
Title I Comprehensive Schoolwide Plan
BOYNTON BEACH COMMUNITY HIGH (2361)

ELA

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

1. List prioritized needs statements.

A. In FY23, 31% of 9th and 10th grade students were proficient on the Florida Assessment of Student Thinking (F.A.S.T). Our goal is to maintain proficiency by increasing overall student achievement in ELA by 5%. B. Improve grammar and writing skills across content areas.

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

A. Struggling students lack basic reading and writing skills. B. Lack of understanding of vocabulary words. C. Lack of student engagement and participation during instruction. D. Lack of testing stamina.

3. Share possible solutions that address the root causes.

A. Utilize small group instruction to re-teach weak standards. B. Adding vocabulary school-wide. C. Adding interactive lessons throughout the units (videos, games, etc.) D. Using a timer during assignments and assessments.

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

• Communication

Continue to keep parents informed about their child's academic needs and resources available through newsletters, call outs and conferences. As well as continue to update the school webpage and make school personnel available for parent conferences.

• Parent Training

Parent trainings on how to use SIS to check grades, Study Sync, Study Island, Khan Academy, and Newsela.

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

- **School**

Provide extended learning opportunities for students that need additional support. Provide quarterly data chats in ELA and Reading classes, in order to monitor student success and offer remediation.

- **Students**

The students will participate in extended learning opportunities to help close the gap in ELA. Students will engage in small group interactive educational activities, hands on learning as well as technology.

- **Parents**

Ensure their child participate in extended learning opportunities in ELA class, if they are failing, have below a passing grade or underperforming.

- **Staff Training**

Staff trainings to assist teachers in understanding how to better reengage and support parents/families as they work with their students at home in ELA and Literacy.

- **Accessibility**

When possible provide physical accommodations.

Math

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

1. List prioritized needs statements.

A. 8% of Algebra I students demonstrated proficiency on the Semester Exam for SY24. In SY23, 19% of students in Algebra I and Geometry were proficient.

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

A. Students neglect to utilize classroom content resources. B. Students struggle to relate concepts to real-world scenarios. C. Limited parent engagement at home. D. Students have inconsistent or frequent absences. E. Social and emotional challenges.

3. Share possible solutions that address the root causes.

A. Promote collaboration, guide students, and incentive active use of classroom resources for an enhanced learning experience. B. Use real-world examples and interactive methods to help students connect concepts to practical scenarios. C. Boost parental involvement with communication, workshops, and activities to better support students' education. D. Contact parents regarding student absences. E. Refer students to counseling and support services.

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

- Communication

Continue to keep parents informed about their child's academic needs and resources available through newsletters, call outs and conferences. As well as continue to update the school webpage and make school personnel available for parent conferences.

- Parent Training

A. Interactive workshops that provide hands-on experience with the high school math curriculum and teach parents how to use the resources. B. Offer practical tips and strategies for parents to assist their students with homework and projects.

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

- School

Provide extended learning opportunities for students that need additional support.

- Students

A. The students will attend school regularly and use classroom resources that are provided. B. Set small goals to attain larger goals. C. Collaborate and engage in lessons. D. Complete assignments and study for assessments. E. Communicate when they face challenges or barriers.

- Parents

A. Ensure their child participate in extended learning opportunities for Algebra I and Geometry if they have below a passing grade or underperforming. B. Use resources shared by Mathematic teacher C. Maintain communication with Mathematics teacher.

- Staff Training

Leverage Professional Learning Communities (PLCs) to exchange ideas for engaging students and delivering effective instruction.

- Accessibility

When possible provide physical and virtual accommodations .

Science

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

1. List prioritized needs statements.

42% of our student were proficient on the SY24 Biology Midterm; Sy23 proficiency was 38%.

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

A. Students lack student engagement . B. Students' lack of attendance affects their understanding of concepts taught in class. C. Teaching methods may not engage students effectively.

3. Share possible solutions that address the root causes.

A. Peer learning. Encourage collaboration and peer learning to enhance understanding. B. Offer additional support for students struggling with key concepts by tutorials, push in and pull out support. C. Observe teaching methods during PLC and peer observations to ensure they're effective, engaging and cater to different learning styles.

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

- Communication

Continue to keep parents informed about their child's academic needs and resources available through newsletters, and conferences. As well as continue to update the school webpage and make school personnel available for parent conferences.

