Title I Comprehensive Schoolwide Plan

PALM BEACH LAKES HIGH SCHOOL (1851)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

ELA learning gains for lowest 25% for FY22 is 34% while learning gains overall are 45%. Our goal for Achievement this year is 38% while in FY22 it was 33%. 1. Consistent, focused PLC's with Administrative and District Specialist support. 2. Continuous Professional Development in areas that support Standards Based Instruction and reading strategies. 3. Teacher tutors that support the scaffolding of lessons by targeting specific skill instruction and students (Lowest 25%). 4. Our adaptive strategies include No Red Ink and Reading Plus. No Red Ink, Reading Plus, Jamestown Timed Reading, Quizlet, Flocabulary, IXL and Newsela provide standards based lesson plans and grade-level content for teachers in our Reading, English and Social Studies, and Science classes. No Red Ink is used primarily in our underclassmen English classes to support basic English grammar and writing rules while IXL is used for the upperclassmen for SAT/ACT preparation. Newsela, Flocabulary and Quizlet are used in all content areas to bolster comprehension. Reading Plus is used as an adaptive platform for all students who are not proficient in reading as currently measured by the FSA, but will be measured by F.A.S.T. this year. These platforms have been incorporated through PLC's and monitored by administration through walkthroughs. 5. Just Words is used to support students who have foundational reading challenges which include phonics and decoding.

2. List the root causes for the needs assessment statements you prioritized.

Palm Beach Lakes High School continues to strive for growth each year. While dealing with the fact that 67% of our students enter at Levels 1 & 2 in Reading, we continue to make progress. We are also challenged by students' consistent daily attendance. The social-emotional needs of our students also interfere with progress. The lack of consistent family engagement and participation as well as parental understanding of how students can maximize the use of our technology platforms for academic achievement also impedes progress. Teachers are still working towards a complete understanding and implementation of the rigor in the standards. Differenetiated Instruction is a challenge for some teachers. Students lack foundational skills and reading stamina.

3. Share possible solutions that address the root causes.

Continue to implement and participate in common-planning PLC's and Professional Development. Continue to be mentored and monitored on the depths of the standards to create, as well as implement standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. Teachers will also continue to receive relevant PD in regard to instructional strategies, lesson planning, and reading strategies. We will also continue to create opportunities for teachers to collaborate and plan together to analyze and discuss data, to develop lessons and customized them to support the needs of students (Substitutes will be provided for the teachers to participate in these activities). We will continue extended learning opportunities (tutorial programs {school day, after school, summer, winter, spring, etc}. SAT-ACT prep (PD for teachers to deliver strategy-based instruction to students who need concordant scores for graduation requirements) will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. Smaller class size and targeted instruction will be used for remediation. Also, we will provide transportation for students struggling with tutorial attendance due to lack of transportation after school and/or Saturdays. We will continue to provide job-embedded professional development opportunities for teachers (school-based/District/out of county/out of state PD-AVID, AICE, Technology, Reading/Math/Science/Social Studies and Industry Certification Conference). We will continue to provide opportunities for students to use hands-on experiences/practice to support students' learning through the use of various instructional/engagement supplies/subscriptions and supplemental resources (texts, workbooks, study guides). We will also provide access to technology resources that support classroom instruction (Chromebooks and Smartboards), continue to provide support to students through the use of Resource teachers, tutors, additional classroom teachers, etc. to meet the individual needs of students for remediation, credit recovery, and enrichment to improve student achievement. We will utilize appropriate online subscriptions (No Red Ink, IXL, Quizlet, Kahoot, Nearpod, Kami, Flocabulary, Newsela, Quizzizz, Blooket, and possibly Curipod), classroom libraries, and reading manipulatives as deemed necessary. Resources are a challenge and will be provided and students need more hands on experiences and extra practice and small group instruction. PD will also be provided.

4. How will school strengthen the PFEP to support ELA?

School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when necessary. We will also continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students to support academic success and the goal of earning a diploma.

• Parent Training

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas. All activites will be hands on trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

• School

The school will work with students and their families to support students' success in reading by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful websites to increase students' success.

• Students

Students will engage with the school staff and their parents to work towards success in reading. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

• Parents

Parents will work with school staff and their child to work towards success in reading. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

• Staff Training

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement.

