Palm Beach Regional Detention Center

2020-21 Schoolwide Improvement Plan

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Palm Beach Regional Detention Center

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

https://pbrj.palmbeachschools.org

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 1/15/2020

2019-20 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 4-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Palm Beach Regional Detention Center (3006), also known as D.C. falls under Palm Beach County Schools Department of Support Services. The Support Services Department is committed to providing effective and relevant instruction to meet the needs of all students. Our mission is to provide students with a world-class education with excellence and equity to empower each student to reach his or her highest potential. We strive to foster effective staff, to promote the development of student knowledge, skills, and the ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The Detention Center 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

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Pollard, Jeff	Other	Provide a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/Rti, execute and monitor daily school operations and academics towards students' growth.
Keough, Lisa	School Counselor	Provides quality support services and expertise on issues ranging from academic programs to individual student intervention and assessment. Links community agencies to schools and families to support students' academic, emotional, behavior and social success.
Young, Shaquira	Teacher, ESE	Monitors compliance of all ESE students' Individual Education Plans. Provide support to ESE Contacts.
Horne, Alma	Other	Provide students with information about college and career planning. Review and discuss career interests and introduces the My Career Shines planning tools and website to each student.
Israel, Freddy	Other	TOSA supporting school leadership with all tasks and responsibilities related to continuous improvement, including but not limited to mentoring teachers and monitoring teachers & student data.
Leonard, Crystal	Other	Transition Coordinator. Provide student, parents, sending schools. and receiving schools with transition services and information as students enter and exit schools throughout our programs.

Demographic Information

Principal start date
Wednesday 1/15/2020, Demetrus Permenter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
6

Demographic Data

2020-21 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
2019-20 Title I School	No
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	2	17	26	31	34	5	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	5	4	2	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	0	0	3

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - As Reported

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	8	6	4	4	22
Attendance below 90 percent	0	0	0	0	0	0	4	4	29	22	28	23	12	122
One or more suspensions	0	0	0	0	0	0	3	5	24	20	28	17	6	103
Course failure in ELA or Math	0	0	0	0	0	0	2	5	27	26	31	25	6	122
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	15	2	11	14	3	46

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	3	4	29	24	32	27	7	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	5	4	2	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	0	0	3

Prior Year - 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	8	6	4	4	22
Attendance below 90 percent	0	0	0	0	0	0	4	4	29	22	28	23	12	122
One or more suspensions	0	0	0	0	0	0	3	5	24	20	28	17	6	103
Course failure in ELA or Math	0	0	0	0	0	0	2	5	27	26	31	25	6	122
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	15	2	11	14	3	46

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	3	4	29	24	32	27	7	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	5	4	2	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	0	0	3

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	46%	57%
ELA Learning Gains	0%	58%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	50%	51%
Math Achievement	0%	53%	62%	0%	43%	58%
Math Learning Gains	0%	55%	59%	0%	48%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	47%	50%
Science Achievement	0%	45%	56%	0%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

	EWS Indicators as Input Earlier in the Survey									
Indicator	**Grade Level (prior year reported)**									**Total**
	4	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

ESSA Data

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)	CS&I
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	
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 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

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on SY 19 data, the students' proficiency in Reading and Math reflected a failing rate of over 70%. Most of the students enrolled in the Palm Beach Regional Detention Center remain for less than 21 days. The transient nature of these students is a contributing factor. Additionally, the students' attendance while enrolled in their home schools reflects less than 90% attendance.

During the 2020 second semester no new assessment data was obtained due to the state and district's moratorium on assessments and the implementation of remote learning.

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

The greatest decline was seen in Math with a decrease of 25 points. The contributing factors includes: the turnover rate of the students' entering Palm Beach County Detention Center; inconsistent student attendance prior to entering our programs and students' behavioral issues prior to their transition to Palm Beach County Detention Center that causes out of school suspensions.

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.

Math shows the greatest decline. The majority of our students' math instruction is provided at their home schools. Most of our students are transient within Palm Beach County Detention Center. Our students move from one school center to another due to a need for rehabilitation. Therefore, constant opportunities for demonstrating learning gains within our student population is a challenge.

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

Neither Math nor ELA showed improvement when compared to the state's data. Instructional practices have been realigned to ensure that the Scope and Sequence of our instruction is aligned with the district's plans and timelines.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reviewing the EWS data we have determined that the 2 potential areas of concerns are:

1. Level 1 on statewide assessments and course failure in ELA and Math. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner.