- Parent Training

Pathway to Graduation where parents will learn how to navigate SIS and learn about graduation requirements, and high stakes assessments.

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

- School

A. Regularly update parents about Science curriculum and their child's progress. B. Share Science resources that parents can use to support learning at home. C. Offer workshops to help parents understand Science concepts.

- Students

A. Actively engage in class. B. Provide constructive feedback to teachers and administration. C. Pursue additional learning resources to deepen understanding of concepts. D. Help peers to understand Science concepts.

- Parents

A. Assist with homework and projects. B. Show interest in their child's Science education. C. Assist in Science related school events or activities.

- Staff Training

Learn to engage students in fun but rigorous classroom activities.

- Accessibility

When possible provide virtual and physical accommodations.

Social Studies

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

1. List prioritized needs statements.

The prioritized needs are as following: A. 32% of students were proficient on SY23 End of Course (EOC) exam for U.S History, which was an 14% decrease.

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

A. According to the attendance in after school tutorials, less than 1% of the students are in attendance. B. Student lack of content specific resources to support the standards based instruction.

3. Share possible solutions that address the root causes.

A. Incentivize attendance and participation in after school tutorials and class participation. B. Offer pull out tutoring for students during the school day.

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

- **Communication**

Continue to keep parents informed about their child's academic needs and resources available through news letters and parent conferences. As well as continue to update the schools social media pages and make school personnel available for parent conferences.

- **Parent Training**

Teach parents how to navigate SIS and learn about graduation requirements and postsecondary opportunities.

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

- **School**

Provide online postsecondary resources for parents.

- **Students**

Students will be responsible for sharing necessary information with their parents on passing the U.S History End of Course Exam.

- **Parents**

Parents will communicate with teachers directly through email regarding their child academic concerns.

- **Staff Training**

Teacher will learn how to engage student rigorous but engaging classroom activities.

- **Accessibility**

When possible provide virtual and physical accommodations.

Acceleration Success

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

1. List prioritized needs statements.

The priority needs is that: A. 75% of AICE classes did not meet proficiency on the AICE exams. B. Yearly teacher turnover in AICE courses.

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

A. Minimal aligned curriculum to support the standards and classroom instruction. B. Minimal AICE training for teachers. C. Instructional staff lack certification in area of focus

3. Share possible solutions that address the root causes.

A. Provide more opportunities for AICE teacher training. B. Recruit and retain highly qualified teachers. C. Offer opportunities for extended learning for students.

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

• Communication

Continue to keep parents informed about their child's academic needs and resources in order for their child to earn an AICE diploma and enroll in Dual enrollment courses.

• Parent Training

Provide training opportunities for parents to understand the importance of earning a AICE diploma and Dual Enrollment classes.

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

- **School**

Provide extended learning opportunities for students that need additional support.

- **Students**

The students will participate in extended learning opportunities if they fail a passing grade or if under performing in AICE classes.

- **Parents**

Ensure their child participate in extended learning opportunities and hold their child accountable for academics, and become involved.

- **Staff Training**

Provide opportunities for professional development for teachers to increase and expanded their knowledge base in their subject area.

- **Accessibility**

When possible provide and virtual and physical accommodations as well as translated materials and a language facilitator is needed.

Graduation Rate

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

1. List prioritized needs statements.

Increase the graduation rate from 88% in SY23.

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

A. Students having academic fatigue which leads to inconsistent attendance. B. Student struggle to meet the graduation requirement of passing the Reading and Algebra I standardized tests.

3. Share possible solutions that address the root causes.

A. School Counselors and Academic Coaches work together to encourage students to remain focus on attendance and academics. B. Using Title 1 funds for Graduation Coaches that will monitor student achievement, attendance, and make home visits. C. Using Title 1 funds for extended learning opportunities and credit recovery.

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

- Communication

Continue to keep parents informed about their child's academic needs and resources available through school newsletters, SAC meetings, social media, announcements, emails, and text.

- Parent Training

Pathway to Graduation in order to train the parents on curriculum, graduation and state assessments.

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

- School

The school will provide an environment conducive to learning and maintain open lines of communication with students and parents.

- Students

The students will come to school prepared to work with a corporative mind set to learn and be engaged.

- Parents

The parents will ensure their child(ren) attends school regularly and on time. And communicate with their child teachers and support school initiatives, and engage their child to attend school activities.

- Staff Training

Provide trainings for teachers on how implement ELL and ESE strategies that will support all students.

