
Title I Comprehensive Schoolwide Plan
PALM BEACH GARDENS HIGH SCHOOL (1371)

ELA

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

1. List prioritized needs statements.

69% of 9th-grade students were not proficient on the SY24 FAST PM2 Reading Test (89% ESE not proficient, 68% ED not proficient, 95% LEP not proficient, 72% African American students not proficient). 37% of 9th-grade students were not proficient on the FAST ELA strand Reading Across Genres & Vocabulary Performance. 68% of 10th-grade students were not proficient on the SY24 FAST PM2 Reading Test (88% ESE not proficient, 72% ED not proficient, 91% LEP not proficient, 72% African American students not proficient). 40% of 10th-grade students were not proficient on the FAST ELA strand Reading Across Genres & Vocabulary Performance.

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

Students enter high school reading below grade level. Students especially have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic growth. Lack of differentiated learning in the classroom so student reading deficiencies are not addressed individually. Students lack the supplies needed to be successful in the classroom. Parents struggle to access and utilize resources to support student learning at home. Teachers struggle with classroom management.

3. Share possible solutions that address the root causes.

Increase exposure to reading across the content areas. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address reading deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually.

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

- **Communication**

Communicate title I information, parent training events, student progress updates, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- **Parent Training**

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- **School**

PBGHS will provide a safe environment conducive to learning. PBGHS will promote a family-friendly environment where visitors are welcomed and encouraged to become actively involved in our school and their students academic progress. PBGHS will communicate effectively and frequently with students and their families regarding student progress. PBGHS will provide a high-quality curriculum and instruction that enables students to meet high standards and earn a high school diploma. PBGHS will respect and value the wide variety of cultural differences of students and families.

- **Students**

Follow the Traits of a GREATER GATOR. Goal-oriented – exceed academic expectations, Always Positive – Stay positive and focus on the big picture, Takes Ownership – Be responsible for you, ON TIME – attend every class and be on time, and Respectful – Respect yourself, others, and property at all times Be prepared for school each day and dress appropriately. Ask for help when needed. Report dangerous situations or problems to the school and/or families. Take pride in school, home, and community. Be willing to strive for excellence.

- **Parents**

Be sure, the student attends all classes every day. Be sure, the student is on time and prepared. Monitor SIS, progress reports, report cards, and test results, and notify the teacher, guidance, and/or administration regarding concerns. Follow the PBGHS testing schedule, ensure the student is on time, and present for all testing. Visit and communicate live and virtually with the school frequently and conference with the teacher. Supervise the student's positive use of extracurricular time. Volunteer or assist the school as often as possible and ask for assistance from the school when needs arise. Check the PBGHS Website and emails for important school information Listen to PBGHS Callouts & Attend Parent focused meetings when possible (SAC, Open House, Annual Meeting, Academic Night)

- **Staff Training**

Provide professional development to staff in how to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and the communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment. Staff training on specific reading strategies aimed at increasing literacy skills across all subject areas. Staff training will include lesson planning, engagement strategies, relationship building, and standard/task alignment. Professional development will be provided on differentiating instruction in the classroom and utilizing digital tools/software to target student academic needs.

- **Accessibility**

Communicate with parents frequently to share student progress and resources provided to support students and families. Communicate through school counselors to gather information on students who exhibit homelessness and other needs. Provide language translation services for meetings, conferences, and trainings. Welcome families with all abilities and provide paths for those individuals to access all resources equally.

Math

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

1. List prioritized needs statements.

72.6% of Algebra students are not proficient on the SY24 Algebra midterm assessment (100% ED, 100% SWD, 100% LEP, 100% Black students not proficient) 64.1% of Geometry students are not proficient on the SY24 Geometry midterm assessment (100% ED, 96% SWD, 100% LEP, 98% Black students not proficient)

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

Students enter high school deficient in foundational math skills. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic growth. Poor retention of previously taught math concepts. Lack of differentiated instruction in the classroom so student academic deficiencies are not addressed individually. Students lack the materials necessary to be successful in the classroom. Parents lack knowledge of the tested content, how to support their student's academic needs at home, and how to monitor student progress in math.

