Palm Beach County Jail

2020-21 Schoolwide Improvement Plan

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Palm Beach County Jail

3228 GUN CLUB RD, West Palm Beach, FL 33406

https://cj.palmbeachschools.org

Demographics

Principal: Timothy Abrams

Start Date for this Principal: 8/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	30%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School 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	
* 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.

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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3228 GUN CLUB RD, West Palm Beach, FL 33406

https://cj.palmbeachschools.org

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)
High School 6-12	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	2014-15	2011-12
Grade	F*	

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Department of Support Services is committed to providing effective and relevant instruction to meet the needs of all students. We work to provide students with a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The Department of Support Services 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
Abrams, Timothy	Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth and ensuring all students have equitable & equal access to learning.
Ford, Mary	Assistant Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth and ensuring all students have equitable & equal access to learning.
Horne, Alma	Other	Graduation/Career coach
Pollard, Jeff	Administrative Support	Data and instructional support for core subjects.
Young, Shaquira	Teacher, ESE	Monitor and check compliance of all ESE files and student's Individual Educational Plans.
Arbit, Wendy	School Counselor	Assist with Master Schedule, student schedules, counseling, student records request, SBT and student assessments.
Leonard, Crystal	Other	Transition Coordinator

Demographic Information

Principal start date
Tuesday 8/25/2020, Timothy Abrams

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.*

0

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)	High School 6-12
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)	30%
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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	
* 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	0	1	1	1	6	3	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	0	1	2	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	3	1	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	6	1	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	5	2	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	0	0	3	1	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	0	1	1	1	4
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	0	0	1	0	3	0	0	4

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 8/25/2020

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	1	2	0	3	8	1	15
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	0	3	8	1	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	5	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	4	13	3	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	3	13	5	22

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	1	0	0	3	11	3	18

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	1	1	3	1	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	1	0	2

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	1	2	0	3	8	1	15
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	0	3	8	1	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	5	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	4	13	3	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	3	13	5	22

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	1	0	0	3	11	3	18

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	1	1	3	1	1	7
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	1	0	2

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%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	0%	54%	51%	0%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018	0%	54%	-54%	51%	-51%
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	56%	-56%	55%	-55%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019					
	2018	0%	39%	-39%	54%	-54%
Cohort Comparison		0%				
08	2019					
	2018	0%	65%	-65%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019					
	2018	0%	54%	-54%	50%	-50%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	69%	-69%	67%	-67%
2018	0%	67%	-67%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	69%	-69%	70%	-70%
2018	0%	68%	-68%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	64%	-64%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

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)	
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	

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.

Although we declined by 10% in math gains in 2019 in comparison to 2018, we still out performed the state in math gains by 5%. We feel this is due to our transient population of students we serve and the prior knowledge in this subject area.

Due to the transient student population, our school has difficulty sustaining student academic records. We utilize Reading Plus to support student learning as an intervention program. Of the students tested at the Palm Beach County Jail 40% made an increase overall on Comprehension and Vocabulary Development from the fall diagnostics to the Winter diagnostics in Reading Plus. Students recently started utilizing IXL Math for diagnostics and interventions.

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.

Due to the lack of data for FY-20 because of state mandated school closure (COVID-19) with the cancellation of state assessments, we will continue with our FY-20 goals for FY-21.

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

Although we declined by 10% in math gains in 2019 in comparison to 2018, we still out performed the state in math gains by 5%. We feel this is due to our transient population of students we serve and the prior knowledge in this subject area. Even though we had a decline, our school maintained a Commendable rating as per the state.

During FY20, we utilized IXL Math as an intervention in the Math classes two to three times per week. Students used the computer based resource to support their learning at their ability level. During the school year we had two students achieve concordant score on SAT towards graduation in Math.

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.

Palm Beach County Jail had a 10% higher score than the state average in ELA gains in 2019. In addition, Palm Beach County Jail also had a 5% higher score than the state average in math gains in 2019. 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.

We continue to focus on supporting all students learning to ensure learning success. Our goal is to support student's journey towards graduation.

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

Our ELA students had the most gains during FY-19. We feel that an increased focus on reading and vocabulary had a large impact on this accomplishment. Another contributing factor was the addition of Reading Plus.

Palm Beach County Jail uses Reading Plus as a tool to identify student's present levels of performance. Palm Beach County Jail is secured detention facility located on the 12th floor of the County Jail.

Reading Plus is being introduced in the English/Language Arts class as part of the rotational model to be used as remediation and intervention two to three times per week. IXL Math is an intervention in the Math classes two or three times per week.

Palm Beach County Jail in collaboration with the Palm Beach County School District is working to implement a reward system for students who make gains on Reading Plus and IXL Math. They are also working on implementing a reward system for quarterly honor roll incentives for the students who earns a 3.0 and higher, during each nine weeks. Teachers will receive training on implementing the behavior system. In addition to the current resources, during FY-21 we will be planning to add additional resources to support learning such as; Kahoot, Quizlet, Flocabulary.

