
Title I Comprehensive Schoolwide Plan
GLADES CENTRAL HIGH SCHOOL (2301)

ELA

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

1. List prioritized needs statements.

According to our PM2 ELA assessment, the 9th grade students test score shows that 30% of our students met or exceeded threshold compare to 22% meeting threshold on PM1 assessment. Which is an 8% increase. According to our PM2 ELA assessment, the 10th grade students test score shows that 32% of our students met or exceeded threshold compare to 27% meeting threshold on PM1 assessment. Which is a 5% increase.

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

Our students are entering high school at least two years below grade level. Students lack the time needed to fully master fundamental skills in order to comprehend the curriculum and students struggle with multi-select question and answer choices. Teachers need support with planning and implementing lesson that are align to the full intent and rigor of the standards. The ELA teachers struggle with differentiate instruction and small groups instruction. Teachers are not fully implementing the MTSS (Tier 1, Tier 2, and Tier 3) process with fidelity. Parent have a lack of understanding regarding the data being present to them and how to support the academics of their child.

3. Share possible solutions that address the root causes.

Offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Small group differentiated instruction which allows students to work at their pace and instructional level to ensure success. PLCs which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Pullout and push-in support, writing and reading simulations, weekly data chats, parent night for 9th and 10 grade students, and home visits. Provide opportunities for increase practice through after tutorials and/or on-line subscriptions programs.

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

- Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. School marquee postings. Home Visits

- **Parent Training**

Raider Roadmap to Graduation, 9th & 10th grade ELA parent training night, Curriculum and Assessment Night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- **Students**

Students will always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the standards are broken down and how students results are shared.

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

Math

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

1. List prioritized needs statements.

According to the end of Semester 1 assessment data the average percentage of Algebra 1 students that are proficient is 28%. According to the end of Semester 1 Midterm assessment data the average percentage of Geometry students that are proficient is 37%.

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

Teachers need support with planning and implementing lesson that are align to the full intent and rigor of the standards. Teachers struggle with differentiate instruction and small groups instruction. Parent have a lack of understanding regarding the data being presented to them and how to support the academics of their child. Parents/families lack the understanding of the data being presented to them and how to support the academics of their child. After the mid-term exam the teachers need to have an opportunity to spend the day to take apart the test questions/data and plan their re-teaching, remedial, and re-assessment activities.

3. Share possible solutions that address the root causes.

Offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Small group differentiated instruction which allows students to work at their pace and instructional level to ensure success. PLCs which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Pullout and push-in support, math vocabulary, weekly data chats, parent night for Algebra an Geometry students, and home visits. Provide opportunities for increase practice through after tutorials and/or on-line subscriptions programs.

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

- **Communication**

Monthly newsletter, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

- **Parent Training**

Raider Roadmap to Graduation, 9th & 10th grade Algebra and Geometry EOC training night, 11th & 12th grade SAT/ACT, FASA night, and IXL training night.

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

- **School**

School will provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Students will always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the standards are broken down and how students results are shared.

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

Science

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

1. List prioritized needs statements.

According to our Science/Biology Midterm assessment data our students' average test score is 48%

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

Science teachers need to increase their hands-on or virtual labs, providing intense review of vocabulary through technology (quizizz, Kahoots, Nearpod Labster), use more academic games and reviewing/re-teaching through escape room games. Teachers need support with planning and implementing lessons that are align to the full intent and rigor of the standards. Teachers struggles with differentiate instruction and small groups. Parents/families lack the understanding of the data being presented to them and how to support the academics of their child. After the mid-term exam the Science teachers need to have an opportunity to spend the day to take apart the test questions/data and plan their re-teaching, remedial, and re-assessment activities.

3. Share possible solutions that address the root causes.

Use of technology to supplication instruction. Plan engaging activities that address the varying learning styles of all students. (Board Games, Escape Rooms, WebQuests, Virtual Labs, Station Labs, Dominoes Loop Games). Weekly Data chats with the Science Coach. Analyze data to determine areas of strengths and concerns. Create reteach lessons and assessments based on data analysis. Science Coach, pushes in or pull-out students to remediate and opportunities for increase practice through after school tutorials. Offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. PLCs which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning.

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

- Communication

Monthly newsletter, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

- Parent Training

Raider Roadmap to Graduation, 9th, 10th & 11th grade Science EOC training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- School

School will provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Students will always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the standards are broken down and how students' results are shared.

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

Social Studies

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

1. List prioritized needs statements.

According to the Social Studies assessment data, our students' average test score is 60%.

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

Teachers need support with planning and implementing lesson that are align to the full intent and rigor of the standards. Teachers struggle with differentiate instruction and small groups instruction. Parent have a lack of understanding regarding the data being presented to them and how to support the academics of their child.