3. Share possible solutions that address the root causes.

Decrease class size to increase additional opportunities for teachers to work with students individually. Provide professional development to instructional staff on lesson planning, standard/task alignment, and instructional strategies that foster student engagement and knowledge retention. Plan for subject-specific and nontraditional PLCs to meet and identify opportunities for early math intervention, standards to reteach, shared instructional practices, and resources. Support math teachers by providing resources for mini lessons to reteach high-yield standards. Student access to digital software that allows teachers to address math deficiencies for each student. Provide supplies in the classrooms to make sure all students have access to the materials they need to be successful. Train parents to support student math practice with district digital resources at home.

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

• **Communication**

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

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

- School

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- Students

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- Parents

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- **Accessibility**

Communicate with parents frequently to share student progress and resources provided to support students and families. Communicate through school counselors to gather information on students who exhibit homelessness and other needs. Provide language translation services for meetings, conferences, and trainings. Welcome families with all abilities and provide paths for those individuals to access all resources equally.

Science

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

1. List prioritized needs statements.

51% of students were not proficient on the BIO EOC EOY assessment in SY23 (68% of SWD, 66% of ED, 91% of LEP, and 55% of African American students were not proficient). Only 61% of students tested on the Biology EOC in SY23 were proficient in the Molecular and Cellular Biology strand. 59% of students were not proficient on the SY24 BIO EOC midterm assessment.

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

Students enter high school reading below grade level. Students have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Teachers struggle to assign student tasks aligned with standards. Poor student attendance does not promote academic growth or retention of previously taught concepts. Lack of differentiated instruction in the classroom so student academic deficiencies are not addressed individually. Large class size. Students come to school without materials needed to learn in the classroom - no pencils, paper, or calculator. Parents are unaware of the support provided at the school and virtually. Parents don't understand the standards taught in the course or the platform used for the assessment of those standards. Parents struggle to support their students in the classroom.

3. Share possible solutions that address the root causes.

Increase exposure to informational text and rich vocabulary. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address academic deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually. Provide parent training on digital resources, tutorial opportunities, testing, and curriculum. Purchase supplies for teachers to have in the classroom so students can access what they need for class. Support students outside of the classroom through in-person and virtual tutoring. Purchase lab materials for hands-on learning in the science classrooms.

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

- Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- **School**

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- **Parents**

Be sure, the student attends all classes every day. Be sure, the student is on time and prepared. Monitor SIS, progress reports, report cards, test results, and notify the teacher, guidance, and/or administration regarding concerns. Follow the PBGHS testing schedule, ensure the student is on time, and present for all testing. Visit and communicate live and virtually with the school frequently and conference with the teacher. Supervise the student's positive use of extracurricular time. Volunteer or assist the school as often as possible and ask for assistance from the school when needs arise. Check the PBGHS Website and emails for important school information Listen to PBGHS Callouts & Attend Parent focused meetings when possible (SAC, Open House, Annual Meeting, Academic Night)

- **Staff Training**

Provide professional development to staff in how to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and the communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment. Staff training on specific reading strategies aimed at increasing literacy skills across all subject areas. Staff training will include lesson planning, engagement strategies, relationship building, and standard/task alignment. Professional development will be provided on differentiating instruction in the classroom and utilizing digital tools/software to target student academic needs.

- Accessibility

Communicate with parents frequently to share student progress and resources provided to support students and families. Communicate through school counselors to gather information on students who exhibit homelessness and other needs. Provide language translation services for meetings, conferences, and trainings. Welcome families with all abilities and provide paths for those individuals to access all resources equally.

Social Studies

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

1. List prioritized needs statements.

58.7% of students were not proficient on the USH EOC EOY assessment in SY23 (81% SWD, 50% ED, 96% LEP, and 63% of African American students were not proficient). 68% of students were not proficient Late Nineteenth and Twentieth Century US History strand of the USH EOC EOY assessment. 52.8% of students were not proficient on the SY24 USH EOC midterm assessment

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

Students enter high school reading below grade level. Students especially have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Teachers struggle to plan for student tasks that are aligned with standards. Poor student attendance does not promote academic growth. Lack of differentiated instruction in the classroom so student reading deficiencies are not addressed individually. Students come to school without basic classroom supplies. Parents don't know how to support student academic success in the home.

3. Share possible solutions that address the root causes.

Increase exposure to informational text and rich vocabulary. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address reading deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually. Purchase classroom supplies for teachers to provide to students for daily use. Host parent training on how to support your student's academic success from home and how to monitor your student's academic progress.

