
Title I Comprehensive Schoolwide Plan
PALM BEACH LAKES HIGH SCHOOL (1851)

ELA

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support ELA?

- How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Math

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Social Studies

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

1. **List prioritized needs statements.**

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. **Share possible solutions that address the root causes.**

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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- School

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- Students

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- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

In FY23, PBLHS had 51% of students enrolled on Industry Certification classes, and 100% enrolled student in an AICE class. -29% of our students enrolled in AICE classes passed -Additional AICE/AP classes will be offered -Photoshop and Illustrator had 85% an pass rates -Premiere Pro and After Effects had an 85% pass rate

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

-Lack of student efficacy, as students do not feel they are capable to pass, as they have not had enough experiences success throughout their matriculation. -The lack of consistent family engagement. -The Lack of parental participation -Teachers lack knowledge and understanding of teaching with rigor within the standards -Teachers lack the knowlege and tools needed to infuse ELL strategies in their instruction -Lack of prior knowledge is a challenge as well as real world experiences -Students lack the fundamentals of SLL skills

3. Share possible solutions that address the root causes.

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

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

- Communication

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

- Parent Training

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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

Graduation Rate

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

1. List prioritized needs statements.

-According to the FY23 and FAST ELA data, our top priorities are to increase student achievement, student learning gains of the lowest 30%. Student achievement increased from 18% to 21% from PM1 to PM 2, and to 23% for PM 3. Our SWD data was 6% (PM1), 6% (PM2) and 10% (PM3), while ELL proficiency was 6% (PM1), 7% (PM2), 12% (PM3) 12%. - Our goal of 23% in B.E.S.T Algebra1 was not reached. For FY23, overall proficiency was at 17% while SWD was 9.2% and ELL was 8.3%. Our top priorities in all math, both Algebra 1 and Geometry are to raise student achievement, especially in the lowest 30% and in our ESSA subgroups, and support exposure to upper level math courses. - In Geometry, overall proficiency was 21.3%. SWD in Geometry was 7.4%, while ELL was 13.7%. - FY23 B.E.S.T Biology data decreased by 6% from the previous year, with 46.3% overall proficiency. Our SWD subgroup was 28.9%, while our ELL subgroup was 17.6%. Our goal is 52% FY24. -On the B.E.S.T US History, our overall proficiency decreased by 4% at 51.5% proficiency. Our SWD group performed at 37.8% while ELL performed at 14.8%

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

-The lack of consistent family engagement. -The Lack of parental participation -Teachers lack knowledge and understanding of teaching with rigor within the standards -Teachers lack the knowledge and tools needed to infuse ELL strategies in their instruction -Lack of prior knowledge is a challenge as well as real world experiences -Students lack the fundamentals of SLL skills

3. Share possible solutions that address the root causes.

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

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

- **Communication**

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

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- Staff Training

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

- Accessibility

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

Action Step: Classroom Instruction

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

Budget Total: \$840,655.25

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Nearpod/Flocabulary is a site license that allows students to actively engage with content material. Used in grades 9-12 for all content areas	1	\$10,980.00	Original	\$10,980.00
	Kahoot! site license. Program will allow interactive learning to increase student engagement for all content areas, grades 9-12.	1	\$6,000.00	Original	\$6,000.00
	Kami renewal to help students annotate reading selections and utilize graphic organizers for increased comprehension in grades 9-12 for all	2665	\$3.50	Original	\$9,327.50