- Accessibility

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed. Communication will be sent home in native languages.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Palm Beach Lakes High School's FY22 proficiency in math is 18% as measured by the Florida state assessments. This year we are working toward at least 25% achievement. 1. Our adaptive strategies, specifically IXL is primarily used in our Algebra, Geometry and Math for College Readiness classes to support basic math skills. This has been incorporated through PLC's and monitored by administration through walkthroughs. Prism has been added to math classes as an additional layer of support for struggling students. 2. PLC's are supported by administration and our math coach who provides embedded professional development. 3. Teachers are consistently being trained, mentored and monitored on the depths of the standards to create, as well as implement standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. 4. Additionally, we have a math coach who works with the Math department. She assists with monitoring students' academic data, lesson plans, and all math PLCs. The Math team supports our families in making success unavoidable for our students and address any social-emotional needs when needed.

2. List the root causes for the needs assessment statements you prioritized.

Students continue to enter our school with deficient math skills. The social-emotional needs of the students interfere with progress. The lack of consistent family engagement and participation also impedes progress. Teachers are still working towards a complete understanding and implementation of the rigor in the standards and differentiated instruction. Lack of resources.

3. Share possible solutions that address the root causes.

PLC's are supported by our math focused coach and job embedded professional development. Teachers will continue to be trained. Teachers will be mentored and monitored on the depths of the standards to create as well as implement standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. They will receive support for continued PD and have opportunities to collaborate and plan together to analyze and discuss results, to develop lessons, and customize lessons to support the needs of students (Provide subs for teachers). We will continue to provide opportunities for students to use hands on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (texts, workbooks, study guides, etc.) We will continue to provide access to technology resources that support classroom instruction (Chromebooks and Smartboards) and to provide support to students through the use of Resource teachers, tutors, and additional classroom teachers to meet the individual needs of students for remediation, credit recovery and enrichment to improve student achievement. We will utilize appropriate online subscriptions (IXL), classroom libraries, and appropriate Math manipulatives. Extended learning opportunities (tutorial programs/SAT-ACT test prep) will further support the scaffolding of lessons in the classroom by allowing targeting skill instruction to continue to close the achievement gap. Smaller class size and targeted instruction will be used for remediation.

4. How will school strengthen the PFEP to support Math?

• Communication

School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when necessary. We will also continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students to support academic success and the goal of earning a diploma.

• Parent Training

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas. These trainings will have hands on activities for parents.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

> The school will work with students and their families to support students' success in math by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful websites to increase students' success. Hands on training will be provided.

- Students

> Students will engage with the school staff and their parents to work towards success in math. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

- Parents

> Parents will work with school staff and their child to work towards success in math. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

- Staff Training

> Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement. This will help enhance the home school connection.

- Accessibility

> All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed. Communication will be sent home in native languages.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Palm Beach Lakes High School's FY22 proficiency in science is a 52% as measured by the state assessment. This year our goal is to move to 57%. The strategies and resources that worked are our weekly PLC's that are supported by a district specialist and embedded professional development. Administration also attends and supports the PLC's. Teachers are consistently being trained, mentored and monitored on the depths of the standards to create, as well as implement standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. School-day, targeted tutorials have been infused into the school day to further support classroom instruction. The collaborative plans based on data analysis have been incorporated through PLC's and monitored by administration through walkthroughs.

2. List the root causes for the needs assessment statements you prioritized.

We must stay focused on achieving an even greater proficiency level for our students. Our incoming students with Level 1 & 2 status in Reading greatly impact the performance in Science which is Reading based. Students continue to struggle with making real life connections to the topics. The social emotional needs of the students also impede progress. The lack of consistent family engagement and participation also impedes progress. Lack of prior knowledge is a challenge as well as real world experiences. Below grade reading also is a barrier for understanding content and textbooks.

3. Share possible solutions that address the root causes.

The continuation of PLC's that are supported by district specialist and embedded professional development. Teachers will continue to be trained. Teachers will be mentored and monitored on the depths of the standards to create, as well as implement, standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. They will receive support for continued PD and opportunities for teachers to collaborate and plan together. They will analyze and discuss assessment results to develop lessons customized to support the needs of students (Provide subs for teachers). Extending learning opportunities (daytime tutorial programs) will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. We will continue to provide hands-on lab experiences to increase student overall schema, background knowledge, vocabulary expansion/enhancement as a result of project-based, inquiry learning opportunities. Students have opportunity to transfer knowledge through application and high order thinking. We will also continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (texts, workbooks, study guides). Access to technology resources that support classroom instruction (Chromebooks and Smartboards). We will provide support utilizing student workbooks, specific subject area, appropriate online subscriptions (Newsela, Flocabulary, and Quizlet), classroom libraries and science manipulatives. Smaller class size and targeted instruction will be used for remediation.