3. Share possible solutions that address the root causes.

Offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Small group differentiated instruction which allows students to work at their pace and instructional level to ensure success. PLCs which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Increase teacher opportunity to participate in all day curriculum planning twice a semester and to plan re-teaching activities. Provide opportunities for increase practice through after tutorials.

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

• Communication

Communication: Monthly newsletters, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

• Parent Training

Raider Roadmap to Graduation, 11th grade US History EOC training night, 11th & 12th grade SAT/ACT, FASA night, (Google Meet, Google Classroom), and AVID parent night.

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

- **School**

School will provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with student, and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school program.

- **Students**

Students will always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will to send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the standards are broken down and how students' results are shared.

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum and Drive Through event.

Acceleration Success

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

1. List prioritized needs statements.

Current acceleration data for FY 23 is 50.9%.

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

A decrease in enrollment due to scheduling restrictions or challenges. Students were not given the opportunity to sit for the exam 3 times due to scheduling issues. Daily demand conflict with teachers conducting data chats with students. Limited vocabulary and math skills hinders performances in accelerated courses. Parents/families have a lack of understanding regarding the language of the curriculum and data being presented to them and how to support their child with academics.

3. Share possible solutions that address the root causes.

During teacher collaboration have discussion around the scheduling of our students, especially our sub-groups students. Provide teachers with the instructional support to closely monitor student's acceleration and have data chats with targeted students. Develop & implement a plan for preparing targeted students for exam, develop an exam timeline to afford all students 3 opportunities to take IC exams, AP-AICE and EOC exams. Providing training to increase parents knowledge of the curriculum language and data being presented to them.

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

• Communication

Monthly newsletters, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

• Parent Training

Raider Roadmap to Graduation, 11th grade US History EOC training night, 11th & 12th grade SAT/ACT, FASA night, Distant Learning, (Google Meet, Google Classroom), and AVID parent night.

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

- **School**

School will provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Students will always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

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- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the standards are broken down and how students' results are shared.

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum and Drive Through event.

Graduation Rate

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

1. List prioritized needs statements.

Our current graduation rate is 97.2%. FY 23 ELL graduation rate is 100% FY 23 ESE graduation rate is 97.1%

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

Graduation Cohort data chats meetings were not taking place monthly with administrators, graduation coach, and school counselors every 3 weeks during a 9-week grading period to outline the roadmap to meet the graduation requirements.

3. Share possible solutions that address the root causes.

Graduation Cohort meetings are taking place monthly with administrators, school counselors, and graduation coach. Graduation coach attends monthly Instructional Leadership Team (ILT) meetings. During these meetings the graduation coach update administration regarding status of at-risk students. Counselors and graduation coach complete update records when students complete Edgenuity and FLVS courses as well as when records are received from other school districts/states.

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

• Communication

Monthly newsletters, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

• Parent Training

Raider Roadmap to Graduation, Curriculum and Assessment night, 11th & 12th grade SAT/ACT, FASA night, Distant Learning, (Google Meet, Google Classroom), and AVID parent night. Data analysis to assist with differentiate instruction (small group instructional) and parent/families training to assist with understanding data using parent friendly language. Parent/families training on how the graduation requirements are broken by subject area.

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

- **School**

School will provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

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- **Parents**

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- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and the MTSS framework (Tier 1, Tier 2, and Tier 3)

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum and Drive Through event.

Action Step: Classroom Instruction

Rigorous standard-base differentiated instruction will be utilized to provide enriching instruction through whole group, small groups, push-in/pull-outs and extended learning tutorials/enrichment activities.

Budget Total: \$174,484.18

Acct Description	Description														
Classroom Teacher	Mathematics Teacher will provide intensive instruction for ninth (9th) through twelfth (12th) grade students enrolled requiring retakes of Algebra or Geometry End of Course (EOC) assessments.														
Supplies	<table border="1"> <thead> <tr> <th data-bbox="420 488 1283 602">Item</th> <th data-bbox="1283 488 1430 602">Quantity</th> <th data-bbox="1430 488 1598 602">Rate</th> <th data-bbox="1598 488 1766 602">Supply Type</th> <th data-bbox="1766 488 1902 602">Type</th> <th data-bbox="1902 488 2022 602">Total</th> </tr> </thead> </table>							Item	Quantity	Rate	Supply Type	Type	Total		
	Item	Quantity	Rate	Supply Type	Type	Total									
	Copy Paper (Case)	8	\$48.60	General Supplies	Original	\$388.80									
	Pencils	5	\$4.13	General Supplies	Original	\$20.65									
	Notebooks	1	\$154.73	General Supplies	Original	\$154.73									
Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,280.00	General Supplies	Original	\$2,280.00										
Resource Teacher	Resource Teacher will provide small group push-in/ and pull-out remedial instructional support for ninth (9th) through twelfth (12) grade students who perform below standard grade-level expectation on the Florida Standards Assessment Eight (8th) Grade Reading or Tenth (10th) Grade English Language Arts assessment.														
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="420 1300 1024 1382">Item</th> <th data-bbox="1024 1300 1199 1382">Quantity</th> <th data-bbox="1199 1300 1346 1382">Rate</th> <th data-bbox="1346 1300 1461 1382">Days</th> <th data-bbox="1461 1300 1598 1382">Hours</th> <th data-bbox="1598 1300 1745 1382">Weeks</th> <th data-bbox="1745 1300 1902 1382">Type</th> <th data-bbox="1902 1300 2022 1382">Total</th> </tr> </thead> </table>							Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
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Substitutes for Position #20000376	1	\$19.00	7	7	1	Original	\$931.00								