Acct Description	Description									
	<table border="1"> <thead> <tr> <th data-bbox="426 201 1436 277">Item</th> <th data-bbox="1436 201 1581 277">Quantity</th> <th data-bbox="1581 201 1759 277">Rate</th> <th data-bbox="1759 201 1892 277">Type</th> <th data-bbox="1892 201 2030 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	content areas.									
	Prisms will allow students to apply Math concepts through a virtual experience to enhance engagement. This will also include MDM service and site support for headsets. Grades 9-12.	700	\$20.00	Original	\$14,000.00					
	IXL will be used for prescriptive math to provide extra practice and remediate foundational skills site license for 1500 students. Grades 9-11.	1	\$15,000.00	Original	\$15,000.00					
	Quizzizz will be used for CTE classes, as well as academic areas. This program will provide increased student engagement and study tools. Used for grades 9-12 in all content areas.	1	\$7,500.00	Original	\$7,500.00					
Charter bus	<table border="1"> <thead> <tr> <th data-bbox="426 773 1436 867">Item</th> <th data-bbox="1436 773 1581 867">Quantity</th> <th data-bbox="1581 773 1759 867">Rate</th> <th data-bbox="1759 773 1892 867">Type</th> <th data-bbox="1892 773 2030 867">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	Amend 18- AVID students (150) 9-12 college tour to visit PBSC in Dec. (BT 490638)	1	\$1,997.00	Amendment	\$1,997.00					
	Amend 18- AVID students (150) 9-12 college tour to visit Lynn in November (charter)- BT 490638	1	\$1,997.00	Amendment	\$1,997.00					
	Amend 18- AVID students (150) 9-12 college tour to visit FAU in October (BT 490638)	1	\$1,997.00	Amendment	\$1,997.00					
Extra Periods	Adding (25) daily extra periods to the master board. Rationale: To reduce class size in specific content areas and offer more options on the master board. 25 extra periods in Math, ELA, Reading, Biology, and US History will be added. (25 X \$4500/each = \$112,500 salary)									

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 212 909 293">Item</th> <th data-bbox="909 212 1066 293">Quantity</th> <th data-bbox="1066 212 1188 293">Rate</th> <th data-bbox="1188 212 1285 293">Days</th> <th data-bbox="1285 212 1400 293">Hours</th> <th data-bbox="1400 212 1520 293">Weeks</th> <th data-bbox="1520 212 1703 293">Certified</th> <th data-bbox="1703 212 1887 293">Type</th> <th data-bbox="1887 212 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Certified teachers will tutor afterschool and Saturday tutorial for Core content areas and CTE for all grade levels beginning in September and on-going through the year.	13	\$37.00	1	3	25	Certified	Original	\$36,075.00										
Non-Certified teachers to assist during summer tutorial program for Summer credit recovery program. 6/16/25 -6/23/25	3	\$15.00	7	5.5	1	Non-Certified w/ Degree	Original	\$1,733.00										
Certified teachers will tutor during Summer Tutorial program: Mon. - Thurs. for 11 days beginning in June. Credit recovery for all grade levels.	10	\$37.00	11	4.5	1	Certified	Original	\$18,315.00										
Amend 18- Increased 500 hrs for non- certified tutorial (BT 490638)	1	\$15.00	1	500	1	Non-Certified	Amendment	\$7,500.00										
Amend 18- Increased 850 hrs for certified teachers for tutorial (BT 490638)	1	\$37.00	1	850	1	Certified	Amendment	\$31,450.00										
Social Service Facilitator	Social Service Facilitator will provide social services to students grades 9-12 with academic and/or behavioral barriers, connect students with resources as needed, provide SBT support services, home visits dealing with attendance, student conferences, and parent resources for targeted students. Associates Level made the position a 216 duty days.																	