- Accessibility

When possible provide virtual and physical accommodations.

Action Step: Classroom Instruction

Enhance student opportunities for differentiated and individualized instructional support and intervention by decreasing class size, providing tutorial programs, supplying students with targeted instructional materials, and adding support staff to case-manage student progress toward, and up to, graduation.

Budget Total: \$313,479.50

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers to provide afterschool tutorial in Math, Reading/English Language Arts (R/ELA), Biology, U.S. History, ACT and SAT prep, and Edgenuity for students	10	\$37.00	2	2.5	17	Certified	Original	\$31,450.00

Acct Description	Description																																							
	<table border="1"> <thead> <tr> <th data-bbox="428 201 1003 277">Item</th> <th data-bbox="1003 201 1157 277">Quantity</th> <th data-bbox="1157 201 1276 277">Rate</th> <th data-bbox="1276 201 1377 277">Days</th> <th data-bbox="1377 201 1491 277">Hours</th> <th data-bbox="1491 201 1610 277">Weeks</th> <th data-bbox="1610 201 1759 277">Certified</th> <th data-bbox="1759 201 1887 277">Type</th> <th data-bbox="1887 201 2024 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 277 1003 431">in grades 9-12 to remediate classroom concepts and graduation readiness, to begin in January 2025</td> <td data-bbox="1003 277 1157 431"></td> <td data-bbox="1157 277 1276 431"></td> <td data-bbox="1276 277 1377 431"></td> <td data-bbox="1377 277 1491 431"></td> <td data-bbox="1491 277 1610 431"></td> <td data-bbox="1610 277 1759 431"></td> <td data-bbox="1759 277 1887 431"></td> <td data-bbox="1887 277 2024 431"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	in grades 9-12 to remediate classroom concepts and graduation readiness, to begin in January 2025																													
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Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="428 558 1079 651">Item</th> <th data-bbox="1079 558 1251 651">Quantity</th> <th data-bbox="1251 558 1388 651">Rate</th> <th data-bbox="1388 558 1499 651">Days</th> <th data-bbox="1499 558 1625 651">Hours</th> <th data-bbox="1625 558 1766 651">Weeks</th> <th data-bbox="1766 558 1913 651">Type</th> <th data-bbox="1913 558 2024 651">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 651 1079 740">AVID Elective Teacher Substitute coverage</td> <td data-bbox="1079 651 1251 740">1</td> <td data-bbox="1251 651 1388 740">\$19.00</td> <td data-bbox="1388 651 1499 740">7</td> <td data-bbox="1499 651 1625 740">7</td> <td data-bbox="1625 651 1766 740">1</td> <td data-bbox="1766 651 1913 740">Original</td> <td data-bbox="1913 651 2024 740">\$931.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	AVID Elective Teacher Substitute coverage	1	\$19.00	7	7	1	Original	\$931.00																							
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Grad Coach - Non-Tch	Graduation Coach to support 11th and 12th grade students not meeting graduation requirements; attend graduation requirement meetings; hold conferences with students regarding graduation needs; work closely with school counselors to help students meet graduation requirements; make home visits for struggling or chronically-absent students not on track to graduate.																																							
Supplies	<table border="1"> <thead> <tr> <th data-bbox="428 959 1304 1089">Item</th> <th data-bbox="1304 959 1451 1089">Quantity</th> <th data-bbox="1451 959 1604 1089">Rate</th> <th data-bbox="1604 959 1780 1089">Supply Type</th> <th data-bbox="1780 959 1913 1089">Type</th> <th data-bbox="1913 959 2024 1089">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 1089 1304 1208">Pencils/Pens</td> <td data-bbox="1304 1089 1451 1208">24</td> <td data-bbox="1451 1089 1604 1208">\$5.33</td> <td data-bbox="1604 1089 1780 1208">General Supplies</td> <td data-bbox="1780 1089 1913 1208">Original</td> <td data-bbox="1913 1089 2024 1208">\$127.92</td> </tr> <tr> <td data-bbox="428 1208 1304 1317">Cases of Copy Paper</td> <td data-bbox="1304 1208 1451 1317">195</td> <td data-bbox="1451 1208 1604 1317">\$46.79</td> <td data-bbox="1604 1208 1780 1317">General Supplies</td> <td data-bbox="1780 1208 1913 1317">Original</td> <td data-bbox="1913 1208 2024 1317">\$9,124.00</td> </tr> <tr> <td data-bbox="428 1317 1304 1435">Highlighters</td> <td data-bbox="1304 1317 1451 1435">1</td> <td data-bbox="1451 1317 1604 1435">\$5.28</td> <td data-bbox="1604 1317 1780 1435">General Supplies</td> <td data-bbox="1780 1317 1913 1435">Original</td> <td data-bbox="1913 1317 2024 1435">\$5.28</td> </tr> <tr> <td data-bbox="428 1435 1304 1544">Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil</td> <td data-bbox="1304 1435 1451 1544">1</td> <td data-bbox="1451 1435 1604 1544">\$2,411.25</td> <td data-bbox="1604 1435 1780 1544">General Supplies</td> <td data-bbox="1780 1435 1913 1544">Original</td> <td data-bbox="1913 1435 2024 1544">\$2,411.25</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Pencils/Pens	24	\$5.33	General Supplies	Original	\$127.92	Cases of Copy Paper	195	\$46.79	General Supplies	Original	\$9,124.00	Highlighters	1	\$5.28	General Supplies	Original	\$5.28	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil	1	\$2,411.25	General Supplies	Original	\$2,411.25
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Extra Periods	(8) Eight Extra Periods for class size reduction - facilitate small group or intensive instruction in the areas of Geometry (9-10) [Bachir Fakhoury], English Language Arts (9-10, qty. 2) [Jarious Smith & Laurel Bifora], Math (11-12) [Latisha Paul], and Social Studies (10-12) [Matthew Bennett], Three TBD in Math/Reading/Social Studie																	
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="428 738 1507 829">Item</th> <th data-bbox="1507 738 1654 829">Quantity</th> <th data-bbox="1654 738 1770 829">Rate</th> <th data-bbox="1770 738 1900 829">Type</th> <th data-bbox="1900 738 2020 829">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 829 1507 959">IXL Math - reteaching and remediation of Algebra and Geometry standards for 1,025 students in grades 9-12</td> <td data-bbox="1507 829 1654 959">1025</td> <td data-bbox="1654 829 1770 959">\$11.00</td> <td data-bbox="1770 829 1900 959">Original</td> <td data-bbox="1900 829 2020 959">\$11,275.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	IXL Math - reteaching and remediation of Algebra and Geometry standards for 1,025 students in grades 9-12	1025	\$11.00	Original	\$11,275.00							
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Community Language Facilitator	Creole CLF to facilitate communication with students in classrooms to increase student engagement and understanding; as part of the support to students, the CLF will inform parents of any student needs.																	