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

- **Communication**

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- **Parent Training**

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- **School**

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- **Parents**

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- **Accessibility**

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Acceleration Success

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

1. List prioritized needs statements.

47% of our students graduating in SY23 did not earn Acceleration Points 62% of our students in SY24 are not enrolled in an AP, AICE, or Dual Enrollment course.

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

Students and families are not aware of the opportunities for acceleration success on campus. Acceleration opportunities do not align with student interests. Lack of student success in accelerated coursework contributes to low enrollment in future courses. Lack of academic support for students at the accelerated academic level. Need for targeted support for acceleration courses. Lack of differentiated instruction in the classroom so student deficiencies are not addressed individually.

3. Share possible solutions that address the root causes.

Communicate opportunities for CTE and advanced academics to students and families. Align CTE and advanced courses to student interests. Provide academic support for students to succeed in advanced coursework. Identify advanced courses that yield high success for students and increase enrollment in these courses. Provide opportunities outside of the classroom for students to access college and career opportunities. Provide opportunities for teachers to obtain PD to strengthen their instruction. Counselors and mentors meet with students to provide goal-setting and progress check-ins with emphasis on how accelerated and CTE coursework is important in college and career.

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

- Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- **School**

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- **Students**

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- **Parents**

Be sure, the student attends all classes every day. Be sure, the student is on time and prepared. Monitor SIS, progress reports, report cards, test results, and notify the teacher, guidance, and/or administration regarding concerns. Follow the PBGHS testing schedule, ensure the student is on time, and present for all testing. Visit and communicate live and virtually with the school frequently and conference with the teacher. Supervise the student's positive use of extracurricular time. Volunteer or assist the school as often as possible and ask for assistance from the school when needs arise. Check the PBGHS Website and emails for important school information Listen to PBGHS Callouts & Attend Parent focused meetings when possible (SAC, Open House, Annual Meeting, Academic Night)

- **Staff Training**

Provide professional development to staff in how to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and the communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment. Staff training on specific reading strategies aimed at increasing literacy skills across all subject areas. Staff training will include lesson planning, engagement strategies, relationship building, and standard/task alignment. Professional development will be provided on differentiating instruction in the classroom and utilizing digital tools/software to target student academic needs.

- Accessibility

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Graduation Rate

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

1. List prioritized needs statements.

7.6% of seniors did not graduate with their cohort in SY23 (30% LEP, 5.3% SWD, 8.4% ED, & 6.4% Black students). 15% of students were absent 15+ days in the first semester of SY24

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

Students did not pass the math or reading test required for graduation. Students enter high school reading below grade level. Students enter high school deficient in key math skills. Students enter high school with limited vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic success. Lack of differentiated learning in the classroom and student academic deficiencies are not addressed individually. Families are unaware of graduation requirements. Host parent trainings on how to support your student's academic success from home and how to monitor your student's academic progress.

3. Share possible solutions that address the root causes.

Increase student reading and vocabulary instruction across the content areas. Intensive academic support for identified academic deficiencies through summer programs, after-school, or weekend instruction. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address academic deficiencies and differentiate instruction. Identify students who have excessive absences and communicate with families (including home visits) to improve student attendance in school. Communicate graduation requirements to families, students, and staff with goals to accomplish at each grade level. Student access to counselors through frequent goal-setting sessions.

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

- Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

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

- School

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Action Step: Classroom Instruction

Sustain an environment focused upon increasing access to instructional staff through decreasing class size, providing tutorial access, and increased personnel, as well as providing technology and resources that promote continuous student achievement.