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 204 1022 293">Item</th> <th data-bbox="1026 204 1167 293">Quantity</th> <th data-bbox="1171 204 1287 293">Rate</th> <th data-bbox="1291 204 1388 293">Days</th> <th data-bbox="1392 204 1499 293">Hours</th> <th data-bbox="1503 204 1623 293">Weeks</th> <th data-bbox="1627 204 1772 293">Certified</th> <th data-bbox="1776 204 1902 293">Type</th> <th data-bbox="1906 204 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 297 1022 548">Certified Teachers will provide afterschool tutoring for 9-12 grade Level 1 and Level 2 students in ELA, Math, Science and Social Studies to remediate classroom concepts. (Will begin January 2025)</td> <td data-bbox="1026 297 1167 548">4</td> <td data-bbox="1171 297 1287 548">\$37.00</td> <td data-bbox="1291 297 1388 548">2</td> <td data-bbox="1392 297 1499 548">1</td> <td data-bbox="1503 297 1623 548">8</td> <td data-bbox="1627 297 1772 548">Certified</td> <td data-bbox="1776 297 1902 548">Original</td> <td data-bbox="1906 297 2024 548">\$2,368.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers will provide afterschool tutoring for 9-12 grade Level 1 and Level 2 students in ELA, Math, Science and Social Studies to remediate classroom concepts. (Will begin January 2025)	4	\$37.00	2	1	8	Certified	Original	\$2,368.00								
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Resource Teacher	Science Resource Teacher will provide small group push-in and pull-out remedial instruction to 9th through 12th-grade students who have previously performed below standard expectations on the Science End of Course (EOC) assessment.																										

Action Step: Professional Development

Conduct on-going Professional Development opportunities that will build the capacity of staff as they engaged in data analysis, plan and implement best practices in all content areas.

Budget Total: \$204,565.15

Acct Description	Description
Coach	Science Coach will provide instructional support to ninth (9th) through twelfth (12th) grade science teachers through implementation of the instructional coaching cycle, data chats, and the planning and delivery of professional development activities.
Coach	Reading Coach will provide instructional support to 9th through 12th Grade by supporting teachers through the coaching cycle, facilitating PLCs, and delivering effective and relevant professional development opportunities.