Action Step: Professional Development

Increase teacher capacity in increasing academic outcome for at-risk students through side-by-side professional staff member support and collaboration.

Budget Total: \$190,656.00

Acct Description	Description
Coach	Math Coach will use coaching model to develop individual and groups of teachers and support them in their ability to provide rigorous, standard-based instruction in grades 9-12.
Single School Culture Coordinator	Single School Culture Coordinator will provide support and leadership for the MTSS process and support the implementation of single school culture for academics, behavior and climate

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$38,878.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison II to reach out to parents to provide support; to assist in planning parent engagement events and activities; to assist parents in understanding and utilizing SIS, college application process, FAFSA, and scholarships; and plan and execute parent trainings

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

The faculty and staff of Boynton Beach Community High School will partner with families to support our students as they strive to become productive and contributing citizens.

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
Moody Fuller	Principal
LaTasha McBride	Assistant Principal
Lavada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Leslie Copper-Dunbar	Assistant Principal
Sonja Haywood	Math Coach
Charman Postel	Community Member
Adrienne Grace	Parent
Chad Parker	Assistant Principal
Shawann Bryant	ESOL Coordinator
Deloris Ivery	Reading Coach
Nikita Young	SSCC

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

Members are selected by their involvement in the school setting, SAC membership, and community involvement. The Assistant Principals overseeing content areas (ELA, Math, Science, and Social Studies), the Math and Reading Coaches for their curriculum insight; the Parent Liaison for parent engagement opportunities; and parents and SAC members.

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

Stakeholders were provided an opportunity to give input at the Stakeholder Input Meeting which was held on Tuesday, February 21, 2024 @ 6:00pm. Stakeholders also had the opportunity to give input at meetings or through surveys given at SAC meeting on Tuesday, January 17, 2024 5:00 pm and at the CNA Leadership Committee Meeting in January and February. Input will be synthesized and implemented as appropriate.