4. How will school strengthen the PFEP to support Science?

- Communication

School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when necessary. We will also continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students to support academic success and the goal of earning a diploma.

- Parent Training

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas. Hands on STEM activities can be provided for parents at a training as well.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

The school will work with students and their families to support students' success in science and reading by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful websites to increase students' success.

- Students

Students will engage with the school staff and their parents to work towards success in science and reading. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

- Parents

Parents will work with school staff and their child to work towards success in science and reading. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

• Staff Training

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement.

• Accessibility

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed. Communication will be sent home in native languages.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Palm Beach Lake High School's FY22 proficiency in social studies was 56% as measured by the state assessment. For FY23 our goal is to to increase to at least 4%%. The strategies and resources that worked were our PLC's that have embedded professional development. Teachers are consistently being trained, mentored and monitored on the depths of the standards to create as well as implement standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. Teachers have been trained to use their curriculum to bolster reading comprehension of all of their students. These practices are monitored by administration through walkthroughs. Additionally, we have a new full-time PLC leader that has been an additional layer of support for our teachers. She assists with monitoring students' academic data and sharing it with our teachers. The social studies team supports our families in making success unavoidable for our students and addresses any social-emotional needs when needed.

2. List the root causes for the needs assessment statements you prioritized.

One of our areas of concern is similar to ELA in that students are entering our high school reading more than 2 years below grade level and teachers' lack of understanding and implementation in the rigor in the standards. Social Studies is a content rich based curriculum that heavily relies on reading comprehension. The social emotional needs of the students impedes progress. Also, the lack of consistent family engagement/participation impedes progress. Lack of prior knowledge is a challenge as well as real world experiences. Below grade reading also is a barrier for understanding content and textbooks.

3. Share possible solutions that address the root causes.

PLC's supported by administration and include embedded professional development help to close the achievement gap. Additionally, continuing to cross-train teachers to incorporate literacy strategies across our Social Studies classes supports students with their reading challenges. Teachers will continue to be trained in reading strategies and the rigor of both literacy and content standards. Teachers will be mentored and monitored on the depths of the standards to create, as well as implement, standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. Teachers will receive support for continued PD and will have opportunities for teachers to collaborate and plan together to analyze and discuss results to develop lessons customized to support the needs of students (Provide subs for teachers). Extended learning opportunities such as tutorial programs will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. Providing opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional/engagement supplies and supplemental resources (texts, workbooks, study guides) and access to technology platforms (Newsela, Kami, Nearpod, Flocabulary, and Quizlet) and resources that support classroom instruction (Chromebooks) will also support closing the achievement gap. Lastly, we will build teacher practice that promotes motivation, interaction and engagement of students at widely varying levels of academic achievement, focusing on the continuous improvement model.

4. How will school strengthen the PFEP to support Social Studies?

• Communication

School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when necessary. We will also continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students to support academic success and the goal of earning a diploma.

• Parent Training

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

• School

The school will work with students and their families to support students' success in social studies and reading by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful websites to increase students' success.

• Students

Students will engage with the school staff and their parents to work towards success in social studies and reading. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

• Parents

Parents will work with school staff and their child to work towards success in social studies and reading. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

• Staff Training

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement.

- Accessibility

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Strategies and resources that have increased our acceleration were based on our master board analysis. This year we scheduled all of our 10th graders into Digital Design 1. This course will not only provide the opportunity for the students to earn an industry certification, but it will also teach them how to effectively use the various Microsoft Office products such as Word, Excel and PowerPoint; all important components for implementation in their other courses. Additionally, AICE coursework and industry certifications have been added for students to enroll. This provides opportunities for students to engage in rigorous coursework, earn college credit as well as certifications that will enable them to enter the workforce and/or vocational school upon graduation. We also have a Graduation Coach as an additional layer of support for our students. The coach assists with monitoring students' academic data, attendance and providing academic and behavior monitoring in SBT. The school supports our families in making success unavoidable for our students and addresses any social-emotional needs when needed. We will continue to build course offerings and accessibility to accelerated coursework for our students.

2. List the root causes for the needs assessment statements you prioritized.

Students not wanting to stay in accelerated courses due to the high demands and the challenges that come with those courses. The social emotional needs of the students impede progress. The lack of consistent family engagement and participation also impedes progress.