Acct Description	Description																																							
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will support teacher development and instructional practice through facilitation of student data analysis, weekly lesson planning, model lessons, implementing the instructional coaching model, and the planning and delivery of professional development activities for all teachers, grades 9-12.																																							
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="447 391 1024 467">Item</th> <th data-bbox="1024 391 1171 467">Quantity</th> <th data-bbox="1171 391 1293 467">Rate</th> <th data-bbox="1293 391 1392 467">Days</th> <th data-bbox="1392 391 1507 467">Hours</th> <th data-bbox="1507 391 1627 467">Weeks</th> <th data-bbox="1627 391 1774 467">Certified</th> <th data-bbox="1774 391 1906 467">Type</th> <th colspan="2" data-bbox="1906 391 2026 467">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 467 1024 824">Teachers in Biology, Math, ELA, US History will conduct data analysis, participate in professional development, curriculum mapping, lesson plan development, unpacking the standards and benchmark review, test creation, and spiral reviews. (December 2024 & March 2025)</td> <td data-bbox="1024 467 1171 824">8</td> <td data-bbox="1171 467 1293 824">\$25.00</td> <td data-bbox="1293 467 1392 824">2</td> <td data-bbox="1392 467 1507 824">4.5</td> <td data-bbox="1507 467 1627 824">1</td> <td data-bbox="1627 467 1774 824">Certified</td> <td data-bbox="1774 467 1906 824">Original</td> <td colspan="2" data-bbox="1906 467 2026 824">\$1,800.00</td> </tr> <tr> <td data-bbox="447 824 1024 1138">Teachers in Biology, Math, ELA, US History will conduct data analysis, participate in professional development, curriculum mapping, lesson plan development, unpacking the standards and benchmark review, test creation, and spiral reviews. (June 2025)</td> <td data-bbox="1024 824 1171 1138">8</td> <td data-bbox="1171 824 1293 1138">\$25.00</td> <td data-bbox="1293 824 1392 1138">2</td> <td data-bbox="1392 824 1507 1138">2</td> <td data-bbox="1507 824 1627 1138">2</td> <td data-bbox="1627 824 1774 1138">Certified</td> <td data-bbox="1774 824 1906 1138">Original</td> <td colspan="2" data-bbox="1906 824 2026 1138">\$1,600.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Teachers in Biology, Math, ELA, US History will conduct data analysis, participate in professional development, curriculum mapping, lesson plan development, unpacking the standards and benchmark review, test creation, and spiral reviews. (December 2024 & March 2025)	8	\$25.00	2	4.5	1	Certified	Original	\$1,800.00		Teachers in Biology, Math, ELA, US History will conduct data analysis, participate in professional development, curriculum mapping, lesson plan development, unpacking the standards and benchmark review, test creation, and spiral reviews. (June 2025)	8	\$25.00	2	2	2	Certified	Original	\$1,600.00	
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Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="447 1170 1459 1247">Item</th> <th data-bbox="1459 1170 1606 1247">Quantity</th> <th data-bbox="1606 1170 1774 1247">Rate</th> <th data-bbox="1774 1170 1906 1247">Type</th> <th colspan="2" data-bbox="1906 1170 2026 1247">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 1247 1459 1523">ACSD Leadership Summit Transformational Leadership: Creating Rhythm for Innovation to acquire a deep knowledge of educational leadership, understanding current trends in education, and being prepared to lead change for better student outcomes. - Nashville, TN (October 17-20, 2024) 2(Registration - \$550, Transportation - \$400, Lodging - \$1,395, Per Diem - \$144)</td> <td data-bbox="1459 1247 1606 1523">2</td> <td data-bbox="1606 1247 1774 1523">\$2,489.00</td> <td data-bbox="1774 1247 1906 1523">Original</td> <td colspan="2" data-bbox="1906 1247 2026 1523">\$4,978.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total		ACSD Leadership Summit Transformational Leadership: Creating Rhythm for Innovation to acquire a deep knowledge of educational leadership, understanding current trends in education, and being prepared to lead change for better student outcomes. - Nashville, TN (October 17-20, 2024) 2(Registration - \$550, Transportation - \$400, Lodging - \$1,395, Per Diem - \$144)	2	\$2,489.00	Original	\$4,978.00																			
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Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper Notebook - 1 subject (11 X 8.5)	104	\$3.23	General Supplies	Original	\$335.92
	Shipping	1	\$0.23	General Supplies	Original	\$0.23

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: **\$4,821.92**

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage to send notifications of parents trainings to 400 families in the Fall and Spring.	800	\$0.68	Original	\$544.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink (Black)	12	\$54.14	Technology	Original	\$649.68
	Chart Paper 1.5 in ruled	8	\$30.55	General Supplies	Original	\$244.40
	Colored Ink (Cyan, Yellow, Magenta) Five of each color.	16	\$60.00	Technology	Original	\$960.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pre-sharpen Pencils (Oriole) (Pk of 48)	20	\$4.13	General Supplies	Original	\$82.60
	File Folder, Manila Letter (100/Box)	10	\$7.39	General Supplies	Original	\$73.90
	File Folder, Green, Lavender, Orange, Pink (100/Box)	10	\$74.90	General Supplies	Original	\$749.00
	Copy Paper (case)	11	\$48.60	General Supplies	\$534.60	
	Color Copy Paper (Buff, Yellow, Light Blue, Green) Six of each color. (ream)	24	\$20.26	General Supplies	\$486.24	
	Highlighters	10	\$7.95	General Supplies	Original	\$79.50
	Refreshments for Parent Trainings	100	\$3.00	Program Supplies	Original	\$300.00
	Bic Pens (12 Packs)	20	\$4.45	General Supplies	Original	\$89.00
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$29.00	General Supplies	Original	\$29.00

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

Our school strive to empower parents and families to support and enrich their children's cognitive and social-emotional development by providing training, resources, support, and information that is aligned to the needs of families, community partnerships, and to the School District of Palm Beach County's Strategic Plan.

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
Mitsie Henry Johnson	Assistant Principal
Shirley McWilliams	School Secretary
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Rickey Butts	Business/Community
Jra'Quanda Coney	Education Support Employee
Gerald Fields	Parent
Angie Fields Graham	Guardian/Community
Angela Moody	Parent/Guardian Community Member
Jean Lestage	Teacher
Brizia Rodriguez	School Counselor
Melanie Bolden-Morris	Principal

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

The principal extended an invitation to the faculty and staff to see if anyone would like to volunteer. During Pre-school call-outs and email are sent out to parents/families extending an invitation to join SAC and/or attend our parent/families meetings/workshops. During SAC meetings information is presented to the stakeholders to join or do the stakeholders know of anyone that would like to join. This invitation is done during our faculty meetings. Once a parent, community/business person shows interest, the process is explain to them and an invitation is extended for that person to join.