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

The opportunity for providing input was open to all parents through invitation to our January, and February SAC meetings and CNA Leadership Committee Meeting held on Tuesday, February 22, 2024. The committee members voiced concerns regarding student attendance, participation and engagement in classes such as Mathematics and ELA. As well as the increase of English Language Learners (ELL). Therefore, an additional Haitian Creole Language Facilitator was added to support more students.

Name	Title
Dr. Moody Fuller	Principal
LaTasha McBride	Assistant Principal
LaVada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Nikita Young	SSCC

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?

The Title 1 Annual Meeting will be held on Tuesday, August 27 at 5:00pm in the Cafeteria.

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

Parents will be notified via callouts, weekly newsletters, and school website page.

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

Paper copies and QR Code of evaluation and feedback, Title I Annual Meeting PowerPoint, and pencils/pens, handouts of resources.

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

Differentiated Instruction to fit the needs of ESE, ELLs and LW25 students

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

Staff will learn about adaptive strategies for students with disabilities and how to implement the strategies in small groups. Staff will also take a deep dive into The Go To Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 to better understand how to help ELLs in the classroom. Lastly, staff will be trained on how to use EDW to identify the LW25 students in ELA and Math and the students needs and inform parents of their findings. They will also use the data to match with resources found on the district and state sites .

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

The expected impact of this training is to help staff better understand how they can help students with disabilities, English Language Learners and students that have been identified as being in the LW25 percentile for the school in both ELA and Math during whole group and small group instruction. And reach out to families to share their findings and strategies.

- What will teachers submit as evidence of implementation?

Teachers will turn in copies of student data chat forms and.0 copy of email or comment logs of contract with parents.

- Month of Training

Monday, September 9, 2024 through Thursday, September 12, 2024

- Responsible Person(s)

Nikita Young, SSCC Brittany Stephens, PD team member Shawann Bryant, ESOL Coordinator

2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Expect Success: Effective Interventions and Strategies for Positive Outcomes

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

Effective interventions that guide positive behaviors and create learning environments to help all students succeed both in and out of school.

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

Developing clear communication with a consistent message for family involvement and creating opportunities for active family involvement.

- What will teachers submit as evidence of implementation?

A copy of lesson plans and comment log/or emails of parent communication.

- Month of Training

Tuesday, January 7 - Thursday, January 9, 2025

- Responsible Person(s)

Nikita Young, SSCC Brittany Stephens, PD team member Shawann Bryant, ESOL Coordinator

4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

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

Pathway to Graduation.

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

Parents and/or Guardians will learn the graduation requirement process.

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

Parents will learn how to navigate SIS in regards to monitoring their students' attendance, assignments, grades, and test results. Parents will also learn about graduation requirements, and test dates.

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

Parents will be able to actively engage in their child's academic success and progress towards graduation.

- Date of Training

Tuesday, October 15, 2024

- Responsible Person(s)

Francois Dorcil, School Counselor Chair Fredrina Combs, AP Lavada Williams, Parent Liaison

- Resources and Materials

Smartboard, Chromebooks, pens, and paper, and handouts of resources.

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night for our ESOL and ESE families

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

Parents and families will become familiar with the benchmarks for Excellent Student Thinking (B.E.S.T) in ELA and Writing. Emphasis on the resources made available to both students and parents in preparation for state assessments.

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

Families will navigate the platforms identified during the training to become familiar with the platform and to create parent accounts if necessary.

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

Parents will be able to assist and monitor student progress towards studying and preparing for their upcoming assessments.

- Date of Training

Tuesday, January 14, 2025

- Responsible Person(s)

Shawann Bryant, ESOL Coordinator K. Perkins, ESE Coordinator Lavada Williams, Parent Liaison Nikita Young, SSCC

- Resources and Materials

Smartboard, Chromebooks, handouts of resources.

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

n/a

• Resources and Materials

N/A

• Amount (e.g. \$10.00)

N/A

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

Multicultural Department

- Describe how agency/organization supports families.

Provides translation of documents and on site language support during events.

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

Translated documents, SIS Comment log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

Provides one-on-one support and representative will be present to give families academic strategies that can be used at home.

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

Copy of SIS Comment Log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

College Representative from Palm Beach State College will provide insight on admission. And a Financial Aid Representative will give detailed information on how to apply for financial aid.

