
Title I Comprehensive Schoolwide Plan
ROYAL PALM BEACH HIGH SCHOOL (2331)

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?

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

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

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?

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

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?

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

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

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?

How will school strengthen the PFEP to support Science?

- 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?

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

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

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?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

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?

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

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

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.

Acceleration Success

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 Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

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 Acceleration Success?

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

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

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.

Graduation Rate

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

1. List prioritized needs statements.

318 / 658 = 48.33% students enrolled in USH/AICE USH are below grade level in English/Reading. Students are below threshold on DOK 2 on the following USAs: USA 1: 59% USA 2: 53% USA 3: 62% USA 4: 57% USA 5: 55% Skill concept questions (DOK 2) made up 73% of the midterm exam. We scored below threshold on 69% of these DOK 2 questions. DOK 2 Questions 28/40 total = 70% Below Threshold 9/28 DOK 2's = 32% 263 / 585 = 45% students enrolled in BIO are below grade level in English/Reading. Algebra 1 - On the midterm, there were four text entry questions. While this was a small percentage of the midterm, we know the EOC will have more text entry questions. Our average score on these four text entry questions was 29%. Geometry - On the midterm, there were 34 total multiple choice questions. Out of these, we scored below threshold on 13. So our average score on these question types was 38%. Addressing chronic absenteeism rates of senior class will increase our graduation rate 26% of seniors have Poor attendance (10+ missed days) SY24 - 128 seniors received 1 or more Fs for Semester 1 which makes reaching graduation more difficult 63% of students who received 1 or more Fs were absent 10 or more days during semester 1. 9 / 10 ELA & Reading - On FAST PM, the Reporting category makes up the following % of the test: Reading across Genres & Vocab 35-50%, Reading Informational Text 25-35%, and Reading Prose & Poetry 25-35%. Proficiency: PM1 9: 173 / 532 = 33% 10: 183 / 547 = 33% PM2 9: 200 / 553 = 36% 10: 189 / 564 = 34% Reading across Genres & Vocab PM1 9: 14% 10: 10% Average: 12% PM2 9: 17% 10: 12% Average: 14.5% Reading Informational Text PM1 9: 11% 10: 11% Average: 11% PM2 9: 13% 10: 11% Average: 12% Support 9/10 to pass to graduate with cohort SY 22 79% - SY 23 74% 189 Accelerated courses offered SY23 AICE diplomas 34 of 57 (60%) 40% of students who attempted the AICE Diploma did not meet their goal SY23 IB diplomas 28 of 35 (80%) SY23 % Passing ELA (Enrolled in AICE GP or higher) 467 / 706 = 66.15% 332 and 196 (71.9% Number of Level 2 and Level 1 Enrolled in an Accelerated Course) students are not reading proficient.

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

Students struggle with reading comprehension which is preventing translation to content knowledge. Students can recall the content but cannot comprehend the question to apply the skill or concept. Students struggle with breaking down problems to figure out what information is given, what information is needed to recall, and what the question is asking. Most of the DOK 2 questions take multi-steps. Students struggle with identifying what the question is asking and recalling the steps needed to answer questions completely. Student's motivation/effort is a concern. Students test-taking stamina is also a concern. Multiple choice questions provide an opportunity to make an educated guess but with open ended questions, our students don't attempt to problem solve. Attendance and smart device usage are also other distractors. Geometry - Students struggle to identify distracting answers. They also struggle with eliminating obvious wrong answers. Recognizing what the question is asking is another challenge. Math problems also involve reading which our students struggle with. Historical absenteeism throughout school career Parental involvement Lack of time management Living out of school boundaries Reading across Genres & Vocab includes the following standards: Interpreting Figurative Language R3.1, Comparative Reading R3.3, Understanding Rhetoric R3.4, Morphology V1.2, & Context and Connotation V1.3 Teachers and students are continuing to learn and understand the academic language of the new standards. Students may not have been previously exposed to rigorous learning Students impacted by lower socioeconomic status Parents may not be familiar with framework of rigorous courses and their benefits