Budget Total: \$823,448.00

Acct Description	Description																										
Classroom Teacher	Tenth (10th grade) Biology Teacher will provide scaffolded and rigorous instruction																										
Classroom Teacher	Ninth (9th grade) Intensive Reading Teacher will provide scaffolded and rigorous instruction for Level 1 and 2 students.																										
Classroom Teacher	Eleventh (11th grade) Intensive Reading Teacher will provide scaffolded and rigorous instruction for students who have not met the required reading score for graduation.																										
Classroom Teacher	Tenth (10th grade) Biology Teacher will provide scaffolded and rigorous instruction																										
Classroom Teacher	Senior (12th grade) English Teacher will provide scaffolded and rigorous instruction for Level 1 and Level 2 students who need to meet graduation requirements in a small class setting.																										
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified Teachers to provide Tutorial in ELA, Math, Social Studies, Industry Certification Examination Preparation, Science (grades 9-12), open to all students, modulated throughout the year in groups by grading period</td> <td>4</td> <td>\$37.00</td> <td>3</td> <td>2</td> <td>30</td> <td>Certified</td> <td>Original</td> <td>\$26,640.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers to provide Tutorial in ELA, Math, Social Studies, Industry Certification Examination Preparation, Science (grades 9-12), open to all students, modulated throughout the year in groups by grading period	4	\$37.00	3	2	30	Certified	Original	\$26,640.00
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Acct Description	Description																																										
Classroom Teacher	Senior (12th grade) Math College Algebra Teacher will provide scaffolded and rigorous instruction for Senior students who have not met graduation requirements to provide Algebra support in smaller class groups for effective impact on graduation rate.																																										
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 386 1220 467">Item</th> <th data-bbox="1224 386 1362 467">Quantity</th> <th data-bbox="1367 386 1528 467">Rate</th> <th colspan="2" data-bbox="1533 386 1755 467">Supply Type</th> <th data-bbox="1759 386 1885 467">Type</th> <th data-bbox="1890 386 2024 467">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 470 1220 581">Upfront Magazine - Paper version</td> <td data-bbox="1224 470 1362 581">1</td> <td data-bbox="1367 470 1528 581">\$2,561.00</td> <td colspan="2" data-bbox="1533 470 1755 581">Instructional Materials</td> <td data-bbox="1759 470 1885 581">Original</td> <td data-bbox="1890 470 2024 581">\$2,561.00</td> </tr> <tr> <td data-bbox="432 584 1220 695">Paper</td> <td data-bbox="1224 584 1362 695">400</td> <td data-bbox="1367 584 1528 695">\$50.00</td> <td colspan="2" data-bbox="1533 584 1755 695">General Supplies</td> <td data-bbox="1759 584 1885 695">Original</td> <td data-bbox="1890 584 2024 695">\$20,000.00</td> </tr> <tr> <td data-bbox="432 698 1220 769">Lexmark Ink/Toner</td> <td data-bbox="1224 698 1362 769">15</td> <td data-bbox="1367 698 1528 769">\$87.00</td> <td colspan="2" data-bbox="1533 698 1755 769">Technology</td> <td data-bbox="1759 698 1885 769">Original</td> <td data-bbox="1890 698 2024 769">\$1,305.00</td> </tr> <tr> <td data-bbox="432 773 1220 964">Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1224 773 1362 964">1</td> <td data-bbox="1367 773 1528 964">\$3,858.00</td> <td colspan="2" data-bbox="1533 773 1755 964">General Supplies</td> <td data-bbox="1759 773 1885 964">Original</td> <td data-bbox="1890 773 2024 964">\$3,858.00</td> </tr> </tbody> </table>								Item	Quantity	Rate	Supply Type		Type	Total	Upfront Magazine - Paper version	1	\$2,561.00	Instructional Materials		Original	\$2,561.00	Paper	400	\$50.00	General Supplies		Original	\$20,000.00	Lexmark Ink/Toner	15	\$87.00	Technology		Original	\$1,305.00	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	\$3,858.00	General Supplies		Original	\$3,858.00
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Resource Teacher	1.0 Resource Teacher will serve as Graduation Coach and will track graduation rate year-round and ensure students receive the necessary supports to stay on track for graduation.																																										
Extra Periods	Intermittent Extra Periods - 9-12/Targeted certified tutorial for Math, Science, SS, and ELA with students identified as needing extra support/Aug- May. (18) Every Day Extra Periods - Extra Periods supplements daily																																										

Acct Description	Description														
	on the Master Board to reduce class size and increase student achievement in grades 9-12 based on the of students in the content areas of English, Math, Science, Social Studies and CTE, 18 staff at \$4,500 each.														
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="420 316 1423 406">Item</th> <th data-bbox="1423 316 1570 406">Quantity</th> <th data-bbox="1570 316 1755 406">Rate</th> <th data-bbox="1755 316 1885 406">Type</th> <th data-bbox="1885 316 2026 406">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="420 406 1423 574">IXL Reading and IXL Math will be used by teachers to target specific skills for remediation and practice with the goal of increasing the student's proficiency in Reading and Algebra</td> <td data-bbox="1423 406 1570 574">1</td> <td data-bbox="1570 406 1755 574">\$29,999.00</td> <td data-bbox="1755 406 1885 574">Original</td> <td data-bbox="1885 406 2026 574">\$29,999.00</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	IXL Reading and IXL Math will be used by teachers to target specific skills for remediation and practice with the goal of increasing the student's proficiency in Reading and Algebra	1	\$29,999.00	Original	\$29,999.00
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Action Step: Professional Development

Leverage technology and dedicated in-house professional support personnel to increase teacher capacity for instructional effectiveness.