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

1. Course failures is an area of high concern at PB Jail. Due to students not attending school on a regular basis prior to entry into the facility has caused significant HS credit deficiencies. We struggle to close the gap and ensure students graduate.

2. Level 1 State Assessments scores: Students have shown low performance in state-wide Reading & Math scores throughout their educational career. This has negatively affected students both emotionally and mentally causing disillusion and low desires to attend school.

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

At PB Jail, our focus is to increase student engagement to ensure our students become active learners in their own academic journey, students 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. Based on our data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. 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. Our priorities are:

1. Increase student gains within Math and ELA state assessments.
2. Reduce the amount of course failures.
3. Increase student attendance.
4. Increase graduation rate.
5. Focus on mental/emotional help to support academic success.

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 ensure effective and relevant instruction within Math and ELA in alignment with LTO 2, High school Readiness and LTO 3, High school Graduation Rate. In our ELA population, we see 61% of our students showed gains on the 2018 FSA. In Math, 50% of the students at the jail had gains on the 2018 FSA. We will work to improve these learning gains by 5% in FY-19 to ensure our students' continuous growth towards high school graduation and college and career readiness. 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, utilizing the District's Blender scope & sequence as a resource to guide instruction.
Measurable Outcome:	The goals at the PBC Jail are: To reduce student course failures by 5%. To increase student achievement in ELA and Math state assessments by 5%. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.
Person responsible for monitoring outcome:	Timothy Abrams (timothy.abrams@palmbeachschools.org)
Evidence-based Strategy:	1. Incorporate various addtional resources to support ELA & Math classrooms: Flocabulary, Kahoot, and Quizlet. 2. Continue utilizing Reading Plus and IXL in both ELA and Math courses. 3. To further develop our SwPBS with training and a point system to support student behavior/academics.
Rationale for Evidence-based Strategy:	1. The various addtional resources support the differentiated needs of all students. It will allow for students to learn in a variety of ways. 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 buy-in and motivation.

Action Steps to Implement

1. Incorporate the use of Flocabulary, Kahoot & Quizlet
a. Train teachers to understand how & when to use the resources to support learning.
b. Provide ongoing PD/mentor support to ensure teacher success with resources.
c. Monitoring the use of resources through classroom visits, lesson plan review and student engagement results (data).

Person Responsible	Timothy Abrams (timothy.abrams@palmbeachschools.org)

2. Technology
a. Ongoing training for teachers to utilize the program effectively and with fidelity.
b. Arrange schedule for appropriate program usage.
c. Teacher develop small group instructional rotations to support all learners at their ability.
d. Monitoring will take place through classroom observations; formal/informal. Student data analysis and progress.

Person Responsible	Timothy Abrams (timothy.abrams@palmbeachschools.org)

3. SwPBS
a. Continue partnership with PBSO to support incentive programs for positive behaviors.
b. Establish point system to motivate students.
c. Establish the Five Pillars of Effective Behaviors throughout the facility.
d. Establish a mentoring program focusing on mental/emotional health.
e. Monitoring will be done by teachers, administration and PBSO staff through classroom visits and overall changes within the environment. (Mary Ford)

Person Responsible   Timothy Abrams (timothy.abrams@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

Pillars of Effective Instruction: Students are immersed in rigorous task 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 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity. Our students participate in activities and studies including, but not limited to:
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.

Palm Beach County Jail integrates Single School Culture by partnering with Jail staff to provide incentives for positive behaviors and academic achievement to ensure students strive to reach their potential socially and academically. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. African American studies, Holocaust studies and Latin America studies are offered as needed. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships with all students. Teachers are asked to incorporate their students' cultural backgrounds into lessons with the intent of creating sensitive classes that foster respect for all cultures.

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.

At the Palm Beach County Jail, we provide a continuation of the educational services for our students based on Florida State Standards for graduation. When the students enter our school we support them by evaluate their academic levels with entrance level assessments in reading and math. We have a transition coordinator that liaisons with the receiving schools for continual student success. At the Palm Beach County Jail, we provide a continuation of the educational needs of our students based on Florida State Standards for graduation.

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.
Up to ten days after entry students are discussed during school based-team meetings to determine student's academic performance and best improvement journey to support future success.

All students enrolled at the Jail are enrolled in a Careers class. 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 School Counselor at which time they are presented with 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.

The Jail implements a Single School Culture and share the Universal Guidelines for Success by communicating these expectations to parents and students. The support systems will include administrators, teachers, ESE contacts, 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				$15.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	3002 - Palm Beach County Jail	School Improvement Funds	13.34	$15.00
					Total:	$15.00