3. Share possible solutions that address the root causes.

Continue PLC world with ELA and Reading teams. Continue to use data to drive instruction. Continue to offer tutoring. Implement AVID strategies and gear content towards a flipped classroom with AVID binders. Avid strategies would support all these solutions. Continue PLC world with ELA and Reading teams. Algebra 1 - Provide students with more opportunities for problem solving and productive struggle. Teachers can reach out with parent communication regarding attendance and smart device usage in class. Provide more recognition for students that are doing the right thing. Provide more training for teachers on PBIS points and positive communication. Avid strategies would support all these solutions. Geometry - Apply more reading techniques within geometry classes. Provide students with more opportunities for multiple choice test strategies. Provide training for teachers on questioning and reading comprehension skills. Avid strategies would support all these solutions. Updating contact information for those not on file Providing incentives for good attendance/tardies Regular contact from teachers regarding attendance/grades Regular contact from school counselors Increased number of home visits for students with poor attendance Increase awareness of school initiatives Sending students to a credit recovery school Additional credit labs both during and after school Provide after school tutoring Teacher/Student Mentor Program Continue PLC work with ELA and Reading. Common planning amongst teachers. Reading will continue to "piggyback" on ELA standards and pacing to assist with remediation/support. Reading will use FSQ's to test; ELA will continue to test students using the USA's. Data will be utilized collectively. Host parent educational / support night, as well as Studysync & BEST teacher training. Continue to use data to drive instruction in ELA / Reading across Genres & Vocab, Reading Informational Text, and Reading Prose & Poetry. Continue to offer SAT/ACT/CLT bootcamp and tutoring for non-passers. Implement AVID strategies with AVID binders. Avid strategies would support all these solutions. Faculty training in reading strategies and scaffolding for reading students Faculty training in grading practices Student subject specific workshops/ reading strategies Accelerated Night Project Showcase Evening

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

- Communication

Using parentlink for updates regarding the importance of attendance. Offer curriculum information to families. Communicate in native languages. Offering curriculum information to parents. Update school website Newsletter

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Parent Trainings that will help Supporting parents with student attendance issues/additional contact Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Parent Trainings that may be offered to support parents/families as they work with their students at home Accelerated Night and Project Showcase Evening

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

- School

Schools will provide data chats with students to see where they stand continuously throughout the school year.

- Students

Students will take these data chats and reflect on their learning. They will use them to set future goals for areas of improvement. They will also share this with parents. Students - will come to school ready to learn. Students will complete assignments.

- Parents

Parents will check google classrooms to receive updates on upcoming assessments. Discuss the data chats with their child and support them to prepare for improving on the next assessment. Parents will attend conferences and trainings and SAC.

- Staff Training

Encouraging teachers to make positive contact with parents early. Trainings provided to effectively communicate with parents through SIS notes and keep documentation.

- Accessibility

Providing translated materials in all communications and flexible meeting times.

Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, well-rounded educational opportunities, and a literacy rich environment to build academic, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: \$603,995.00

Acct Description	Description
Classroom Teacher	Liberal Arts Math Classroom Teacher will work with targeted 9-12 students (Low 25% to help meet graduation requirements) to provide math support in teacher-directed small groups that provide opportunities for collaborative learning and focus on foundational skills for student success.
Classroom Teacher	Algebra II and Geometry Classroom Teacher will work with targeted 9-12 students to provide support during teacher-directed small groups. This provides opportunities for collaborative learning and smaller class size that will impact student success.
Classroom Teacher	Algebra Classroom Teacher will work with targeted 9-12 students to provide Algebra support in smaller groups for more effective impact on student success. This will help lower class size.