Budget Total: **\$0.00**

Acct Description	Description				

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: **\$19,525.00**

Acct Description	Description									
Overtime	Overtime for CLFs (2) to translate at parent meetings and trainings. 2 days per week, 1 hr per day for 2 weeks. \$26 per hour = \$208.00.									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Copy Paper	50	\$50.00	General Supplies			Original	\$2,500.00		
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLF to provide translation at parent meetings	2	\$1.00	2	1	2	Non-Certified	Original	\$4.00	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Staff to conduct parent conferences after school/Saturdays	2	\$37.00	2	3	28	Certified	Original	\$12,432.00	

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 mission is to provide families with skills to assist their students in meeting graduation requirements and facilitating post-secondary success by strengthening school and family partnerships through communication, resource support, and training.

Involvement of Stakeholders

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

Name	Title
Jay Blavatt/Michelle Fleming	Principal
Michele Daily	Grad Coach
Karensa Wright	Assistant Principal
Shelia Grant	Community Member
Kim Smith	Assistant Principal
Grace Bodden	Parent
Karen Marcus	Community Member
Lori Vassalotti	School Staff
Kourtni Dames	Parent
Mike Zdorow	Community Member
Debbie Scanlon	Parent
Hannah Rios	Student
Nicole Estes	Parent
Allyson Bodden	Student
Maria Baquero	Community Member
Madeline Marceus	Parent
Shawnmecca Marceus	Student

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

Invitations will be sent to families to inform them of the opportunity to participate in SAC. We will also post the information on PBGHS social media, and the school website and inform families through Parentlink. Parents and community members that attend are informed of the importance each participant plays in our decision-making process. Our school will make sure that the membership mirrors the diversity of our students. Parents/community members willing to serve are accepted and voted in as SAC members to represent our school community.

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

In SY25 the stakeholders will meet on the following dates @ 6:30PM. February 13, 2024 - Title 1 Schoolwide Plan Comprehensive Needs Assessment Meeting September 11, 2024 - discuss Parents' Right to Know, review SWP, Compact, PFEP, Annual Meeting, and current F/R %. October 9, 2025 - District PFEP summary, SWP update and availability, notification of out-of-field teachers, and tutoring update February 12, 2025 - CNA Stakeholder meeting April 15, 2025 - SWP Implementation reflection, PFEP, and Parent Compact

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

Stakeholders provided input after reviewing schoolwide data and student needs. The outcome was that training on graduation requirements, post-secondary support for families, literacy strategies, and communication tools would support academic achievement for students.

Name	Title
Michelle Fleming	Principal
Michele Daily	Grad Coach
Karensa Wright	Assistant Principal/Title 1 POC
Kim Smith	Assistant Principal
Thenesha Williams	Parent Liaison

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 annual meeting will be held in August 2024 at 6:00pm in the PBGHS media center.

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

Notification of the Annual Meeting will be sent to parents, teachers, and the community using the following communication tools in the following languages (English, Spanish, and Haitian Creole): *Invite posted on our school website and social media pages *Invite via Parentlink callout *Invite posted on Google Classroom in classes as well as through guidance.

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

The following resources will be prepared for the Annual Meeting: Computer/laptop Microphone SY25 PFEP and Compact Agenda Invitation Sign-in sheets PowerPoint presentation Handouts Parent Evaluation

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

Welcoming and Inclusive Schools for All Students and Families

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

Support the unique needs of English Language Learners through the staff and resources provided by PBCSD.

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

Increased student attendance. Increased communication with families of English Language Learners. Increased student achievement.

- What will teachers submit as evidence of implementation?

Evidence of communication with families through contact log, parent link, and emails.

- Month of Training

August 2024

- Responsible Person(s)

Karensa Wright

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

NA

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

NA

- How do you know?