3. Share possible solutions that address the root causes.

Extended learning opportunities (resource teachers/academic tutors to support reading/tutorial programs/SAT-ACT test prep) will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. Providing transportation for students struggling with tutorial attendance due to lack of transportation after school and/or Saturdays. Providing opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (texts, workbooks, study guides). Access to technology resources that support classroom instruction (Chromebooks). The continuation of PLC's that are supported by district specialist and embedded professional development. Additionally, continuing to cross-train teachers to incorporate literacy strategies across our advanced classes. Teachers will continue to be trained. Teachers will be mentored and monitored on the depths of the standards to create, as well as implement, standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. Teachers will receive continued PD and opportunities for teachers to collaborate and plan together to analyze and discuss results to develop lessons customized to support the needs of students (Provide subs for teachers). Teachers will provide hands-on lab experiences to increase students' overall schema, background knowledge, as well as vocabulary expansion/enhancement as a result of project-based, inquiry learning opportunities. Students have opportunity to transfer knowledge through application and high order thinking.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

Parent Universities & Meetings that provide academic information, strategies, etc. Guidance Counselors reach out to Parents and have an Open Door policy when meeting with parents. Case Managers make home visits when needed for parents to be more involved in educational conversations.

• Parent Training

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards which will give them a better foundation to work with in order to assist their children in academic and social emotional areas. The Parent Resource room will also be available with resources that will allow parents the opportunity to interact with the standards based lessons. Hands on training will be provided

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- School

> The school will work with students and their families to support students' success in accelerated course work by providing parents with strategies, explanations of curriculum and assessments, and performance results.

- Students

> Students will engage with the school staff and their parents to enroll in accelerated course work. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments in accelerated courses.

- Parents

> Parents will work with school staff and their child to reach for success in accelerated course work. Parents will connect learning between school and home by working with guidance to look into enrolment in accelerated courses, ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for grades and completion of assignments.

- Staff Training

> Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University. Teachers will learn communication techniques to strengthen parent relationships.

- Accessibility

> All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed. Communication will be sent home in native languages.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

PBLHS Graduation rate was 72% for FY22. We are hoping to be at 85% this year. We provide multiple opportunities throughout the year to support students in need of meeting their Algebra 1 and reading score graduation requirements. We provided after school and Saturday remediation and test prep in Algebra I and ACT/SAT for our students. Our school is making progress towards reaching an increase in our high school graduation rate; however, the pandemic has hindered that progress slightly. The school supports our families in making success unavoidable for our students and addresses any social-emotional needs when needed. We will continue to build on the aforementioned strategies and build our teachers' capacity as the data is supporting the success to keep moving forward.

2. List the root causes for the needs assessment statements you prioritized.

Our progress is impeded by the high number of ELL students, students enrolling from other states and students entering reading more than 2 years below grade level. The social emotional needs of the students also impedes progress. The lack of consistent family engagement and participation also impedes progress. Several of our teachers lack understanding of the rigor in the standards and the ability to infuse ELL strategies in their instruction. Lack of prior knowledge is a challenge as well as real world experiences. Below grade reading also is a barrier for understanding content and textbooks.

3. Share possible solutions that address the root causes.

The continuation of PLC's that are supported by district specialist and embedded professional development. Teachers will continue to be trained. Teachers will be mentored and monitored on the depths of the standards to create as well as implement standard-based lessons with research based strategies and a variety of resources to support differentiated instruction. Teachers will receive support for continued PD who will create opportunities for teachers to collaborate and plan together to analyze and discuss results to develop lessons customized to support the needs of students (Provide subs for teachers). Extended learning opportunities (resource teachers/tutors to support reading /tutorial programs/SAT-ACT test prep) will further support the scaffolding of lessons in the classroom by allowing targeting skill instruction to continue to close the achievement gap.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

> School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when needed. We will continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students.

- Parent Training

> We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- School

> The school will work with students and their families to support students' success in reading by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful web sites to increase students' success.

- Students

> Students will engage with the school staff and their parents to work for success in reading. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

- Parents

> Parents will work with school staff and their child to reach for success in reading. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

- Staff Training

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement.

- Accessibility

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed.

Action Step: Classroom Instruction

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students' academics and social/emotional needs.

Budget Total: **$922,378.00**

Acct Description	Description								
Tutorial	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	After school and Saturday Tutorials (9-12) CTE, MAth, ELA and Science, History	10	$37.00	2	3	30	Certified	Original	$66,600.0
	June Credit Recovery (9-12) (non certified)	3	$15.00	4	6	4	Non-Certified	Original	$4,320.00

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	After school and Saturday Tutorials (9-12) (non certified)	4	$15.00	2	3	30	Non-Certified	Original	$10,800.0
	08.01 Amend 8 BT 464432 - increasing line summer tutorial adding teachers certified	1	$37.00	4	5	4	Certified	Budget Transfer	$2,960.00
	08.01 Amend 8 BT 464432 increasing line June credit recovery non-certified	2	$15.00	4	6	4	Non-Certified	Budget Transfer	$2,880.00
	June Credit Recovery (9-12) CTE, MAth, ELA and Science, History	15	$37.00	4	5	4	Certified	Original	$44,400.0
Extra Periods	Adding Every Day extra periods to master board. Rationale: To reduce the class size in all core content areas and have the ability to offer more class options on the master board. These will include 15 extra periods in Science, 15 in Social Studies, 15 in Math, and 15 in ELA/Reading. Totalling 60.								

Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	cases of paper	73	$47.73	General Supplies	Original	$3,484.2
	shipping	1	$1.11	General Supplies	Original	$1.11
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	$5,827.50	General Supplies	Original	$5,827.5
	08.01 Amend 8 BT 464432 increasing line to purchase	1	$1,749.25	General	Budget	$1,749.2

Acct Description	Description						
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**	
	cases of paper pencils folders highlighters			Supplies	Transfer		
Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, connect students with resources as needed, provide SBT support services, home visits dealing with attendance, student conferences, and parent resources for targeted students. 216 day. Assoc. Level						
ITSA	Secondary Technology Support Technician (STST) to provide support for students and teachers to fully implement Google classroom, and for teachers to use Smartboard technology. Will be able to maintain Chromebooks, network connections, and ensure that technology will work on campus. STST will support the multitude of online programs that were purchased and provide support and training on them to ensure proper usage.						
Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**		
	Kami for grades 9-12 schoolwide	1	$8,634.60	Original	$8,634.60		
	IXL Math/Reading schoolwide	1	$41,040.00	Original	$41,040.0		
	Zspace site license grades 9-12	1	$14,000.00	Original	$14,000.0		
	08.01 BT 464432 - Replace Z space,w Commonlit, gr 9-12 for ELA , Kahoot & Quizlet.	1	-$14,711.25	Budget Transfer	-$14,711.2		
	No red Ink schoolwide grades 9-12	1	$11,300.00	Original	$11,300.0		
	Nearpod/Flocabulary for grades 9-12 in ELA, Math, Science and Social Studies	1	$14,842.50	Original	$14,842.5		
	Prisms for Geometry and Algebra students(1500 math students grades 9-12) PD with purchase	1500	$12.00	Original	$18,000.0		

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Type**	**Total**	
	Quizzizz schoolwide grades 9-12	1	$7,500.00	Original	$7,500.00	
Trans Compound; tutorial	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	Summer tutorial transporation	1	$12,500.00	Amendment	$12,500.00	
Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for targeted students. 216 day. Bachelor level					
Resource Teacher	Will work with students and collaborate with counselors to ensure they are on track for graduation. They will responsible for coordinating 2 senior nights and enroll students in ACT/SAT testing to ensure all state requirements are met including monitoring community service hours and online requirements for graduation. This individual will keep track of scholarship bulletin and be liaison for PB State College.					
Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for targeted students. 216 day. Bachelor level					

Action Step: Parent Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' academic, career, and college goals.

Budget Total: **$58,578.00**

Acct Description	Description
Social Service Facilitator	Social Service Facilitator will provide social services to families with students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources targeted students. Associates level.

Action Step: Professional Development

Provide professional development opportunities for teachers to learn, analyze, and discuss results from student data, implement standard-based instruction, and develop rigorous lessons to increase student achievement in all content areas of instruction in grades 9-12 and help increase our graduation rate.

Budget Total: **$182,213.00**

Acct Description	Description				
Consultants	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Leading By Design will work with supporting teachers beginning July 15, 2023 through June 1, 2024 to provide teacher coaching	1	$24,975.00	Original	$24,975.0
Travel out-of-county	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Kagan Academy/July 10 - 14 /Orlando Florida. The purpose of this professional development is to learn Engagement and Achievement strategies for teachers of state assessment classes.40 will be attedning including core academic teachers and administrators (registration is $899, transportation is $200, lodging is $305 and per diem is $36)	1	$57,600.00	Original	$57,600.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
Teacher Collaboration	Collegial planning for core academic areas including CTE and Foreign languages to collaboratively plan and analyze trends and data. this will be ongoing throughout the year.	50	$25.00	1	2	30	Certified	Original	$75,000.0

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Palm Beach Lakes Community High School is committed to providing 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. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Lynne Hayes	Teacher, SAC Chair
Irma Shand	Parent
Belinda Gilbert	Parent
Sarah Docekal	Assistant Principal
Gregory Latimore	Parent
Laura Yaun	Teacher
Portia Newton	Teacher
Tre'Anthony Hardy	Student
Rosalind McCray	Principal
Charlyn Lowery	Assistant Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All stakeholders are invited to participate in Stakeholders meetings. No one is turned away.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

All stakeholders were invited to jointly develop CNA/SWP at the February 16, 2023 SAC meeting. All stakeholders were invited to develop the PFEP at the March 30, 2023 SAC meeting. We will have monthly SAC meetings this year also.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders used the Title I provided forms to provide input for the CNA. All interested stakeholders were part of a presentation and discussion about the FY24 PFEP . The budget and plan were formulated as a result.