Acct Description	Description																
Classroom Teacher	Reading Classroom Teacher will work with targeted 9-12 students (low 25% and ESE) to provide ELA/Reading support in teacher-directed small groups that provide opportunities for collaborative learning to impact student success. This allows for small group size and targeted instruction.																
Classroom Teacher	Classroom teacher for English and Reading for Grades 9-12 as well as an ELL class. Students will be provided small group support and the lowest 25% will be targeted for remediation.																
Classroom Teacher	Biology and Physical Science Classroom Teacher will work with targeted 9-12 students (low 25%) to provide support in teacher-directed small groups that provide opportunities for hands-on lab experience to impact student success. This will lower class size and provide for targeted instruction.																
Extra Periods	Two extra periods will be provided in Math and ELA to allow for smaller class sizes and to provide direct instruction for grades 9-12. They will be added to the Masterboard.																
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="464 766 1171 841">Item</th> <th data-bbox="1171 766 1318 841">Quantity</th> <th data-bbox="1318 766 1438 841">Rate</th> <th data-bbox="1438 766 1535 841">Days</th> <th data-bbox="1535 766 1646 841">Hours</th> <th data-bbox="1646 766 1772 841">Weeks</th> <th data-bbox="1772 766 1902 841">Type</th> <th data-bbox="1902 766 2022 841">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 841 1171 954">(7) Substitutes days for 7 Classroom Teacher Title I funded positions</td> <td data-bbox="1171 841 1318 954">7</td> <td data-bbox="1318 841 1438 954">\$16.00</td> <td data-bbox="1438 841 1535 954">7</td> <td data-bbox="1535 841 1646 954">7</td> <td data-bbox="1646 841 1772 954">1</td> <td data-bbox="1772 841 1902 954">Original</td> <td data-bbox="1902 841 2022 954">\$5,488.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	(7) Substitutes days for 7 Classroom Teacher Title I funded positions	7	\$16.00	7	7	1	Original	\$5,488.00
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
(7) Substitutes days for 7 Classroom Teacher Title I funded positions	7	\$16.00	7	7	1	Original	\$5,488.00										
Classroom Teacher	Classroom Teacher will work with targeted 9-12 students (low 35%) to provide ELA/Reading to provide support in teacher-directed small groups that provide opportunities for collaborative learning to impact student success.																

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 reading and math instruction in grades 9-12 and help increase our graduation rate.

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: \$12,988.75

Acct Description	Description																										
Postage	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Postage to mail information home to parents - 1 mailing in the first semester using stamps at 0.68. (Parent training flyers/brochures, monthly newsletters).</td> <td>500</td> <td>\$0.68</td> <td>Original</td> <td>\$340.00</td> </tr> <tr> <td>BT 490500- Removed postage to purchase SMORE</td> <td>-500</td> <td>\$0.68</td> <td>Budget Transfer</td> <td>-\$340.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Postage to mail information home to parents - 1 mailing in the first semester using stamps at 0.68. (Parent training flyers/brochures, monthly newsletters).	500	\$0.68	Original	\$340.00	BT 490500- Removed postage to purchase SMORE	-500	\$0.68	Budget Transfer	-\$340.00											
	Item	Quantity	Rate	Type	Total																						
	Postage to mail information home to parents - 1 mailing in the first semester using stamps at 0.68. (Parent training flyers/brochures, monthly newsletters).	500	\$0.68	Original	\$340.00																						
BT 490500- Removed postage to purchase SMORE	-500	\$0.68	Budget Transfer	-\$340.00																							
<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>Community Language Facilitators will translate for parent trainings listed in the PFEP (ET/OT)</td> <td>2</td> <td>\$2.00</td> <td>1</td> <td>2.5</td> <td>2</td> <td>Non-Certified</td> <td>Original</td> <td>\$15.00</td> </tr> <tr> <td>Community Language Facilitators will translate for SAC and after hours parent</td> <td>2</td> <td>\$2.00</td> <td>1</td> <td>2</td> <td>10</td> <td>Non-Certified</td> <td>Original</td> <td>\$60.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Community Language Facilitators will translate for parent trainings listed in the PFEP (ET/OT)	2	\$2.00	1	2.5	2	Non-Certified	Original	\$15.00	Community Language Facilitators will translate for SAC and after hours parent	2	\$2.00	1	2	10	Non-Certified	Original	\$60.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
Community Language Facilitators will translate for parent trainings listed in the PFEP (ET/OT)	2	\$2.00	1	2.5	2	Non-Certified	Original	\$15.00																			
Community Language Facilitators will translate for SAC and after hours parent	2	\$2.00	1	2	10	Non-Certified	Original	\$60.00																			

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	conferences (ET/OT)									
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Shipping	1	\$10.64	General Supplies		Original	\$10.64			
	Assorted colors of copy paper (reams)	1	\$480.00	General Supplies		Original	\$480.00			
	Notebooks	155	\$2.50	General Supplies		Original	\$387.50			
	Color Expo Markers	10	\$8.06	General Supplies		Original	\$80.60			
	Folders for training materials/personal data (100 pack)	11	\$5.08	General Supplies		Original	\$55.88			
	Card Stock white and color	10	\$15.00	General Supplies		Original	\$150.00			
	Toner to print newsletters/handouts/flyers	30	\$44.00	Technology		Original	\$1,320.00			
	Food for trainings in PFEP	3	\$75.00	Program Supplies		Original	\$225.00			
	Envelope for mailing Newsletters (500 pack)	11	\$13.19	General Supplies		Original	\$145.09			
Copy paper white for newsletters/handouts/flyers	23	\$44.61	General Supplies		Original	\$1,026.03				

