (terence.hart@palmbeachschools.org)

By When: August 2023 On-Going SY 2023-2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner

organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.