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

Copy of presentation, and emails that reflect planning.

- Frequency

One-time

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**

Parents will learn of Title I programs through the Title I Annual Meeting. We also have a Title I section on the school website regarding how funds are allocated, announcements of parent engagement activities, schedule of after school tutorials, and avenues for providing parent feedback. (Information will be shared with families in appropriate languages). Notifications will also be sent out via weekly newsletters and callouts. The Parent Liaison will create a google classroom with school and community resources.

- **List evidence that you will upload based on your description.**

Through copy of weekly newsletters, and virtual and/or in person sign in sheets.

- **Description**

Parents will learn this information at the Pathway to Graduation parent involvement events. School counselors' email addresses will be posted to support parent contact and School Counselors will be present to answer any questions. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages). As well as in our weekly newsletters.

- **List evidence that you will upload based on your description.**

Through copy of presentation, and virtual and/or in person sign in sheets, and newsletters.

- **Description**

Parents will learn this information at the parent involvement events, trainings, newsletters, school website and social media. The Assessment Coordinator will be present to review testing procedures and plan. School Counselors will be present to answer any questions regarding academic standards. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages)

- **List evidence that you will upload based on your description.**

Through copy of weekly newsletters, and callout notification.

- **Description**

Meetings will be advertised through callouts, and flyers sent home in multiple languages, and on the school website and weekly newsletters.

- **List evidence that you will upload based on your description.**

Through screenshots from the website, newsletters, and samples of flyers that are sent home.

- Description

Meetings will start later at 6:00pm or 5:30pm instead of 5:00pm. Some trainings will be offered virtually to ensure parent parent participation.

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

Through screenshots from weekly newsletters, and samples of flyers that are sent home.

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

Key documents and information will be translated to major languages (handouts & callouts). Language facilitators will be available at parent engagement events. The Parent Liaison will create a google classroom with school and community resources.

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

Translated materials include School-Parent Compact, and flyers.

- Description

Provide RSVP with provision to request specific support such as physical disability, hearing impairment, etc. Provide photos of disabled parking spaces and location of elevators. We will reach out to the appropriate district resources to provide hearing support, sign language, closed caption on google meets, etc. We will also ensure preferential seating and/or a staff member to work one on one with any individual who has a need. Additionally, we always have a golf cart available for those who need assistance getting around the building.

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

Invitations offering accommodations, 1 meeting minutes showing virtual flexibilities or meetings on the first floor only, 1 photo of accessible parking

- Description

Reach out to the parents and help them become familiarized and comfortable with the school using CLF's, translated letters, and later meeting times.

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

Comment Logs and translated letters, 1 sample migrant flyer sent home, 1 email communication with Migrant team.

- Description

A counselor will discreetly reach out to homeless families to assess needs and provide free school supplies

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

Housing Questionnaire sample, sample McKinney-Vento flyers sent home, 1 email communication with McKinney-Vento team or school based team serving students experiencing homelessness.

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

- Name of Activity

n/a

- Brief Description

n/a

2. Activity #2

- Name of Activity

n/a

- Brief Description

n/a

3. Activity #3

- Name of Activity

n/a

- Brief Description

n/a

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

Boynton Beach Community High School (BBCHS) is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework, including opportunities for college and career preparation, empowering each student to reach his or her highest potential. With a strong focus on helping students build skills outside of academic subject areas. There has been a constant need for students at BBCHS to have an additional focus, drive and develop a passion for community event which supports the development of interpersonal skills and reach their highest potential. Some of the ways used to supported our students interpersonal needs is through school-wide initiatives. Some examples of our initiatives are ROAR (Respect Ownership Achievement and Readiness) Behavioral Matrix (ROAR) and Teaching Expectations, Mentors, Clubs such as College Bound, and Key Club. The focus of these areas are monitoring of student behavior, mentor-ship opportunities provided by staff and outside counselling services. Descriptions of the initiatives are: ROAR: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix (ROAR) and Teaching Expected Behaviors devised by the staff for student behavior in the classroom, cafeteria, hallways, school wide lessons and activities on late start days, communicating with parents, and Monitoring SwPBS. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Women of Tomorrow, and Youth Services Bureau. Students also have access to clubs such as Key Club and others that provide positive role models and peer interactions. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs.