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="443 175 1234 228">Item</th> <th data-bbox="1234 175 1381 228">Quantity</th> <th data-bbox="1381 175 1545 228">Rate</th> <th data-bbox="1545 175 1743 228">Supply Type</th> <th data-bbox="1743 175 1902 228">Type</th> <th data-bbox="1902 175 2020 228">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Chart Paper (parent trainings/ presentations)	21	\$26.39	General Supplies	Original	\$554.19						
	MARKER SHARPIE ASSORTED 5PK	13	\$6.09	General Supplies	Original	\$79.17						
	Binders	600	\$2.00	General Supplies	Original	\$1,200.00						
	General training supplies - higlighters, paper, index cards, pencils,	1	\$758.40	General Supplies	Original	\$758.40						
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,036.25	General Supplies	Original	\$2,036.25						
	BT 490500- Reallocated funds from the allocation differential to add Smore	-1	\$657.00	General Supplies	Budget Transfer	-\$657.00						
Overtime	Overtime for CLFs per plan in Parent Support by school staff as they work 40 hours in their primary position, this part-time work will all be expensed to overtime.											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="443 1175 1493 1232">Item</th> <th data-bbox="1493 1175 1640 1232">Quantity</th> <th data-bbox="1640 1175 1776 1232">Rate</th> <th data-bbox="1776 1175 1934 1232">Type</th> <th data-bbox="1934 1175 2020 1232">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Type	Total					
Item	Quantity	Rate	Type	Total								
	BT 490500- Added- Smore supports the creation of interactive newsletters and flyers, which will enhance communication and engagement with parents and families. The platform supports the use of multimedia elements to ensure that important school updates and information are effectively conveyed. Additionally, Smore's multi-language support and easy distribution via email and social media help reach a diverse parent population efficiently.		1	\$997.00	Budget Transfer	\$997.00						

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers and Counselors to provide trainings for parents to bridge the home gap connection. The trainings will begin in August 2024.	7	\$25.00	1	2	5	Certified	Original	\$1,750.00

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

Royal Palm Beach Community High School recognizes the importance of forming a strong partnership with parents; in order to promote effective parent involvement, the faculty and staff are committed to involving parents in shared decision-making and encouraging families to become active participants in their child's educational process, is the Royal Way.

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
Michelle Fleming	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Brandon Gilbert	SSCCC
Galo Moreira	Assistant Principal

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

Asking for volunteers to be a part of the process through callouts throughout the year. SAC members are selected from group of volunteers that represent the culture and population of the school. At SAC meetings stakeholders were briefed on the SWP, PFEP, and compact. Stakeholders who showed an interest in being a part of the group were then verbally asked if they would partake in the planning and development SWP, PFEP, and compact.

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

They will be involved in all parts of development such as giving input at meetings (Comprehensive Needs Assessment, ongoing monthly SAC meetings, being a part of special committees, parent training evaluations, and surveys) to ensure parent involvement and input. These meeting took place in the spring and also through ongoing SAC meetings.

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

Through a Comprehensive Needs Assessment, Stakeholder Input Meetings and ongoing SAC meetings. Evaluations will also be used. Parent feedback from trainings and family engagement surveys are also used for stakeholder input.

Name	Title
Shakeica Robinson	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Daniel Snider	Assistant Principal
Brandon Gilbert	SSCC

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Title I Parent meeting will be held on October 2, 2024 at 5pm in the media center. Royal Palm Beach will also upload to the school website.

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

Notification will be posted on the school website and through Parent link which will push out texts and phone calls in multiple languages.

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

Title I agenda, Parent and Family Engagement Plan, School Parent Compact, PFEP, SAC dates and Powerpoint. Language facilitator will be translating.

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

Parent communication, PBS safety & best practices

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

Teachers will be able to utilize multiple features of SIS grade books to communicate with parents to communicate student progress and data from assessments and best practices.

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

Parents will then be able to have current grades, attendance, and progress from each class and be able to have real-time communication with their child about school.

- What will teachers submit as evidence of implementation?