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

The meeting was held February 2025 for stakeholders to review, discuss, and develop the CNA, SWP, and PFEP. Revisions will be made based on stakeholders feedback. Additional SAC meetings held during the school year to further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.

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

Stakeholders provided input by attending monthly SAC meeting face to face and Google Meet in February and face to face and Google Meeting in May. Input was obtain and documented on the Stakeholder input recording template. On-going input will be asked for during our monthly SAC meetings. Funds will be utilized to purchase parent resource materials, paper, postage to involve parents through parent meetings, training, parent link callouts.

Name	Title
Mitsie Henry Johnson	Assistant Principal
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Rickey Butts	Business/Community
Gerald Fields	Parent
Angie Fields Graham	Guardian/Community
Jean Lestage	Teacher
Melanie Bolden-Morris	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?

Tuesday October 15 2024 in-person from 5:00 - 6:00 pm. The annual Title I meeting will also be recorded and posted on our school's website.

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

Stakeholders (teachers, parents/families, and business/community members) will be notified of our annual meeting date and time via Parent-link call-outs, Glades Central's web page, our marquee and Glades Central's various social media sites.

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

Meeting Agenda, copy of the Title I PowerPoint presentation, Evaluations (in various languages), copy of FY 25 Compact and FY25 PFEP, sign-in sheets, FY 25 school calendar, ACT/SAT dates for FY25, After school tutoring information, SIS gateway parent information sheet with directions.

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

Understanding Data

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

Teachers will learn how present levels of performance using data in parent friendly language. Teachers will have a parent friendly conversation with parents regarding online program Khamigo.

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

Students and Parent/families will be able to see what standards their child are struggling in and what remedial services are offered at our school.

- What will teachers submit as evidence of implementation?

Parent conference notes that have schoolwide language/terms to while conducting parent conferences. Sign-in sheets from parent trainings

- Month of Training

September

- Responsible Person(s)

Melaine Bolden-Morris, Mitsie Johnson, Sherry Canty, Melinda Davis, Shirley McWilliams, Lynn Taylor, Karl Cushnie, and Rose Goldman

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

- 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

What is a strategy and What is a Skill

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

Teachers will learn a variety of methodologies and strategies (main ideas, details) that parents can use at home to reinforce learning and support comprehension for core instruction (ELA) using Reading Plus that will ensure student's progress and growth.

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

Increase in score test scores, increase in students attendance, and increase with our graduation rate.

- What will teachers submit as evidence of implementation?

Parent conference notes that have schoolwide language/terms to while conducting parent conferences. Sign-in sheets from parent trainings

- Month of Training

January

- Responsible Person(s)

Melaine Bolden-Morris, Mitsie Johnson, Sherry Canty, Melinda Davis, Shirley McWilliams, Lynn Taylor, Karl Cushnie, and Rose Goldman

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

- 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

Understanding Your Child's Data

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

The parents will learn how to read data and how to support and reinforce academics at home through IXL and Reading Plus.

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

Parents will be given Chromebooks to log-on to their child's SIS, go to the test History tab, and explore IXL and Reading Plus.

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

It is expected that the parents will be able encourage their child to achieve a level 3 or higher on district and state assessment.

- Date of Training

9/17/2024

- Responsible Person(s)

Mitsie Johnson, Tyshia Cross, Josette Bell, Melanie Bolden-Morris, Shirley McWilliams, Hansje Laguerre

- Resources and Materials

Chromebooks, Ink, Copying Paper, Pens, Folders, and Smartboard

- Amount (e.g. \$10.00)

TBA

3. Parent and Family Capacity Building Training #2

- Name of Training

Raider Road Map to Graduation Meeting

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

Parent/family will receive information regarding graduation requirements. GPA, Credits, F.A.S., BEST, EOC, Community Service, SAT/ACT, and Acceleration classes and our state Colleges requirements.

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

Chromebooks to access SIS and explore the various tabs on SIS as it pertains to their child's graduation status.

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

Parents will be able to track their students (9th - 12th) graduation status. Parents will be able to read and understand report cards, the different tabs on SIS. Students will be able to sign-up for ACT/SAT

- Date of Training

January 21, 2025

- Responsible Person(s)

Melaine Bolden-Morris, Mitsie Johnson, Shirley McWilliams, Sherry Canty, Maquissia Garcon-Gibbs, and School Counselors

- Resources and Materials

Chromebooks, Ink, Copying Paper, Pens, Folders, and Smartboard, Hansje Laguerre

- Amount (e.g. \$10.00)

TBA

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

Title I Migrant Education

- Describe how agency/organization supports families.