NA

- What went well with the training

NA

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

NA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent and Family Engagement

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

Staff will learn best practices to communicate with families via email, Parentlink, and phone. Staff will be able to effectively communicate in parent meetings/conferences. Staff will identify opportunities within their class for family engagement.

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

Increased student achievement, attendance, and promotion to challenging classes. Decreased student discipline due to better social skills and behavior.

- What will teachers submit as evidence of implementation?

Contact logs, conference notes, and lesson plans.

- Month of Training

September 2024

- Responsible Person(s)

Karensa Wright

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

NA

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

NA

- How do you know?

NA

- What went well with the training

NA

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

NA

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

Keys to Success

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

Families will learn how to monitor student grades, attendance, and tutorial resources. Families will learn about the core content taught (Math, Science, Literacy) and state standards. Families will learn what assessments are required for graduation and how to support student success on these assessments.

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

Families will be able to log into computers to access SIS Focus to view student grades & communicate with teachers. Families will be able to log into free tutorial resources. Families will register for student conductor and be able to monitor student attendance in class. Families will be able to log into their student's FDOE assessment portal to access test results.

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

Increased student achievement by improving the ability of families to monitor student outcomes.

- Date of Training

October 2024

- Responsible Person(s)

Karen Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent University

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

Families will learn how to support their students to be successful in high school. Parents will learn about the credits required for their students to graduate on time with their graduation cohort, and options for college credit through AICE/AP classes on campus and Dual Enrollment on/off campus will be shared with families.

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

Families will receive hands-on support as they log in to SIS Gateway and view student grades and data. Additionally, parents will receive information on required courses for graduation and will learn how to track student progress toward meeting graduation requirements.

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

Increased student achievement by improving the ability of families to monitor student progress toward graduation.

- Date of Training

January 2025

- Responsible Person(s)

Karena Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Pathways to Success

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

Families will be able to access career research tools available through PBCSD and learn about postsecondary opportunities. Families will review goals for their students to accomplish by the end of each year of high school. Families will learn about the different financial aid options available for their students and how to monitor academic success for scholarship attainment.

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

Families will learn how to navigate through the FAFSA application and obtain financial information in order to attend a post-secondary institution.

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

Families will use computers to log in to the FAFSA program and create an account for their students. Families will complete a goal setting activity to identify pathways to success towards graduation.

- Date of Training

November 2024

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney Vento - Safe Schools

- Describe how agency/organization supports families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Email sharing student housing questionnaires, and communication with the MVP department, information about MVP shared with parents.

- Frequency

As Needed

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

- Name of Agency

TRIO

- Describe how agency/organization supports families.

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

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

Emails and fliers and referrals

- Frequency

Yearly

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes for CLF's to support the needs of ELL students and their families.

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

District form requesting document translation, email communication with Multicultural Department, PFEP documentation translated in multiple languages.

- Frequency

As needed

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 be informed in multiple languages (Eng, HC, and SP) about Title I programs through Parentlink, SIS, the PBGHS website, fliers, SAC meetings, Curriculum Nights, and Annual Meeting.

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

*SAC agendas *Parentlink distribution sheet *PBGHS Newsletter

• Description

Parents will be informed in multiple languages (Eng, HC, and SP) about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page, and SIS Parent Gateway.

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

*Curriculum Night information *Parentlink distribution sheet *PBGHS Newsletter

• Description

Parents will be informed in multiple languages (Eng, SP, and HC) about the academic assessments and proficiency levels on FSA/EOCs, SAT/ACT, diagnostics, and other academic assessments via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page.

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

*Sample Progress reports *Sample Report cards *Parentlink distribution sheet

- Description

Parents will be informed in multiple languages (Eng, HC, and SP) ways to participate in decision-making opportunities such as curriculum night, parent conferences, and graduation information night through Parentlink, social media, and PBGHS newsletters.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot

- Description

Meetings will be held Face-to-Face, Virtually, and Hybrid depending on the type of meeting. Meetings are scheduled on campus at times when other campus events are held to minimize transportation barriers. Meetings dates and times are communicated to families in a timely manner to allow them time to plan to attend.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot

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

The school has staff that speak the parent's native language and are available for parent meetings and conferences to ensure proper communication. All correspondence (including School-Parent Compact and academic reports) will be translated for effective communication. Sample evidences include translated invitations and fliers.