Snapshots of grade book/Google Classroom or other SIS features and possibly Call logs, conference notes

- Month of Training

August

- Responsible Person(s)

Cote & Lingerfelt

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Culturally Responsive Teaching and Parent Communication

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

Teachers learned to incorporate the use of comment logs in SIS to communicate with parents/families and to request translation as needed.

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

Creating an atmosphere for purposeful parent engagement and partnership that is culturally responsive for the school and the community.

- What will teachers submit as evidence of implementation?

Snapshots of grade book/Google Classroom or other SIS features and possibly Call logs, conference notes, and lesson plans.

- Month of Training

November

- Responsible Person(s)

Gilbert and Shroyer

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

College A to Z

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

To support student learning at home, parents will be able to understanding the fundamentals of colleges, from applications, requirements, financial aid, and acceptances

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

Parents will receive detailed information on applying to colleges and have questions answered by guidance counselors. Parent will create sample essays and applications.

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

Parents will be able to support their child in preparing for colleges.

- Date of Training

September

- Responsible Person(s)

Guidance Department

- Resources and Materials

Powerpoint presentation and handouts

- Amount (e.g. \$10.00)

100

3. Parent and Family Capacity Building Training #2

- Name of Training

Multicultural Parent Night

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

Parents will develop a thorough understanding graduation requirements, assessments, technology tools for all grade levels and learn post secondary opportunities.

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

Parent will be able to support their student by tracking the requirements needed for graduation. Parent will map out their student's plan for the next few years.

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

Parents will have an awareness of PBC graduation requirements and how to assist their students in obtaining a diploma. We will see an increase in graduation rates for ELL students.

- Date of Training

September

- Responsible Person(s)

Rivera

- Resources and Materials

Powerpoint presentation, refreshments, and handouts.

- Amount (e.g. \$10.00)

100

5. Parent and Family Capacity Building Training #3

- Name of Training

TBA

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

TBA

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

TBA

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

TBA

- Date of Training

TBA

- Responsible Person(s)

TBA

- Resources and Materials

TBA

- Amount (e.g. \$10.00)

TBA

Coordination and Integration

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

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

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

• Name of Agency

Multicultural Department

• Describe how agency/organization supports families.

They partner with us by supporting families monthly parent meetings and sharing resources that will allow families to support their children. They also help our masterboard and monitoring the academic progress of English Language Learners through rigorous academics emphasizing critical thinking and creativity, students are prepared to effectively engage the global marketplace while embracing participatory citizenship.

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

ESOL Coordinator, will work to ensure a successful ESOL department as well as document emails, meeting notes, and agendas. An ESOL counselor will also be provided and trained to assist students in need.

• Frequency

Ongoing as needed

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

• Name of Agency

Take Stock In Children

• Describe how agency/organization supports families.

They partner with students and families monthly and provide resources that will allow students to receive scholarships and post secondary guidance.

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

They partner with our Guidance Department and RPBHS Administration to provide resources for families and students as needed. They offer our students one-on-one support services, college scholarships, caring volunteer mentors to support out of school needs.

- Frequency

On-going as needed

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

- Name of Agency

VIP

- Describe how agency/organization supports families.

For children in foster care, educational achievement is the greatest counterweight to the negative effects of abuse and neglect. VIP removes many barriers and offers the guidance and advisement needed for educational success. Their programs works with RPBHS to ensure foster families and students have the same tools and support afforded to children in traditional homes. Through one-on-one attention and the following strategies, high school graduation is within reach for every foster care youth in our program. Best Foot Forward uses the following strategies that lead to academic success: -Analysis of Diploma Options -Comprehensive Education Plans -Test Taking & Study Skill Development -Organizational Skills -Graduation Tracking -Online/Virtual Education Support -Individual Academic Tutoring -EOC and Assessment Preparation -SAT/ACT Preparation -Core Course Remediation -Communication & Self Advocacy Development -Post-Secondary Placement Plan

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

Guidance Department and Best Foot Forward Log and SBT team notes

- Frequency

On-going 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**

We will provide information and invitations for Parent Trainings/Information Nights, meetings, tutorial programs, mentoring, etc. on the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, at the annual Title 1 Meeting, at SAC Meetings, Flyers, and Quarterly Newsletters.

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

1. The school's S'mores/Parentlink newsletters will highlight Title I programs, meetings, and other activities. 2. Flyers will include the information agendas and sign-in sheets from the events.