Parent informational meetings/workshops, college tours, student one-on-one academic monitoring meetings, home visits, and community awareness for migrant families. The Migrant Education representatives are on our campus at least 4 days a week. The Migrant Education representatives makes home visits to meet with parents/families to get signatures for college tours paperwork, academic awareness, and the different community agencies.

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

Sign-in sheets, workshop flyers, monitoring meeting notes/ student interactions, student rosters, email correspondence, and parent conference notes from home visits.

- Frequency

Weekly

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

- Name of Agency

Palm Beach County Youth Services

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on therapeutic services for families with children and youth up to age 22 years old. Palm Beach County Youth Services' community focused services include assessments; family and individual therapy, parent education and school based behavioral health services. Counseling issues addressed bullying, self-esteem, school concerns, behavior concerns, grief, and trauma.

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

Sign-in sheets, student roster, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.

- Frequency

Weekly

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

- Name of Agency

DATA: Drug Abuse Treatment Association School Based Intervention Counselor.

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on reducing risk factors generally associated with the progression of substance abuse and mental health programs. Counselor is on campus daily to meet with parents/families. Outside agencies, referrals are also presented to the parent/families.

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

Sign-in sheets, parent conference notes, parent/guardian consent form.

- 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

Glades Central provides various opportunities to provide parents and families with timely information and updates that will assist them with helping their child be successful in school such as Title I Annual Meeting, Curriculum Nights, Stakeholders Input Meeting, Open House, SAC Meetings, Web-page, Social Media Sites, Parent Link-Call-out, Flyers, Parent Conferences, Raider Road-map to Graduation Meetings and Parent Meetings/Training. These meeting will be held in-person. All meetings will have the Community Language Facilitators available to translate in Spanish and Creole. All agenda, evaluations, and materials to take home will be translated to Spanish and Haitian Creole. The Spanish and Creole version might or might not be recorded.

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

Maintain documentation of each meeting such as meetings agenda , notes/minutes, sign-in sheets photos of marquee about Title I Annual Meeting. Presentation documents, and feedback (documents in multiple languages when available). School-Parent Compact, PFEP Summary.

- Description

Glades Central provides various opportunities to inform parents/families such as SAC Meetings, Open House - implementation of "Raider Road-map to a Diploma, " Curriculum Nights", Grades uploaded daily to SIS, Bi-weekly progress reports, and Report cards . These meeting will be held in-person parents meeting.

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

Agendas, conferences notes, goals of each content area, and sign-in sheets. Presentation documents, feedback as well as electronic copies of any progress/report cards, (documents in multiple languages when available).

- Description

Glades Central provides various opportunities to inform parents/families such as SAC meetings, Raider Road-map to Graduation meeting, Parent Conferences, 9th and 10th grade FAST, EOC night, and 11th and 12th grade SAT/ACT night. These meeting will be held in-person. To ensure parents/families are aware of meetings dates, have access to meetings content, and information, flyers/invitations, parent-link, and postings on GCHS website. Some other methods of communication with parents/families are emails, parent conferences, notes, social media postings, and phone calls.

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

Maintain documentation of each meeting such as parent conference notes, agendas, SAC meetings agendas. Presentation documents, feedback parent link call-outs, progress/report cards, (documents in multiple languages when available).

- Description

Glades Central provides various opportunities for parents to participate in decision-making of their children such as Parent-link call-outs (in all languages represented by student population), Social Media postings, and parent conferences, and the annual stakeholders input meeting. These meeting will be held in-person.

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

Maintain documentation of each meeting such as SAC agenda, notes/minutes, parent conference notes. Presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available).

- Description

We encourage all parents/families to attend meetings and events. At least one parent meeting will be held via google meet . Meetings will also be held later in the evening, so that parents who work late still have opportunities to attend meetings. Meetings will be recorded so that parents who is unable to attend can request the recordings. Language facilitators translate documents and interpreter during meetings. Accessible meetings space are available. GCHS encourage parents/families to notify the school if other assistance is needed.

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

Maintain documentation of each meeting such as home visits, PPN to show request for a different time, agenda showing options of remotely or face-to-face, and parent conference notes. Presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available).

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

Glades Central will utilize language facilitators for all communication, they will interpret during parent conferences, SAC meetings, parent trainings, and IEP/LEP meeting. Initiate parent-link calls made in all languages (as represented within student population), School-Parent Compact in all languages, Academic reports in all languages, and distribute invitations / flyers which will include all languages (as represented within student population).

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

Evidence will include copies of flyers, translated compacts, PFEP summaries, academic reports, invitations, letters, calendars, agenda(s), and transcripts of parent-link calls, and CLF/sign language facilitator sign-in sheets.