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

Translated invitations, translated newsletters, and parent meetings/conferences with CLF present to provide translation services.

- Description

The school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent accommodations/needs are required.

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

Include photos of handicapped parking, handicapped ramps, and elevator.

- Description

Once Migrant families are identified, school staff will survey families to determine their needs and allow the school to provide resources and information needed. School staff will work with families and assist them in removing barriers that prevents them from participating being involved in their child's education and in school activities. We will seek assistance from Title I Migrant Education Program.

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

Referrals for services, email with Multicultural Dept staff regarding Migrant students, and flyer of information on services offered.

- Description

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

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

Include referrals for services, a completed housing questionnaire to Mc-Kinney-Vento program, and information of services offered.

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

At PBGHS, we have:

- Operational school-based team that meets weekly to discuss students with barriers to academic and social success
- Instruction and various campus activities address the social/emotional needs of students and integrates Skills for Learning and Life
- Connect students to agencies with cooperative agreements with PBSO or are available on campus. PBGHS has a DATA counselor on campus every day to meet the various needs of our students
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school needs. Include core (classroom guidance, workshop, assembly), supplemental (solution-focused small group)

The Guidance Department of Palm Beach Gardens High School provides many services to enhance our students' social and emotional well-being. We are equipped with a school-based DATA counselor who addresses various issues from grief counseling and coping skills to stress management and bullying prevention. We utilize referral agencies such as CINS/FINS (children and families in need of services) as well as other local agencies to provide services stemming from mental illness to homelessness. In addition, the counselors attend professional development workshops to keep abreast of the latest strategies and resources that assist in providing enhanced care for our students during individual counseling sessions.

PBGHS Single School Culture and SwPBS Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The Gator staff along with the SwPBS team has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs. The goals to create a positive CLIMATE PBGHS :

- Provide professional development on life learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community.
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment, and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. (Strategic Initiative #9: Develop an approach for bullying prevention)

Strategic Plan Alignment: Strategic Initiative #1 (Educate) Academic Excellence & Growth leads our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career-ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate academic targets, analyze their data, derive feedback, and develop their plans for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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

PBGHS: SBT in place - with a team that includes APs, guidance counselors, behavioral health professionals, and graduation coaches • Universal Guidelines and behavior matrix taught and reviewed through the school year to ensure students are aware of school expectations. • Ensure teachers are trained in Classroom management strategies • The SwPBS team reviews classroom data to ensure students are engaged while in class. • Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback • School-wide recognition system is in place Early Warning System PBGHS: • Attendance below 90 percent, regardless of whether the absence is excused, or a result of out-of-school suspension • One or more suspensions, whether in-school or out of school • Course failure in English I • Course failure in Algebra I • A Level 1 score on the statewide, standardized assessments in Reading • A Level 1 score on the statewide, standardized assessments in Algebra EOC • Effective multi-disciplinary teams in place to problem solve and create action plans • Reading Plus, District-Created Reading Intervention Lessons, and small group • Planned Discussions, Goal Setting for identified students; • Notification procedures for parents, agency, and community outreach; • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources; * Students scoring a Level 1 or in the Lowest 25% on the ELA FSA will be placed in an Intensive Reading class • Students scoring a Level 2 on the ELA FAST will be placed in an Intensive Reading class or with a reading-endorsed teacher • Students who fall behind on earned credits will be placed in an Edgenuity class during the regular day • Afterschool tutoring will be available as an additional intervention

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

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

1. Well-Rounded Education

PBGHS, students are immersed in rigorous tasks encompassing the full intent of the standards. • Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. • Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. PBGHS creates ongoing opportunities for teachers to work in PLC to study the data of their students as both teachers and students navigate through the first year of BEST standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards. The school focuses on the literacy improvement of every student by: The SDPBC provides FSQs, USAs, in the core areas, and DOE's FAST testing in ELA 9th and 10th. Using data from EDW and Performance Matters the PLC teams use analyze the results to drive the instruction in the classroom. The following is also implemented: An example of supplemented instruction would be a Level 1 ELA FSA student being placed in an Intensive Reading class. One of the ways the student would receive differentiated instruction would be using Reading Plus. Utilizing a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs Creating a schedule with an uninterrupted 50 minute daily reading block Providing instruction based on student needs Providing instruction aligned with DOE FL BEST standards Monitoring progress at the grade, class, and individual student level during Professional Learning Communities (PLCs) Conducting data chats with students • Students take ownership of their learning through voice and choice to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential Tutoring PBGHS provides after-school tutoring in all core subject areas. The tutoring is available in subjects including AP, AICE, and Edgenuity. Additional AP & AICE test practice sessions are available to our AP students on Saturdays in the spring. Courses/Electives - Job skill focused: At PBGHS several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all Gators. Some of these initiatives within Single School Culture © Initiatives include: • The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or Dual Enrollment • The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college-ready and prepared for postsecondary success • The SAT school day test administration which allows the opportunity for students to take the SAT on their school campus during a school day to remove barriers to Saturday testing for low-income students • The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies • The Johnson Scholars Program which funds \$10,000 in scholarships annually for four-year cohorts of students who compete during their senior year