2. Suspensions in relation to the behaviors that caused the students to become a PBRDC student. When a student is suspended from school, they fall further behind in schoolwork, leading to even poorer grades. Students who are too far behind in classwork are more likely to drop out. Those individuals who drop out of the educational process are often more likely to be arrested and/or incarcerated. Our goal is to provide our students with the tools to make the correct choices. To help them understand they have a choice and these choices can end in positive outcomes.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, 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 yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Increase student gains in Literacy
2. Increase student gains in Math

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Core Courses Taught by Qualified Teachers	
Area of Focus Description and Rationale:	To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness. As we enter the 2021 FSA assessment cycle, it is critical that our students receive standards-base instruction aimed at preparing them for their annual assessments. Teachers have been directed to focus on the FSA standards and benchmarks relevant to the student achievement.
Measurable Outcome:	Reduce student course failure by 5% Increase student achievement in ELA to 50% in learning gains and in Math an increase to 50% in learning gains.
Person responsible for monitoring outcome:	Jeff Pollard (jeff.pollard@palmbeachschools.org)
Evidence-based Strategy:	1. In school/after school tutorials 2. Incorporate Reading Plus and iXL in both Reading and Math courses 3. To develop our SwPBS with training and a point system to support student behavior/academic.
Rationale for Evidence-based Strategy:	1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school. day instruction. 2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary. 3. Utilizing SwPBS allow students to feel welcome, supported and validated. Incentive programs allows for student by-in and motivation.

Action Steps to Implement

1. Tutorials:
a. Identify students with needs.
b. Arrange tutorial schedules.
c. Arrange time for collaborative lesson planning utilizing the resources within the technology programs.
d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Shelia Harvey-Lawrence)

Person Responsible	Jeff Pollard (jeff.pollard@palmbeachschools.org)

2. Technology:
a. Purchase programs.
b. Train teachers to utilize the program effectively and with fidelity.
c. Arrange schedule for appropriate program usage
d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress. (Shelia Harvey-Lawrence)

Person Responsible	Jeff Pollard (jeff.pollard@palmbeachschools.org)

3. SwPBS
a. Develop a partnership with Palm Beach Regional Juvenile Detention Center to support Incentive programs for positive behaviors.
b. Establish point system to motivate students.
c. Establish the 5 Pillars of Effective Behaviors throughout the school.
d. Establish a mentoring program.

e. Monitoring will be done by administration, teacher, Palm Beach Regional Juvenile Detention Center through classroom and overall changes within the environment.

Person Responsible   Jeff Pollard (jeff.pollard@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Standardized Assessments: The Alternative Program Central administers all FSA and FSAA assessments during the prescribed testing windows. Additionally, all district diagnostic assessments are administered to the students during the prescribed times. Prior to administering these assessments, the classroom teacher will provide the students with a review of the content and format of the assessment, and test items for each grade level and subject.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In collaboration with DJJ, Court Liaisons, and Alternative Education Transition personnel, communication with parents will be conducted routinely and on an as needed basis.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Students enter at various times during the year and can remain in the Detention Center school for up to 21 days while awaiting formal charges; and an extended amount of time while awaiting placement into a program. Up to ten days after entry students participate in an orientation with the school counselor, ESE Contact if needed, and the Career/Graduation Coach.

All students enrolled at the Detention Center are enrolled in a Careers class, "My Career Shines". This class addresses many careers and gives the students an awareness and some background on the various careers existing today. .

On a weekly basis students meet with the Graduation/Career Coach at which time she presents information

about careers and College Goal Planning. Students participate in the PSAT and SAT school day test administration which allows the opportunity for them to take the SAT in a known environment.

We have established a partnership with the Mandel Public Library. Books are brought in for the students to borrow and to support their learning. Authors are invited in to read to the students and they participate in a Q&A session with the authors.

We also invite Community Leaders to speak and address our students. They support and build student self-esteem.

Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. The Detention Center continues to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum, to include:

The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

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

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: DJJ Components: Core Courses Taught by Qualified Teachers**				**$50.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	3006 - Palm Beach Regional Det.Center	School Improvement Funds	45.0	$50.00
					Total:	**$50.00**