

The School District of Palm Beach County

Palm Beach Juvenile Correctional Facility



2021-22 Ungraded Schoolwide Improvement Plan

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Palm Beach Juvenile Correctional Facility

9680 PROCESS DR, West Palm Beach, FL 33411

<https://pbjc.palmbeachschools.org>

Demographics

Principal: Demetrus Permenter

Start Date for this Principal: 2/2/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We Envision:

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

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

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

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

Palm Beach Juvenile Correctional Facility (PBJ) is a Secure Residential Facility that services students from diverse counties within the State of Florida. PBJ aims to educate, affirm and inspire each student by creating a culture that promotes the delivery of Standards based instruction via Qualified educators.

Palm Beach Juvenile will provide quality educators, Social emotional learning, and academic equity to help each student reach their complete potential required to be responsible citizens and have productive careers.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Permenter, Demetrius	Principal	Instructional Leader in charge of executing and monitoring daily school operations and academics towards students growth.
Pollard, Jeff	Administrative Support	Provide instructional support, mentoring and guidance to teachers and administrators. Including but not limited to analysis & data reflection to develop professional learning communities to ensure standards based-instruction throughout in support of student learning gains and increasing graduation rate.
Leonard, Crystal		Transition Coordinator. Provide student, parents, sending schools. and receiving schools with transition services and information as students enter and exit schools throughout our programs.v
Ford, Mary	Assistant Principal	
Israel, Freddy	Assistant Principal	
Keough, Lisa	School Counselor	
Cohen, Lisa	School Counselor	
Horne, Alma	Graduation Coach	
Washington, Brenda	Teacher, ESE	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Sunday 2/2/2020, Demetrus Permenter

Number of teachers with professional teaching certificates?

6

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

42

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

2

Demographic Data

Early Warning Systems

2021-22

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	4	0	7	10	17	4	42	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	0	1	4	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	1	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	2	1	6	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	1	5	8	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	8	8	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	11	3	8	10	8	43	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	0	7	8	16	3	38	

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

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

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	1	0	0	0	0	3	4	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 7/13/2021

2020-21 - 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	3	9	16	13	41	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	0	0	0	0	0	0	0	1	1	1	2	0	2	7	
Course failure in Math	0	0	0	0	0	0	0	2	1	7	3	3	3	19	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	12	10	23	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	10	10	10	30	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	3	10	8	22

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		57%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		46%	44%
Math Achievement					54%	51%		54%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					43%	45%		43%	45%
Science Achievement					73%	68%		72%	67%
Social Studies Achievement					74%	73%		73%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	2
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students 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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

During the FY21 school year our area of focus was to increase our students graduation rate, and improve their college and career readiness by increasing their reading and mathematical skills, along with their health and wellness.

In FY19 we saw Math gains (0%), the lowest performance of our current population, whereas the state showed 59% gains. Our ELA scores show that out of the four students who have prior year scores, only 50% made gains.

During the mid year of FY20, the students at Palm Beach Juvenile Correctional facility showed a 3% increase on the Comprehension and Vocabulary Development assessment.

In FY21, results from the Fall Diagnostic assessment indicated that 10% of the students scored a Level 2 or higher on 18 of 20 ELA Standards assessed.

The State Common Assessment : Worldwide Interactive Network(WIN) is a pre and post test that all our students use. Upon arrival our students are evaluated within 14 days. We monitor the progress of our students through SBT meetings. We use Reading Plus for ELA and Khan academy for Math.

Our students move from multiple school centers throughout the state; therefore, we do not have a consistent opportunity for demonstrating gains.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Through the use of Reading Plus and Khan Academy we saw a progressive increase in student learning. Our students participate in performance-based Exit Option which supports their transition to take the GED, thus allowing for their HS Diploma acquisition. In addition it increased students participation in core curriculum to ensure earning the 18/24 credits towards meeting HS graduation. Reviewing our 20-21 end of the year Reading Plus data 50% of our students showed learning gains in comprehension while 18% increase there proficiency to at least 7th grade level. In order to support improvement in our Reading Plus data, we implemented consistent use of Reading Plus within our afterschool program and English. For School Year 2021-22, the implementation of a Reading Teacher had been added to the Master board (schedule).

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our greatest needs for improvement fall within ELA and Math.

FY19 we saw Math gains (0%), the lowest performance of our current population, whereas the state showed 59% gains. ELA scores show that out of the four students who have prior year scores, only 50% made gains.

Mid year FY20, showed a 3% increase on the Comprehension and Vocabulary Development assessment.

In FY21, results from the Fall Diagnostic indicated that 10% of the students scored a Level 2 or higher on 18 of 20 ELA Standards assessed. FSA data shows Add data / monitoring data

Our concerns are:

- Course failures: Specifically focusing on the number of students that are falling behind. Our grading system is standards-based and when students fail there is an indication that mastery has not been met.
- Statewide assessment level 1 ELA & Math: Based on this data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy and math that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. ESSA subgroups will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.
- Behavior infractions that lead to placement at the alternative sites (Suspensions) - Students are supported to prevent behavioral infractions through counseling sessions and therapy to ensure they understand the consequences their actions bring.

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

Many of the students entering our facility are deficient in both Reading and Math. Our students are also deficient in acquisition of core credits, for example, an 18 year old student may come in with only enough credits to be a ninth grader. Student academic history and enrollment indicates a disruption in learning, which result in low number of credits and risk of graduating with cohort. Students enter into our program at various times throughout the calendar year and may only stay with us a minimum of 9 months, which also causes disruptions in their learning and monitoring.