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

Our school has an operational school based team that meets frequently to discuss students with barriers to academic and social success to intervention build programs specific to each child's needs. Three tiers of support are utilized daily. The tiers support academic and behavior needs of students. This support is in addition to regular classroom instruction. Tier 1 Academic supports Core curriculum, standardized assessment, IXL, No Red Ink, and Math Nation. Tier 2 Academic supports : Differentiated instruction, group tutoring programs, Reading Plus, pull-outs, boot camps and School Based Team. Tier 3 Academic supports Individualized tutorial programs, progress monitoring, credit recovery and Individualized Education Programs. The Behavior side support tiers are Tier 1 Behavior: School counseling services, dropout early warning system, universal screening component and electronic tardy prevention system. Tier 2 Behavior: After school programming, interventions from Graduation Coach, group mentoring programs, chemical dependency groups(DATA Counselor), School Based Team, and individual student contracts. Tier 3 Behavior: Intensive School Based Team case management, individual interventions from Positive Behavior Support Coach, intensive individual interventions (behavior contracts, chemical dependency treatment, mental health Interventions, etc.). School Leadership monitors student academic and behavioral data to make the appropriate decisions for each student involved. School-wide systems are in place which support the needs of all students. Multiple layers of support are available through umbrellas such as ESE and SBT.

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).
- 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.
- Opportunities to extend learning time.
- 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

Students collaborate in a student-centered, personalized environment and take ownership of their learning through voice and choice in order to demonstrate mastery. Through a variety of means, students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Several programs are in place to support appropriate behaviors and lifestyles for our students, including College Bound. Safe Schools provides a Positive Behavior Facilitator who is housed at our school. Teen mothers who take the Early Childhood class have access to free childcare. We also offer a multitude of electives including but not limited to: Early Childhood, BASA, ROTC, and Medical Programs. All students receive free breakfast and lunch through the federal food program and students who participate in after school tutorials receive snacks. Tutorials are available during after school. Graduation coaches are provided through Title 1 funding. These coaches monitor our student's progress towards graduation and are instrumental in assisting our Guidance Department. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in Technology, Medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Students work hands on with instructors who are trained in these areas. Outside organizations related to these programs come in and offer instructional support and specialized training to our students, also. Onsite dual enrollment opportunities are available through Embry Riddle University and Palm Beach State College. Dance and Chorus Programs are offered through our audition process. Students are placed in classes related to their experience and expertise. We offer multiple levels of dance classes. Our Dance Academy's main goal is to enable students to develop an appreciation for the art of dance as well as provide practice and implementation of structured dance movements in collaboration with peers for success in college dance programs and professional companies. Our Vocal Academy goal is to allow students to develop proper vocal techniques and an understanding of vocal mechanism; Students will also learn musical notation, and sight-singing. We use Advancement via Individual Determination (AVID) strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE, Advanced Placement, and onsite Dual Enrollment courses provide a rigorous curriculum for high achieving students.

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

BBCHS is focused on increasing student participation and performance in advanced coursework. We offer courses through Cambridge, and Dual Enrollment (Palm Beach State and Embry Riddle). 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. Our school has sponsored this event and provided incentives for students who participate. 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. We provide onsite TRIO services, as well as summer programs for language development and ACT preparation for ELL students. BBCHS Comprehensive Guidance Department is working to inform and support students and parents on graduation and post-secondary (college and career readiness) goals.

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
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Engaging systems of support include a mentor support team, staff development opportunities, observations, conferences, and feedback. ESP is designed to elicit evidence that a new teacher has demonstrated teaching competencies that promote student learning. This personalized supportive program helps ensure that all new teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, and learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. New teachers are paired with experienced teachers, often department heads, who teach the same content as the new teacher. We believe this is the most beneficial pairing for new teachers because effective teaching of content is critical and can be embedded in the new teacher training for classroom management, planning, and organization.

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

BBCHS utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals for new applicants. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Interviews are conducted in person and through Google Meet. Our school also attends the yearly Job-Fair. Our school provides mentors for all teachers new to the school to cultivate a climate of collaboration and support to ensure teacher success. All new teachers meet monthly to participate in professional development and share their thoughts and concerns. This personalized supportive program helps ensure that all teachers new to the school have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Our school provides a single school culture of behavior in a safe and secure environment. The Administration has an open-door policy that welcomes teachers to discuss any concerns. BBCHS offers opportunities for professional development, common planning, Professional Learning Communities, and recognizes teachers for their accomplishments.