Name	Title
Rosalind McCray	Principal
Sarah Docekal	Assistant Principal
Charlyn Lowery	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and

- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 12, 2023 at 4PM in the media center at Palm Beach lakes High School.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School website, school marquee, parent link call, text, and email.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Meeting invitations, agenda, powerpoint presentation, copies of the presentation, compact, PFEP and an evaluation of the presentation. Minutes and attendance will be taken at the meeting to submit.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Accommodating ESE and ELL students

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will be trained in how to communicate with parents regarding accommodations in the classroom.

- What is the expected impact of this training on family engagement?

Communication between teachers and parents of ESE and ELL students will improve/increase.

- What will teachers submit as evidence of implementation?

Examples of communications

- Month of Training

August

- Responsible Person(s)

ESE Coordinator and the ELL Coordinator

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating with Parents in a CUlturally Responsive Manner

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be trained to communicate in a more culturally responsive manner with our diverse population of families.

- What is the expected impact of this training on family engagement?

Increased communication between teachers and parents

- What will teachers submit as evidence of implementation?

Examples of communication with parents

- Month of Training

August

- Responsible Person(s)

ELL coordinator

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Freshmen Orientation

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn high school requirements, school protocols and technical platforms to help their children at home

- Describe the interactive hands-on component of the training.

Parents will be able to log into SIS, get IDs, schedules and meet administration.

- What is the expected impact of this training on student achievement?

Students will understand the requirements of Freshman year towards high school graduation which in turn will bolster academic success.

- Date of Training

August

- Responsible Person(s)

Wanda Thomas

- Resources and Materials

Students Handbook, handouts from Guidance, freshmen teachers, all admin

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

NA

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Senior Information Night

• What specific strategy, skill or program will parents learn to implement with their children at home?

All graduation requirements and counselor information in order to communicate regularly if necessary

• Describe the interactive hands-on component of the training.

form completions and various ways to check senior graduation status

• What is the expected impact of this training on student achievement?

Parents being aware of their child's graduation status throughout the school year and being able to communicate with the counselor.

• Date of Training

September

• Responsible Person(s)

Wanda Thomas

• Resources and Materials

Various handouts

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

NA

4. Reflection/Evaluation of Training #2

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

TBD

- What specific strategy, skill or program will parents learn to implement with their children at home?

TBD

- Describe the interactive hands-on component of the training.

TBD

- What is the expected impact of this training on student achievement?

TBD

- Date of Training

TBD

- Responsible Person(s)

TBD

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

NA

6. Reflection/Evaluation of Training #3

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

McKinney-VentO

• Describe how agency/organization supports families.

Link qualified families to services in the community. Provide them with resources.

• Based on the description list the documentation you will provide to showcase this partnership.

Complete Student Residency Questionnaire, flyers

• Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

• Name of Agency

Take Stock in Children

• Describe how agency/organization supports families.

This program tracks students and provide mentors as well as other resources. Mentors meet with their mentees weekly. It provides resources and guidance to families and helps to fill the gap.

• Based on the description list the documentation you will provide to showcase this partnership.

Program list of participants, or brochure, or pictures with mentors & mentees.

• Frequency

weekly

3. Partnership #3 - List Department, Organization, or Agency

• Name of Agency

Johnson Scholars

• Describe how agency/organization supports families.

It helps families develop an appreciation and understanding of college and the benefits of attending. They offer financial assistance to the students at the end of the program.

• Based on the description list the documentation you will provide to showcase this partnership.

Meeting dates and agendas, and lists of participating families. Brochure

• Frequency

monthly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

We will inform parents about timely information about the Title I programs through parent link, Remind, social media and letters/flyers to parents through student backpacks. Student also take home a weekly newsletter which will have pertinent information in it.

• List evidence that you will upload based on your description.

Copies of flyers and invitations and/or parent link messages

• Description

Parents will be informed about curriculum at the school and academic assessments used to measure student progress and proficiency levels students are expected to meet through parent conferences, progress reports, report cards, SIS Gateway, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.