- **Description**

Parent Training/Information Nights, Open house, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about the curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. Open House at the start of the school year flyer. Teachers will present an overview of the curriculum and expectations for the year. 2. The school's S'mores/Parentlink newsletters will highlight upcoming topics and important academic initiatives and keep parents informed about curriculum changes and proficiency expectations. 3. Parent-teacher conferences, IEP meetings, or ESOL parent meetings will provide an opportunity for the school to inform parents and discuss their student's progress and the curriculum directly with staff.

- **Description**

Parent Trainings/Information Nights, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. The school's S'mores/Parentlink newsletters will include information about upcoming assessments, their importance, and how they align with State standards. 2. Parent-teacher conferences, IEP meetings, or ESOL parent meetings will explain the different types of assessments used and how they relate to State academic standards.

- Description

We will provide information at parent conferences, Graduation checks with students, reports to parents as well as information given through the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers. We will have a FAFSA night and parent trainings also. We also hold SAC meetings and Title I annual meeting and stakeholders meeting for the CNA.

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

1. Our School Advisory Council (SAC) members advise the school principal and assist in preparing, implementing, monitoring, and evaluating the School Improvement Plan. The SAC monitors and discusses areas for improvement and success and assists the school in creating and analyzing climate surveys. 2. The school's S'mores and Parentlink newsletter updates that inform parents about upcoming meetings, volunteer opportunities, and ways to get involved in school decision-making. 3. Title I - SWP Stakeholder Input Meeting

- Description

The school will provide training at 6:00 pm which is when parents have expressed the best time to attend. We also offer a place for students/children to go on computers as the majority of the training are held in the RPBHS Media Center. Parents are in the same room so child care is not necessary. The school will also conduct home visits if needed to share information with parents. IEP/LEP/SBT meetings are scheduled at a time that is convenient for families to attend. Recordings can also be posted to the website.

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

Agendas with time and location of meeting, Minutes, home visit logs, invitations to IEP/LEP/ SBT meetings.

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

RPBHS will do it's best to translate letters, agendas, sign-in sheets, flyers, transportation logs, parent evaluations and any other written documentation parents are provided. Additionally, CLFs will be available during parent conferences and training as needed. School-parent compacts in all languages, and academic reports (mid-term and report cards) are in all languages.

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

School-parent compacts in all languages, parent link messages, and newsletters in English, Spanish, and Haitian Creole.

- Description

Meetings will be easily accessible, an elevator is available, and additional accommodations will be made upon request. The ESE department will be contacted if the need for an Sign-language interpreter should be needed. Amplifiers are available upon request for meetings. 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. 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.

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

Photos of elevators and parking accommodation. In addition, emails to the District ESE department if services are requested to support.

- Description

School staff will reach out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc. Making everyone feel welcomed. The school will provide home visits as needed to share information and connect families with the migrant program and multicultural department to provide additional support to migratory working families as needed. A log of home visits will illustrate that home visits occurred and meeting invites and emails will show that flexible meeting times were given as an option for migrant families who may not be able to attend traditionally timed events.

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

Migrant flyer to show services available, Notes, emails of support provided, home visit notes

- Description

RPBHS has an assigned Guidance Counselor who knows the ins and outs of resources available for homeless teens and families. The Guidance Counselor reaches out to families to see how the school can remove barriers, such as flexible meeting times, transportation, and home visits. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Documentation that flexibility regarding meeting times and locations will include emails, agendas, and phone logs. Sample evidences: Student Housing Questionnaire, notes, emails of support provided, flyer of services available.

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

McKinney Vento flyer, emails to MVP staff, SBT notes for homeless students, Questionnaires

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

We provide counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. Mentors are assigned to students identified with skills for learning and life (SLL) concerns. Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. There are various campus activities that address social/emotional needs of students such as Activity Fairs and assemblies from SwPBS Expectations to programs such as Social Media Awareness. We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Students 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). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need; • Guidance counselors are available to students in the morning and during lunches to address student needs which certainly include social-emotional needs; • Small group and individual counseling after school for students who are recommended for and seeking out help. In addition to the services and organizations listed above, we will also survey all of our students to determine if they have an adult who they can confide in, on campus. Students who do not have an adult (or Advisor) on campus that they can go to in times of distress will be identified. Specific group meetings will occur with faculty members who volunteer to be Advisors. Advisors will establish positive nurturing relationships in an effort to foster a culture of support to all students. Advisors will guide students in developing healthy habits and provide strategies so that students can cope with the challenges they face on a daily basis.