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

At PBGHS, several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students. Some of these initiatives include:

- The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or Dual Enrollment
- The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college-ready and prepared for postsecondary success
- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low-income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program which funds \$10,000 in scholarships annually for four-year cohorts of students who compete during their senior year
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- The promotion of increased student participation and performance in AICE coursework

Palm Beach Gardens High School offers a myriad of courses that utilize a curriculum that is relevant to practical life experiences. The lessons and level of instruction incorporate activities that address skills and experiences that employers seek in the workplace. Across interdisciplinary departments, students work in cooperative learning groups to foster and encourage collegiality and partnerships. Students participate in job shadowing programs and also develop projects that reinforce classroom instruction thus, making them key stakeholders in their education while enhancing their personal experiences. PBGHS provides the following opportunities for students via the Magnet Program: Culinary Arts Global Business and Entrepreneurship Medical Sciences - Pre-Medicine Navy JROTC Sports Management and Recreation TV and Film Production Technology Tourism, Hospitality and Resort Management Medical Sciences – Pre-Medicine The Medical Sciences Program offers an innovative, integrated learning environment designed to provide the student with the medical skills and training necessary to succeed in postsecondary healthcare career education and/or to successfully transition into the healthcare workforce. This comprehensive program combines a rigorous academic curriculum with intense clinical and laboratory experience. Student internships at area hospitals and other healthcare facilities are conducted under the supervision of academy health sciences staff. Industry Certifications: Emergency Medical Responder Certified EKG Technician Certified Medical Administrative Assistant Certified Patient Care Technician CPR & First Aid Sports Management & Recreation The Sports Management and Recreation Program provides students the opportunity to pursue a course of study leading to college degrees in sports management, marketing, recreation, health and fitness. Students take courses that stress communication, problem-solving, teamwork, business, and technology, as well as participate in summer internships. For hands-on experiences, students plan and run at least one sporting event. Through internships and special projects, students apply business knowledge learned in school and the community. Global Business & Entrepreneurship The Global Business & Entrepreneurship Program is designed to complement a rigorous academic course of study with a focus on business and entrepreneurship. Students will participate in many hands-on experiences, mentorships, internships, site visitations, and local, state, and national competitions associated with business. Students will complete internships linking the resources of business, education, and community, and students may be required to develop a real international company.

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
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

Not Applicable

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
- Mentoring
- PAR Teacher

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

1. Professional Development

PBGHS has built PLCs (Professional Learning Communities) into our master schedule. Our tested areas in the subjects of English, Reading, Math and Science now have a common planning period. Once a week for at least forty minutes teachers meet and collaborate in their subject areas. This time is invaluable in helping both the new and veteran teacher share best practices with their peers in their subject area. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration, and data-driven decision-making. AICE and AP teachers attend conferences related to the subject area being taught.

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

Our Assistant Principals head our retention and recruitment, and our mentoring program. We actively pursue students from the local colleges to intern and do their student teaching at PBGHS. Gardens has gained many of our current staff members who first did their educational internships with us. Before the school year even starts PBGHS provides learning opportunities not only for our new teachers, but new teachers to Gardens. We also provide a pre-start of the year luncheon for our new teachers. Providing our newbies with time to prepare classrooms, and take care of other school logistics related to computers, equipment, keys, etc. It is the primary focus of all our administrators to provide not only provide a safe environment for our students academically, but also for our teachers to thrive professionally. Most teachers leave the profession within the first two years of teaching. Our success in retaining and developing certified and effective teachers is the time and professional development we provide our new teachers. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first-year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning 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, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.