Acct Description	Description																													
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="428 212 1173 293">Item</th> <th data-bbox="1173 212 1318 293">Quantity</th> <th data-bbox="1318 212 1440 293">Rate</th> <th data-bbox="1440 212 1537 293">Days</th> <th data-bbox="1537 212 1650 293">Hours</th> <th data-bbox="1650 212 1772 293">Weeks</th> <th data-bbox="1772 212 1902 293">Type</th> <th data-bbox="1902 212 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 293 1173 407">7 Substitutes days for each Title I funded Classroom Teachers (4)</td> <td data-bbox="1173 293 1318 407">4</td> <td data-bbox="1318 293 1440 407">\$19.00</td> <td data-bbox="1440 293 1537 407">7</td> <td data-bbox="1537 293 1650 407">7</td> <td data-bbox="1650 293 1772 407">1</td> <td data-bbox="1772 293 1902 407">Original</td> <td data-bbox="1902 293 2024 407">\$3,724.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	7 Substitutes days for each Title I funded Classroom Teachers (4)	4	\$19.00	7	7	1	Original	\$3,724.00													
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7 Substitutes days for each Title I funded Classroom Teachers (4)	4	\$19.00	7	7	1	Original	\$3,724.00																							
Supplies	<table border="1"> <thead> <tr> <th data-bbox="428 440 1241 558">Item</th> <th data-bbox="1241 440 1388 558">Quantity</th> <th data-bbox="1388 440 1547 558">Rate</th> <th data-bbox="1547 440 1719 558">Supply Type</th> <th data-bbox="1719 440 1902 558">Type</th> <th data-bbox="1902 440 2024 558">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 558 1241 672">Paper, chart paper, pens, pencils</td> <td data-bbox="1241 558 1388 672">1</td> <td data-bbox="1388 558 1547 672">\$5.75</td> <td data-bbox="1547 558 1719 672">General Supplies</td> <td data-bbox="1719 558 1902 672">Original</td> <td data-bbox="1902 558 2024 672">\$5.75</td> </tr> <tr> <td data-bbox="428 672 1241 867">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="1241 672 1388 867">1</td> <td data-bbox="1388 672 1547 867">\$7,716.00</td> <td data-bbox="1547 672 1719 867">General Supplies</td> <td data-bbox="1719 672 1902 867">Original</td> <td data-bbox="1902 672 2024 867">\$7,716.00</td> </tr> <tr> <td data-bbox="428 867 1241 980">Amend 18- Allocated funds to purchase additional classroom supplies already listed (BT490638)</td> <td data-bbox="1241 867 1388 980">1</td> <td data-bbox="1388 867 1547 980">\$1,300.00</td> <td data-bbox="1547 867 1719 980">General Supplies</td> <td data-bbox="1719 867 1902 980">Amendment</td> <td data-bbox="1902 867 2024 980">\$1,300.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Paper, chart paper, pens, pencils	1	\$5.75	General Supplies	Original	\$5.75	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	\$7,716.00	General Supplies	Original	\$7,716.00	Amend 18- Allocated funds to purchase additional classroom supplies already listed (BT490638)	1	\$1,300.00	General Supplies	Amendment	\$1,300.00					
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Amend 18- Allocated funds to purchase additional classroom supplies already listed (BT490638)	1	\$1,300.00	General Supplies	Amendment	\$1,300.00																									
Classroom Teacher	Classroom Teacher to provide instruction in Biology for grades 9-12. This will allow for smaller class size.																													
Social Service Facilitator	Amend 18- Social Service Facilitator will provide social services to students grades 9-12 with academic and/or behavioral barriers, connect students with resources as needed, provide SBT support services, home visits dealing with attendance, student conferences, and parent resources for targeted students. Associates Level made the position a 216 duty days. (BT 490638)																													
Trans Compound; tutorial	<table border="1"> <thead> <tr> <th data-bbox="428 1359 1310 1440">Item</th> <th data-bbox="1310 1359 1499 1440">Quantity</th> <th data-bbox="1499 1359 1698 1440">Rate</th> <th data-bbox="1698 1359 1866 1440">Type</th> <th data-bbox="1866 1359 2024 1440">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 1440 1310 1505">Summer School Transportation by Compound Buses</td> <td data-bbox="1310 1440 1499 1505">1</td> <td data-bbox="1499 1440 1698 1505">\$7,500.00</td> <td data-bbox="1698 1440 1866 1505">Original</td> <td data-bbox="1866 1440 2024 1505">\$7,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Summer School Transportation by Compound Buses	1	\$7,500.00	Original	\$7,500.00																			
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Acct Description	Description
Classroom Teacher	Classroom Teacher to offer smaller class sizes in Intensive Reading to grades 11-12.
Secondary Tech Support Tech STST	Secondary Technology Support Technician (STST) to provide support for students and teachers to fully implement Google Classroom, and for teachers to use Smartboard technology. Will be able to maintain Chromebooks, network connections, and ensure that technology will work on campus. STST will support the multitude of online programs that were purchased and provide support and training on them to ensure proper usage.
Classroom Teacher	Classroom Teacher to provide Math Instruction in Geometry for grades 9-12. This will allow for smaller class size.
Classroom Teacher	Classroom Teacher to provide instruction in World History for grades 10. This will allow for smaller class size.
Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for targeted students. Bachelor Level made the position a 216 duty days.
Social Service Facilitator	This Social Service Facilitator will provide social services to families with students who may experience academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for targeted students. Associates Level made the position a 216 duty days.