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

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic, behavioral, and Skills for Learning for Life instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (tiers) based on student needs. The goal of this "needs driven" decision making is to ensure that available resources are allocated and matched to the appropriate students at the appropriate levels in order to accelerate the performance of all students to achieve or exceed proficiency. This seamless system requires a commitment from all stakeholders in the school community. The most essential components of a MTSS Framework include:

- multiple tiers of evidence-based instruction/intervention
- a problem solving method that is designed to successfully match evidence based interventions to area(s) of need
- an integrated data collection and assessment system to inform decisions at each level of support
- parental involvement and engagement in each child's education

All students receive Core instruction in this framework. Students that are struggling academically or behaviorally, may be referred to the Problem Solving/School Based Team. This team is charged with identifying area of need, identifying evidence based interventions and progress monitoring tools and monitoring fidelity of implementation. Students that may be in need of additional intervention, may be provided this (Supplemental/Tier 2) support in their intensive reading or math course, which is provided in addition to and in alignment with core instruction. If they continue to need academic intervention, it may be determined that they are in need of Intensive (Tier 3) support. This can be provided through the tutorial if needed. Some of the programs provided for both Supplemental (Tier 2) and Intensive (Tier 3) are Reading Plus and Achieve 3000. Math intervention is provided with the use of evidence based strategies or programs through the tutorial. Behavioral interventions that are used to remove barriers for students include but are not limited to mentoring, Check In Check Out, Behavior contacts. Etc. RPBHS' Instructional Leadership Team (ILT) and Response to Intervention team meets second and fourth Wednesdays of each month. The team's first priority is to discuss academic and behavior progress. The area of need is identified and an action plan is designed to target each area to try to meet the student's needs. Each plan includes who will be servicing the students. The team will identify students who are not meeting academic targets once Tier 1 Core Instruction is implemented and Tier 2 supplemental progress isn't made. Tier 1 support includes a campus wide Advisor program by which all students are provided with access to an adult who they can confide in and learn strategies for coping with individual hardships. Additional Tier 2 support includes more face time with advisors who can develop healthy habits along with a counselor who will actively monitor students progress in academics and behavior through weekly monitoring sheets. Tier 3 students will be referred to School Based Team (SBT). Plans will identify the student's area of deficiencies and will include research based interventions that are put in place. Instructional leaders are responsible for supporting the teachers throughout the process. Additional counselors are provided at this level who have specific expertise regarding the students core issues. Strategies will be provided during regular counseling sessions and a detailed log of a students progress is maintained so that a there is a full behavioral profile of the student.

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

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

1. Well-Rounded Education

By implementing the first Pillar (Standards), RPBHS 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. Additionally, 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. All members of the school staff participate in collaborative professional learning communities (PLCs) that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Prior to PLC meetings, the PLC Coordinator, and Reading Coach, gather appropriate instructional resources and strategies (data based) to be utilized for academic achievement. The information discussed in these meetings determines the upcoming plan of instruction. Our school addresses and incorporates academic and career planning with the following strategies: School counselors deliver career and academic planning information throughout the school day (Counselor Coffee Talk), parent information meetings, and individual counseling. Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org (information for planning and managing a student's secondary and post secondary education experience) and standardized tests for college admission. (SAT, ACT, CLT, PSAT) RPBHS promotes enrollment in career academies related to student's interests and abilities. We currently have the following college and career academies: Air Conditioning, Refrigeration, and Heating (HVAC), Medical Sciences, Global Business, S.T.E.M., and our new Navy JROTC Corps. These programs support students' abilities to learn job related skills while preparing them for post secondary schools, military service, and/or a career. The HVAC and Global Business entry level classes are also offered as electives for any students interested in these areas but did not apply for CHOICE programs. RPBHS also offers an array of elective classes specific to student individual interests: chorus, band, art, computers, and sports. CLT, ACT and SAT Preparation courses are promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBSC, and courses through Virtual School are pursued to provide convenient access to any interested student. Dual Enrollment is also offered to students who qualify. Students are encouraged to participate in clubs/organizations that compete in competitions as well as engage in building relationships with business partners. This provides students with real world applications as they prepare for post secondary success. RPBHS has over 30 different clubs and organizations that range from Gaming, Anime, and Chess Club to a Black Student Union, Student Council, and Latinos in Action. Students are able to stay after school and receive dinner prior to the start of the extracurricular activities. Students are encouraged to participate in a variety of organizations and clubs through numerous Activity Fairs held on campus throughout the year as well as advertising by the individual groups. Lastly, students are encouraged to participate in tutoring through the National Honor Society and Academic Tutoring program that focuses on EOCs (Algebra, Geometry, US History) and other critically tested areas such as Reading. CLT, ACT and SAT tutoring opportunities are also provided throughout the year for students who need additional support in those areas.