• List evidence that you will upload based on your description.

Copies of flyers and invitations and/or parent link messages

• Description

Parents will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards through parent conferences, progress reports, report cards, SIS Gateway, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.

• List evidence that you will upload based on your description.

Copies of flyers and/or parent link messages, progress reports, reports cards

• Description

Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children through SAC meetings and Stakeholders meetings.

• List evidence that you will upload based on your description.

Copies of flyers and/or parent link messages, SAC meetings

• Description

Our school community's best time to meet is in the evening. We offer our parent meetings in the evening. If necessary, there is a case manager that is available for home visits, I.E.P. and L.E.P. meetings are scheduled at the times that are convenient for the parents. When possible childcare is provided.

• List evidence that you will upload based on your description.

Meeting logs, agendas and fliers will show meetings are offered at staggered times

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

All communication regarding Title I Programs (Annual Meeting, Tutorial programs, parent trainings, etc., is provided in English, Spanish, and Creole. Community Language Facilitator's are available at meetings, trainings, conferences, and workshops. SIS Gateway also has the capability to translate in a number of languages. School Compact and Family Involvement Plan is also provided in various languages. The Policy/Plan is also addressed at IEP and ELL meetings with parents and students regarding parent participation in workshops, trainings and activities that will benefit students. Additional workshops are also conducted for parents in their home language. All students, those with disabilities, language barriers and migrant students are included in this process, and provided accessibility for participation with the appropriate accommodations.

• List evidence that you will upload based on your description.

Samples of information provided in families' home language.

• Description

Provisions are made for parents during school and district events. Materials for students or parents that need assistance with vision and/or hearing are modified accordingly. Sign-language interpreters and accessibility modifications are provided when necessary. Also, the school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent needs are required. All meetings will be held on the first floor of each building.

• List evidence that you will upload based on your description.

photo of handicap signs & Agenda for meeting showing location of meeting

• Description

School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting through the Guidance department. If needed, we will contact the district Migrant Department for additional support for families.

• List evidence that you will upload based on your description.

> Flyer for immunization van and lists of students or flyer for migrant department

• Description

> School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities. School personnel will assist families by connecting them with the district McKinney-Vento program. School staff will also seek assistance from the Mckinney Vento Program (MVP) as needed, to ensure families have equal access to the same educational opportunities as non-homeless students.

• List evidence that you will upload based on your description.

> Evidence might include copies of the SRQs and emails to Case manager and fliers provided to families.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

• Activity #1

> This school has chosen to be exempt from this area.

• Name of Activity

> This school has chosen to be exempt from this area.

• Brief Description

> This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

• Activity #2

> This school has chosen to be exempt from this area.

• Name of Activity

> This school has chosen to be exempt from this area.

• Brief Description

> This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

• Activity #3

> This school has chosen to be exempt from this area.

• Name of Activity

> This school has chosen to be exempt from this area.

• Brief Description

> This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

•Operational school based team that meets weekly to discuss students with barriers to academic and social success; •Mentors assigned to students identified with SEL concerns; •Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day. •Connect students to agencies who have Cooperative Agreements or are on campus (DATA, Parent-Child center), Safe School Counselors and support team •Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as RAM cards. Positive school-wide behavior is implemented through the use of Restorative Justice. The staff has devised a set of RAM's expectations for student behavior in the classroom, cafeteria, hallways, etc. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our School Based Team will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, course curriculum including but not limited to: (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans In our African History and African-American Studies courses specifically, all ninth grade students engage in learning about the contribution of the African and African-American communities to instill a sense of pride within our student population. Lastly, we plan to create and enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary education). AVID I - IV is offered throughout the day to further instill college readiness skills.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: 1. Problem Identification entails identifying the problem and the desired behavior for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. 4. Evaluating is also termed MTSS. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and the idea of all students achieving benchmarks regardless of their status in general or special education. As a school, we have incorporated various levels of support for the ultimate success of our low performing students. 1. Built our master schedule to support our lowest level 1 students with Just Words as their reading class. 2. Incorporate reading and writing strategies in our African American History Courses, and World History courses that align what is being taught in our reading and writing course. 3. Targeted school day tutorials to support our level 1, 2 and lowest 25%. 4. School day tutorials for content areas including our ELL and ESE students with teachers that are working on strategies to assist with practicing the various accommodations based on their IEP's, and LEP's. 5. Intensive reading course for our level 1 and content support with literacy strategies for level 2 students. 6. Study hall for all students in need of recovering credits during the school day and after school. 7. In school and after school tutorials in the format of boot camps for all of our EOC courses (Biology, Alg 1, Geometry and US History).