Action Step: Professional Development

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

Budget Total: \$69,297.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Collegial planning for core academic areas including CTE and Foreign Languages to collaboratively plan and analyze trends and data. This will be ongoing throughout the year.	29	\$25.00	1	1	20	Certified	Original	\$14,500.00
	Collegial planning for core academic areas including CTE and Foreign Languages to collaboratively plan and analyze trends and data. This will be ongoing throughout the year.	2	\$25.00	1	1	1	Certified	Original	\$50.00
	Amend 18- Added 800 hrs for teacher collaboration and increased HC to 50 (BT 490638)	1	\$25.00	1	800	1	Certified	Budget Transfer	\$20,000.00
Travel out-of-state	Item	Quantity	Rate	Type			Total		
	Amend 18- Model Schools June 22-25 Washington DC. Attending pre conference also. To train admin in academic achievement with low performing students using innovative strategies and collaboration with other like schools around the country. (Reg. \$1,100, Transp. \$775, Lodging \$2,500, Per Diem \$180= \$4,555 each)- BT 490638	5	\$4,555.00	Amendment			\$22,775.00		

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: \$66,604.00

Acct Description	Description
Social Service Facilitator	Social Service Facilitator will provide social services to students and families with academic and/or behavior barriers, provide SBT support services, home visits, student conferences, and parent resources for targeted students. Bachelor level 216 duty days.

Mission Statement

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

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

1. Mission Statement

Palm Beach Lakes Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

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

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

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

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

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

All stakeholders were invited to jointly develop CNA/SWP at the February 15, 2024 SAC meeting. All stakeholders were invited to develop the PFEP at the March 23, 2024 SAC meeting. We will have monthly SAC meetings this year also.

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

Stakeholders used the Title I provided forms to provide input for the CNA. All interested stakeholders were part of a presentation and discussion about the FY25 PFEP . The budget and plan were formulated as a result.

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

Annual Parent Meeting

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

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

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

- Other opportunities for parents.

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

October 18, 2024 at 4PM in the media center at Palm Beach lakes High School.

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

School website, parent link call, text, and email, invitations, social media postings.

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

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

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Accommodating ESE/504 with SIS features

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

Teachers will learn of new mandates the state and the district put into place. ESE Assistant principal and ESE Coordinator will share new systems specific to the school, including 504 students. Teachers will then be able to understand the necessary tools to communicate with parents and to service students.

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

Clear communication with parents and students and a better understanding of the information needed to provide students with the specific accommodations that are necessary for the success of our students.

- What will teachers submit as evidence of implementation?

A lesson plan specifying ESE accommodations and/or copies of the EDPLAN IEP and/or teacher monthly submissions.

- Month of Training

October 2024

- Responsible Person(s)

Tammatha Proby, Andrea Rivecchio, Member of Guidance (Wanda Thomas)

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Accommodating ESE and 504 students with SIS

- Number of Participants

TBD

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

TBD.

- How do you know?

TBD-will be given evaluation.

- 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

SLL/SIS TRAINING

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

Teachers will be able to understand signs and signals students may give off when they are in need of mental health or emotional support. Teachers will be able help students along in the behavioral support process.

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

Parents will be supported with services that will help and enrich the academic and social success of their child and our student. parents can also be guided to outside services that will assist the family with their needs.

- What will teachers submit as evidence of implementation?

Sample of SBT referrals and/or emails referring students to services, and/or lesson plans with specific SBT strategies.

- Month of Training

January 2024

- Responsible Person(s)

Turmerian Moreland, Keith Marshall

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

Freshman Extravaganza

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

Parents will learn the requirements necessary for their child to graduate. We will acclimate them to the school and have hands-on workshops There will be a workshop where parents will use the computer to access sites with information pertinent to the parents.

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

Parents will be given all SIS and account codes. Parents will log on to a computer in a session to learn how to access all information regarding grades, attendance, referrals, etc.

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

Increase in student achievement as the parents are empowered with information that will allow them to support their student throughout the year. Parents will know when students are absent and the status of their grades,

- Date of Training

August 2024

- Responsible Person(s)

Jennifer Illes, Tammatha Proby, Rosalind McCray, Charlyn Lowery, Wanda Thomas

- Resources and Materials

Computers Area to house training Pens/Pencils Pamphlet with information

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Senior Meeting/Parent University/FAFSA

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

Information regarding what is necessary for students to graduate in a timely manner. Access to websites with information and instructions to support their child's success. Scholarship websites and collegiate information and presentations

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

Parents will log into SIS to see their child's graduation report. They will receive a worksheet that we will help them fill out to understand where their child is and what is needed to ensure graduation.