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

The AVID (Advancement Via Individual Determination) program, which promotes student self-management and personal responsibility for academic success is an elective course that includes instruction in college readiness topics and strategies. In addition to the AVID program, students have the opportunity to enroll in AP (Advanced Placement), IB (International Baccalaureate) and AICE courses. RPBHS also offers Medical, Business, STEM, and HVAC career academies and most recently has added a Navy JROTC program. Many of the magnet courses require field experience and RPBHS also offers OJT to students who are not eligible for the academies. Our school addresses and incorporates academic and career planning with the following strategies: School counselors deliver career and academic planning information throughout the school day (Counselor Coffee Talk), parent information meetings, and individual counseling. Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org (information for planning and managing a student's secondary and post secondary education experience) and standardized tests for college admission. (SAT, ACT, PSAT) RPBHS promotes enrollment in career academies related to student's interests and abilities. We currently have the following college and career academies: Air Conditioning, Refrigeration, and Heating (HVAC), Medical Sciences, Global Business, S.T.E.M., and our new Navy JROTC Corps. These programs support students' abilities to learn job related skills while preparing them for post secondary schools, military service, and/or a career. The HVAC and Global Business entry level classes are also offered as electives for any students interested in these areas but did not apply for CHOICE programs. RPBHS also offers an array of elective classes specific to student individual interests: chorus, band, art, computers, and sports. ACT and SAT Preparation courses are promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBSC, and courses through Virtual School are pursued to provide convenient access to any interested student. Dual Enrollment is also offered to students who qualify. Students are also provided with opportunities to participate in several assemblies on campus with local community leaders of various organizations, such as Latinos in Action. Students are also able to gain knowledge from professionals in a variety of fields through an organized career fair held on campus. We also allow organizations to set up informational booths throughout the year, that promote their profession and recruit new participants in their field.

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
- Staggered start

- 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
- 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

Faculty members attend weekly PLC's where they are working collaboratively with their colleagues sharing best practices. In addition, all staff members have the opportunity to observe classrooms implementing best practices. Instructional coaches attend district supported PD that is specific to their individual content area, and paraprofessionals have time set aside to ensure their professional growth. Since we have numerous academies and organizations, adults leading those groups are able to attend professional development in those areas. The intent is that these teacher leaders are able to gain the knowledge in the area, and upon their return share them during Professional Development days and Faculty Meetings. School wide initiatives such as AVID is a good example of how teacher leaders are able to share experiences and knowledge from conferences during Pre-school PD, faculty meetings, and professional development days. Our academic coaches are lead by the instructional leadership team. They are aware of the strengths and weaknesses of each teacher within their respective department and will recommend PD for those needing support. Continuous PD involves both district-based (Regional and District Curriculum Support) and non-district based sessions and conferences. Additionally, teachers are also provided with opportunities to observe their peers in the Peer Observation Program that utilizes the Palm Beach Model of Instruction. Other teachers who need further support are provided with a curriculum coach who will utilize the Coaching Continuum to develop instructional skills and implement appropriate learning strategies for their students.

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 recruitment process involves attending job fairs, utilizing National Search Sites, screening resumes, and conducting targeted interviews all of which help to ensure the hiring of qualified teachers. We collaborate with HR and the regional offices when searching for qualified candidates that would be a good fit for our students. We are able to retain our teachers by providing continual support through a mentor program, weekly PLC's, and Instructional Coaches assisting teachers in the high need subject areas. Teachers are appreciated at RPBHS. Recently, based on results from the School Effective Questionnaire, we were rated as the "Happiest High School in the County". Our teachers feel supported by administration throughout the year, they have an Open Door Policy with the Principal and all administrators. They also have a say in school wide initiatives and are able to contribute positively in discussions related to every aspect of the school. Our teachers are active participants in all of our school wide initiatives and because they have a say in what goes on, buy into our vision of excellence.