- Description

Glades Central will provide assistance for parents and families with disabilities as follows: Google Meet to bed-ridden and/or wheel-chair bound parents to rely important parent information presented at meetings held on campus, Wheel-chair bound parents will be given special accommodations if coming to the school for meetings – i.e. meeting held in Media Center (close to front of school), If meeting/event is in the auditorium, wheelchair bound will be given special seating, Support staff will be available to transport disabled by golf cart from parking lot when needed, Sign-language facilitator will be provided for hearing impaired as needed.

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

Evidence will include google meet invitations with various meeting times, photos of wheelchair ramps and handicapped parking signs. Meetings being held in the Media Center which is closer to the parking lot.

- Description

Provide new families/parents with a welcome packet, home visits as needed, share information about available services through Migrant Education Program. Parents will be encouraged to contact the Migrant Department as needed.

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

Evidence will include home visit notes, school staff referrals to Migrant Department, meeting notes, flyers of services offered, translated letters, CLF/sign language facilitators sheets.

- Description

Glades Central will work closely with the Case Manager of the McKinney Vento Program, Mrs. V. Williams provides Glades Central with a list of our homeless students as well as providing the forms for referrals. McKinney Vento case manager makes phone calls and home visits. Homeless students and parents are provided with bus vouchers. Support is provided with registration, purchasing uniforms, book bags, and necessities as needed. Parents and families experiencing homelessness will be reached by Mrs. V. Williams. Mrs. V. Williams will make home visit to update phone numbers, as well as referral to School Based Team.

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

Evidence will include SBT referrals and meeting notes. Sign-in sheet and emails from McKinney Vento Case Manager.

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

Glades Central High School is committed to building students' skills outside of academic subject areas: SwPBS (School wide Positive Behavior Support) plan is in place. The team (made up of teachers, staff and administrators) meets monthly to discuss strategies that encourages positive behavior among students. The team also discusses incentives for students. SWAG Bucks are given to teachers each month. Teachers reward students with SWAG bucks when they meet one of the goals on the SWAG (Safety, Willingness, Achievement, Genuine) matrix. To get teacher and student buy-in, a door contest and/or video is encouraged for all to participate in. The SwPBS Committee judges the best presentations and sit-down, hot breakfast is awarded to the best class presentation. Students can use their Bucks to purchase snacks from the Snack Cart after school. During the 2nd semester, students are rewarded for having perfect attendance and getting to class on time with an Ice Cream Social. During the monthly admin. meeting we focus on team building activities, motivational speakers (video presentations), etc. Glades Central High School students are referred to School Based Counselors by teachers and admin. Tier 2 and Tier 3 behavior students are referred to School Based Team and School Based Counselors. Counselor meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin. to provide updates. Glades Central High School also has a partnership with several outside agencies. Some include: The Cape Team. That agency provide Tier 2 and Tier 3 students with additional support and wraparound services. These Counselors meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin to provide updates.

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

Tier 1 Glades Central High School uses the Gradual Release (GR) Model of Instruction for Instructional Delivery. There are 4 components of the GR Model: I Do (Whole Group – teacher led instruction); We Do (Guided Instruction – teacher and student working together); You Do It (Student Collaboration); We Do It Alone (Student working independently). The SwPBS plan is introduced to students during the first two-weeks of school. Teachers and Administrators review the SWAG (Safety, Willingness, Achievement, Genuine) Matrix and explain our behavior expectations. Referral to SBT to start interventions for academics or behavior. Tier 2 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following small group differentiated instruction: During small groups some students are on the computer working on Reading Plus and Spire which are used for Tier II intervention these small group instruction are done in a Google Meet break-out room or face to face instruction. Math small groups students are working the computer, Pull out tutoring for targeted students are pull-out or signed-up for after school tutoring. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency are made to provide support in school, home, or community centers. Tier 3 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following: Small group differentiated instruction: During small groups a few students if needed are working with the classroom teacher or Pull out tutoring via Google Meet break-out room or face to face instruction: Targeted students are pull-out or signed-up for after school tutoring. Referral to Child Study Team (CST): Review progress monitoring data to see if the school psychologist will receive a referral for testing. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency: To provide support in school, home, or community center. Alternative Placement for academics/behavior meetings are also scheduled if needed.