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

Increase in parental efficacy and the graduation rate due to parents understanding and being clear of the expectations.

- Date of Training

January 2025

- Responsible Person(s)

Wanda Thomas, Guidance Department

- Resources and Materials

Pens/Pencils Worksheets Computer

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Acceleration Night

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

Information on how to obtain an AICE Diploma, and the significance of the Diploma. How to keep track of the courses necessary for their achievement, and how to access the information they are in need of.

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

Logging in to the website and creating passwords for information. Signing up for a AICE Student Hub account to ensure families have access to study materials.

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

Gaining information, increase in AICE diplomas, increase in Scholarship funding.

- Date of Training

November 2024

- Responsible Person(s)

Shemeika Wright, Wanda Thomas

- Resources and Materials

Computer Pen/Pencils Worksheets

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

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

• Name of Agency

McKinney-Vento

• Describe how agency/organization supports families.

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

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

Complete Student Residency Questionnaire, flyers, disseminating information to applicable students and families.

• Frequency

As needed

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

• Name of Agency

Take Stock in Children

• Describe how agency/organization supports families.

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

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

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

- Frequency

weekly

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

- Name of Agency

Johnson Scholars

- Describe how agency/organization supports families.

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

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

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

- Frequency

monthly

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

Copies of flyers and invitations and/or parent link messages

- Description

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

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

Copies of flyers and invitations and/or parent link messages

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Accessibility

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

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

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

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

Samples of information provided in families' home language.

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

- Track students' progress.

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

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

1. Well-Rounded Education

School wide literacy plan to include: teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small professional learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Additionally, the follow programs are included to promote literacy as well:

- The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE)
- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The High School Graduation Coach from America Corp which focuses on increasing the graduation rate by providing interventions and support to at-risk students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant-making assistance to seek out and obtain funding for many of these programs and initiatives
- Adaptive Technologies and programs such as Reading Plus and IXL.
- Intensive Reading Classes for all Level 1 students and Reading through the Content Area of Social Studies for Level 2 students with CLS-trained teachers

*Medical Program, Law Program, Early Childhood Program, ROTC, Biotech Program, Fire Academy, Grooming and Salon Services, AICE Travel & Tourism, Culinary Arts, eSports program and various computer courses that prepare students for industry certifications. These programs are designed to prepare students for an entry-level position to obtain a job in various industries upon graduation. Below is a brief snapshot of the plethora of courses offered during the four years at PBL. The courses listed below are some of the freshman-level courses offered to kick-start their interest in the various programs.

Digital Tech Education: This computer-based class perfects student skills in Microsoft Word, PowerPoint, and Excel. Students qualify to take an end-of-course industry certification exam to become Microsoft Office certified.

2-D Studio Art: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design.

Digital Design (Photoshop): This class is designed for students who are interested in animation, and digital art, while understanding the process of artwork in areas such as social media, the entertainment industry, promotion, and marketing. Students qualify to take an end of course industry certification exam to become Photoshop certified.

AICE Travel and Tourism: Students will explore the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies.

Culinary 1: Students will learn basic instruction in food safety, sanitation, and preparation introduced in this course. Some of the extracurricular opportunities offered to enrich students education are: AVID Club, Band, SECME, Chess, Drama club, Recycling, French and Spanish Honor Society, HOSA, Best Buddies, Pass the Knowledge, Black Student Union, Junior/Senior Art Club, FFEA, Key Club, National Honor Society, FCCLA and ROTC club just to name a few.

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP, AICE, Dual Enrollment, or Industry Certification classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade-level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students. We use our school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. We offer several career academies including Pre-Law Academy, Early Childhood, Fire Academy, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education, JMRPOTC and select magnet programs. Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning. The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss "soft skills" important to success in the workforce via daily Teacher Advisory sessions. Health Science - CNA, CMAA, EKG, Pharmacy Technician, Bio-technician Assistant Information Technology - MOS Bundle, Dream Weaver, Photoshop, Illustrator, Cyber Security

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

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

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

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

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

1. Recruitment and Retention

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