Student engagement is another concern we have. Most of our students have not attended a comprehensive school setting for 1-2 years. They need to be acclimated into the school setting and expectations, which is not easily attained. In order for students to succeed both academically and emotionally they must feel welcomed and included at PBJC, we value our students and work with them in one to one and small groups to support their transitions.

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

Standards Based Instruction will continue to be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our tutorial and credit recovery (Edgenuity) programs should ensure student participation and success.

All teachers, including elective teachers will collaborate to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them in order to motivate and ensure:

Increase students' learning gains in Literacy and Math for all students through:

1. In school/after school tutorials
2. Incorporate Reading Plus and Khan Academy in both Reading/English and Math courses
3. To develop our Schoolwide positive behavior support system (PBS) with training and a point system to support student behavior/academic
4. Support increase graduation rate through sessions with Graduation Coach/School Counselor
5. Students will focus on College/Career/Work Force readiness with MyCareerShines and facilitation sessions with Graduation Coach and teachers

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for:

Differentiation of Instruction

Standards based instructional delivery

PBS

Compliance

SEL

Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FY19 shows that 29% of our students showed learning gains within Math and the ELA Common assessment shows 51% learning gains for all students.

FY21 FSA data (Awaiting)

To increase student achievement on common assessments and state assessment, teachers will use differentiated instructions. Teachers will administer WIN assessment for baseline data, identify areas of academic deficiency in Reading and Math, develop Progress Monitoring Plan and conduct Quarterly monitoring to Track Progress.

Measurable Outcome:

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

Our intended outcomes for FY22 are:

Reduce course failure by 5%

Increase student achievement in ELA and Math to 5% in learning gains

Common Assessment learning gains increase 5%, from 51% to 56%

DJJ ELA rating an increase of 5% bringing us to 50%

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At PBJC we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,

Data Analysis

Classroom walks

Student work samples/portfolio/binder reviews

Student attendance

Data Chats with teachers, students, and parents (Treatment Team)

Formal Observations

Monitoring of SEL / academics through SBT

ELA will be monitored through the use of the WIN test. We will be implementing the use of the District's FSQs and USAs, Reading Plus & PBPA (writing) to ensure student achievement and growth.

Course failure, will be monitored through the monthly Treatment meetings, where we meet with teachers, parents and JPO Managers to discuss student progress and/or concerns.

Monitoring:

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

The monitoring will be supported by key members of the leadership team:

Assistant Principal

Single School Culture Coordinators will divide Reading and Math contents

Reading Coach

Graduation Coach

ESE Coordinator

Person responsible for monitoring outcome:	School Counselor Instructors/Teachers Demetrius Permenter (demetrius.permenter@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<ol style="list-style-type: none"> 1. In school/after school tutorials 2. Incorporate Reading Plus in Reading 3. Data Chats 4. Small Group Instruction <p>1. Tutorials support the differentiated needs of all students. It will allow for an extension of the regular school day instruction and supports closing the achievement gap.</p> <p>2. Adaptive technology supports all learners at their academic level. It allows for remediation and enrichment as necessary.</p> <p>3. Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weakness and strengths.</p> <p>4. Utilizing of small group promotes efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	

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

1. In school/after school tutorials
 - a. Identify students with needs.
 - b. Arrange tutorial schedules.
 - c. Arrange time for collaborative lesson planning utilizing the resources.
 - d. Support student learning through data analysis and data chats by teachers and leadership.
 - e. Teachers will receive professional development on differentiation.
 - f. Implement the use of Edgenuity

Person Responsible	Demetruis Permenter (demetruis.permenter@palmbeachschools.org)
<ol style="list-style-type: none"> 2. Incorporate Reading Plus in Reading courses <ol style="list-style-type: none"> a. Renew program contracts b. Train teachers to utilize the program effectively and with fidelity. c. Teachers develop rotational schedule for appropriate program usage. d. Teachers analyze data from programs to provide additional content specific differentiated small groups. e. Set expectations and train teachers to utilize program resources for small group differentiation. 	
Person Responsible	Demetrius Permenter (demetrius.permenter@palmbeachschools.org)

3. Data Chats
 - a. Review and train teachers the format to be followed for data chats
 - b. Develop a data chat form
 - c. Schedule on-going data chat sessions with all; stakeholders; students, teachers, parents, and administration

Person Responsible	Lisa Cohen (lisa.cohen@palmbeachschools.org)
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Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data.

In collaboration with DJJ, Court Liaisons, and Alternative Education Transition personnel, communication with parents will be conducted routinely and on an as-needed basis. We also have a School Advisory Committee (SAC) which is representative of our community and supports all decisions related to student achievement and ensures a focus on continuous improvement.

All members of the faculty and staff participate in collaborative learning communities that meet on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussions about student learning.

Students enter at various times of the year and can remain in PBJCF from 9-12 months. Within 10 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 PBJCF are enrolled in a Careers class, "My Career Shines". This class addresses many careers options 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 or School Counselor at which time she presents information about careers and College Goal Planning. The school counselor meets with students to review progress and discuss career interests and complete My Career Shines planning tools.

Students also participate in the PSAT and SAT school day test administration to determine college readiness.

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

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

Sequel facility administrators work in collaboration with PBCSD to recognize positive behaviors from students and staff members that are "committed to change" on a monthly basis.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our Stakeholders include the Palm Beach County School District, Sequel (Palm Beach Youth Academy), School Advisory Committee (SAC), Department of Juvenile Justice, Teachers, Parents and Students.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the 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 will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution
- (d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.