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

Glades Central High School currently has 3 Leadership Teams specifically focused on Instruction. These teams consists of teachers and administrators. The teams are: Admin, Instructional Leadership (ILT), and Guidance Cohort. They meet at least once a month (weekly and bi-weekly for Admin/ILT) to discuss and review data, discuss strategies, develop action plans, monitor progress and revise the plan when necessary. Data is a very important part of all discussions. Leadership Teams discuss school wide data. Examples of data analyzed: school based, district and state assessments, national standardized test (ACT/SAT), PSAT results, adaptive technology usage (Reading Plus, IXL, or Spire,). Glades Central High School has created a Master Schedule that allows time for teachers in Core Classes (Math, Science, English, Social Studies) to plan individually and with members of their team. All teachers have at least one period per day to plan; this includes Electives (Academy Courses, PE, Music, etc.). During CIP (Collaborative Instructional Planning) and common planning time, teachers develop lesson plans that are driven by the standards and their individual student data. Although there is a heavy focus on core classes and state/national assessments, we are committed to providing our students with a well-rounded education. Our Mission Statement says, Glades Central is committed to ensuring ALL students have options upon completion of high school. This means, students will be prepared for college, military and the workforce. We currently offer courses to provide students with on the job training. These courses/academies include: Medical Science Academy; students participate in clinicals at a Doctor's office in Pahokee, Lakeside Medical Center Hospital, Joe DiMaggio Children's Hospital, Walgreens, and CVS Drug stores. The Engineering Programs gives students an on-campus internship through their partnership with local Engineering Firms. The Agricultural Program provides students with opportunities to learn from local farmers and through their partnerships with the sugar cane industry. The students also go on field trips to local farms. This school year the Agricultural program has a food bank/pantry here on campus (Muck Market). Students needing additional support with their studies are encouraged to participate in our extended learning programs. We offer in class peer tutoring is provided to AVID students with AVID tutors. We also offer pullout tutoring opportunities during the day in select testing areas. In addition, we offer after school tutoring in all tested areas every Tuesday and Thursday from 3:00 – 4:00. In addition, we offer an open lab for homework, ACT/SAT registration and other assistance Monday – Thursday from 3:00 – 4:00. Glades Central High School also offers at least 30 extra-curricular opportunities to school. During the Fall and Spring Semester, we conduct Club 2.0 Rush Week. Club Sponsors and Members market their clubs the entire week with flyers, announcements, and other creative ways. On Friday of that week, each club has a booth setup to discuss their club and what it has to offer students. Interested students are able to ask questions and sign up if they would like to join. Through these extra-curricular opportunities, students are able to extend their learning beyond the classroom. They participate in college tours, team building activities community awareness events, and more.

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

Glades Central High School is committed to building students' awareness of and readiness for post-secondary opportunities and the workforce. We currently provide our students with: Live college tours occur during the Fall semester for seniors, ACT and SAT Test Prep open to everyone. College tours available for students 9 -12 (Migrant, AVID, juniors/seniors), Annual College & Career Fair offered in the Spring for juniors, sophomores, and freshmen. Dual Enrollment weekly meetings here on campus with a representative from Palm Beach State College. West Tech opportunities, Partnership with West Technical School and Palm Beach State College for students interested in Megatronics, Construction and Welding. Lunch table college visits open to all students, Partnerships with local agencies to support the Agriculture, and Criminal Justice and Engineering programs. All ELA courses are AICE English General Paper, or AICE English Language. Most of our 9th are graders enrolled in Earth Space Science Honors.

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

N/A

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

Glades Central provides many opportunities to improve the delivery of instruction and use of data. Opportunities such as: Structured Data Days have been put in place to provide additional time for teachers to review data, collaborate, develop instructional focus calendars, etc, Monthly Mini PDs have been scheduled to focus on school academic initiatives (i.e. Cornell Note Taking, Rigor in the Classroom, Identifying Critical Content, Monitoring Students, How to incorporate the AVID binder, etc.), Biweekly or weekly Professional Learning Communities (PLC) are facilitated by the Single School Coordinator, Instructional Coach & Administrator, and Regional support team (2 people) are here on campus weekly conducting walk through, providing feedback, and attending PLC or ILT.

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

Glades Central High School is committed to providing a quality education for all students. This begins with highly effective teachers. As a means to recruit highly qualified teachers, we attend district and out of county job fairs, collaborate with our Human Resources (HR), Regional Office and Tri-cities Education Committee. In the event we are unable to secure a certified teacher for a position, we hold the substitute to the same teacher expectations. We also provide long-term substitutes with professional development, opportunities to plan and support from Instructional Leaders. Teachers working in any of our Glades Schools are offered a Glades Supplement and in some cases a signing bonuses and pay for performance. Once we have recruited the best and brightest teachers, we do everything we can to keep them employed as teachers at Glades Central High School. New teachers are brought in at least a week early for an orientation. They are assigned to Mentor Teachers and meet regularly, participate in Collaborative Planning, supported by Admin and Coaches and participate in Professional Development. In addition, teachers have opportunities to earn additional money as a tutor or club/sport sponsor. The Instructional Leadership Team has an open door policy. Teachers are free to ask questions and share their frustrations in a "judge free" environment. Teachers, staff and students are also celebrated daily; however, the 3rd day of each month has been set aside to share accomplishments with the entire Raider Family during Celebrate a Raider Day. Teachers are given teacher packets that consists of paper, writing utensils and other trinkets. Students are given gift cards. At the end of each year, teachers and staff are awarded gift cards based on the number of Irreplaceable Stars they have received each month. These gift cards are donated by the Admin Team.