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).

- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.

- Courses/electives that are not considered core-content.

- Courses/electives that are focused on job skills.

- How the school connects classroom learning to real world applications

- How extra curricular opportunities enrich the students' education.

*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

School wide literacy plan to include: teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small professional learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Additionally, the follow programs are included to promote literacy as well: • The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE) • The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students • The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies • The Johnson Scholars Program which funds $10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a $1.6 million commitment between 2008 and 2015) • The High School Graduation Coach from America Corp which focuses on increasing the graduation rate by providing interventions and support to at risk students • Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals • Grant-making assistance to seek out and obtain funding for many of these programs and initiatives • Adaptive Technologies and programs such as Reading Plus and IXL. • Intensive Reading Classes for all Level 1 students and Reading through the Content Area of Social Studies for level 2 students with CLS trained teachers *Medical Program, Law Program, Early Childhood Program, ROTC, Biotech Program, Fire Academy, Grooming and Salon Services, AICE Travel & Tourism, Culinary Arts, eSports program and various computer courses that prepare students for industry certifications. These programs are designed to prepare students for an entry level position to obtain a job in various industries upon graduation. Below a brief snapshot of the plethora of courses offered during the four years at PBL. The course listed below are some of the freshman level courses offered to kick start their interest in the various programs. Digital Tech Education: This computer based class perfects student skills in Microsoft Word, PowerPoint, and Excel. Students qualify to take an end of course industry certification exam to become Microsoft Office certified. 2-D Studio Art: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Digital Design (Photoshop): This class is designed for students who are interested in animation, and digital art, while understanding the process of artwork in areas such as social media, the entertainment industry, promotion, and marketing. Students qualify to take an end of course industry certification exam to become Photoshop certified. AICE Travel and Tourism: Students will explore the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Culinary 1: Students will learn basic instruction in food safety, sanitation, and preparation is introduced in this course. Some of the extra curricular opportunities offered to enrich students education are: AVID Club, Band, SECME, Chess, Drama club, Recycling, French and Spanish Honor Society, HOSA, Best Buddies, Pass the Knowledge, Black Student Union, Junior/Senior Art Club, FFEA, Key Club, National Honor Society, FCCLA and ROTC club just to name a few.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include: • The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students • The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP, AICE, Dual Enrollment or Industry Certification classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students. We use our school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. We offer several career academies including Pre-Law Academy, Early Childhood, Fire Academy, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education, JMROTC and select magnet programs. Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning. The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss "soft skills" important to success in the workforce via daily Teacher Advisory sessions. Health Science - CNA, CMAA, EKG, Pharmacy Technician, Bio-technician Assistant Information Technology - MOS Bundle, Dream Weaver, Photoshop, Illustrator, Cyber Security

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Positive working relationships are fostered between teachers through Professional Learning Communities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored, and instruction is adjusted when necessary, based on the decisions made through the collaborative planning and instruction process. PBLCHS also: Provides staff with various professional learning opportunities that ensure they are equipped with an understanding of planning and delivering standards-based instruction grounded in the expectation that all students can succeed. Requests District and Regional specialists serve as mentors to provide support to new teachers to guide them with standards alignment. Provides a Teacher Ambassador who works with teachers new to Palm Beach Lakes. Each teacher is provided with a mentor teacher who works throughout the year with their mentee. Provides support and guidance to teachers in developing explicit standards-based lesson plans which embed appropriate scaffolds to meet students' needs identified after analyzing data. Implements literacy instruction focused on research-based core practices using complex, grade level texts. Provides teacher training and support on Adaptive Technologies (Reading Plus and IXL) that will be used in gauging students' progress in reaching mastery of identified standards Provides teachers with Professional Development in the various technology platforms to assist with engagement during instruction. Offers AICE teachers to attend professional development given by Cambridge.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:
- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development

- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Applicants are recruited through positions posted on the district website, we collaborate with the district's human resource office as well as our regional office for potential applicants. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes Community High School, all teachers are encouraged through professional development offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties. Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Every department has an assigned PLC leader that serves as a form of mentor and coach but also as a point person to assist with any questions with day to day routines and school activities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Also opportunities exist for teachers to earn extra pay for tutoring, club sponsorship and extra curricular activities. Partnering with high schools that have synonymous classes within the district to develop core content collegial relationships is also encouraged and supported. The Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training. Every administrator has an open door policy where teachers are able to see an administrator at any time for support.