
Title I Comprehensive Schoolwide Plan
PALM BEACH CENTRAL HIGH SCHOOL (2631)

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.

Overall graduation rate decreased by 1% from FY22 to FY23. Although it remains above 90%, the ELL graduation rate decreased by 12% between FY19 and FY23. Between FY24 PM1 and PM2 in ELA, we had a 2% increase in Level. According to our FY24 Algebra 1 midterm exam, 90% of our students are not on target to be proficient on the Algebra 1 EOC. In Social Studies, according to our FY 24 US History midterm exam, 37% of our students are not on target to be proficient on the US History EOC.

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

Students struggle to meet reading and math graduation requirements due to poor fluency and reading comprehension, vocabulary development, and foundational skills in math. Teachers struggle to provide differentiated instruction that targets individual students' needs.

3. Share possible solutions that address the root causes.

Additional Reading, Math and Science support through: -Targeted Professional Development to help with differentiation instruction, scaffold supports, and vocabulary development -Small group instruction through pull-outs and push-ins focused on identified areas of need -Tutoring focused on test-taking strategies for FAST, EOC, and alternate assessments (grad. req.) -Technology resources that address individual students' needs for additional support through differentiated instruction -Additional resource for students and teachers

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

- **Communication**

The school will maintain open communication with parents and families regarding graduation requirements and student success. School will communicate through multiple means and in multiple languages

- **Parent Training**

School will offer Parent Universities focused on: -Monitoring student progress -Florida graduation requirements -Ways for parents to support students at home

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

- **School**

The school will support teachers through continued professional development, professional learning communities, instructional and resource support

- **Students**

Students will attend school regularly prepared to learn and will monitor their progress towards graduation

- **Parents**

Parents will monitor student progress and provide support at home. They will attend parent trainings and maintain open communication with teachers.

- **Staff Training**

Staff training to assist teachers in understand how best to engage and support parent and families as they work at home with their students. Staff straining to improve understanding of student progress towards graduation and building positive relationships to increase attendance and engagement

• Accessibility

Language interpreters, interpretive listening devices, signage to support students and families of multilingual backgrounds. ESE and 504 support for families, trainings for staff and tiered interventions for all students.

Action Step: Classroom Instruction

Build a learning community that sets high expectations and ensures students have access to rigorous coursework, well-rounded educational opportunities, and a literacy-rich environment to build academic, social-emotional, and college and career readiness skills that will lead to post-secondary success.

Budget Total: \$153,843.50

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers of all content-area for afterschool and Saturday tutorials for tested subjects (ELA, Math, Science, and Social Studies)	10	\$37.00	2	3	16	Certified	Original	\$35,520.00
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	Chargers for Chromebooks to ensure that there isn't any loss of instructional time.					100	\$37.00	Original	\$3,700.00

Acct Description	Description						
Online subscription	Item			Quantity	Rate	Type	Total
	Study Island will be used for US history, Algebra I, Geomerty and Biology classes as supplemental instruction for grades 9-11.			1000	\$10.00	Original	\$10,000.00
Extra Periods	12 Extra periods will be built into the Master Board in the areas of ELA, Math, Biology, and US History to reduce class size in grades 9-12.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Paper (case)		170	\$45.00	General Supplies	Original	\$7,650.00
	Expo Markers		30	\$15.00	General Supplies	Original	\$450.00
	Pens		5	\$3.00	General Supplies	Original	\$15.00
	3" Binders		150	\$15.00	General Supplies	Original	\$2,250.00
	Calculator (TI-30Xa)		100	\$10.00	Manipulatives	Original	\$1,000.00
	Chart Paper		1	\$698.00	General Supplies	Original	\$698.00
	ACT/SAT Prep Workbooks		200	\$29.99	Instructional Materials	Original	\$5,998.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders,		1	\$1,543.50	General Supplies	Original	\$1,543.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	dividers,pencil pouches, student whiteboards, erasers, post-it notes					

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increases the effectiveness of instructional staff and builds teacher capacity.

Budget Total: \$210,828.00

Acct Description	Description								
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Staff training for new teachers outside of contract hours. (Afterschool)	10	\$25.00	4	3	1	Original	\$3,000.	
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Core subject area certified teachers will analyze data and share best practices and plan collaboratively. This will take place preschool.	30	\$25.00	3	4	2	Certified	Original	\$18,000.
LTF	Learning Team Facilitator will work with teachers in all core academic areas grades 9-12 to analyze data,								

Acct Description	Description					
	provide professional development and work in PLCs.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper	20	\$45.00	General Supplies	Original	\$900.00
	Color paper	37	\$10.00	General Supplies	Original	\$370.00
	Shipping	1	\$6.00	General Supplies	Original	\$6.00
Travel out-of-county						
	Item	Quantity		Rate	Type	Total
	AVID Summer Institute in June 2025 for 5 teachers (reg. \$999, transportation \$265, Lodging \$627, \$36 per diem)		5	\$1,927.00	Original	\$9,635.00
Extra Duty Days	10 extra duty days to analyze data after test results come in and to plan out Professional development based the data. Cost is \$308.18 per day.					
Tch Res Staff Development	This Teacher Resource Staff Developer will support all teachers for PLCs, and targeted small-group instruction for grades 9-12 in all content areas through modelling. They will provide remediation skills and analyze data to provide prescribed lesson support to build teacher capacity.					

Action Step: Parent Engagement

Engage parents and the community in supporting student success through intentional and purposeful parent trainings and community engagement.

Budget Total: **\$10,656.25**

Acct Description	Description										
Overtime	Overtime for CLFs to provide translation for trainings in the PFEP - 3 staff total of 12 hours.										
Supplies	Item		Quantity	Rate	Supply Type			Type	Total		
	Refreshments for Parent trainings listed in the PFEP		50	\$3.00	Program Supplies			Original	\$150.00		
	Ink		4	\$300.00	Technology			Original	\$1,200.00		
	Copy Paper		55	\$45.00	General Supplies			Original	\$2,475.00		
	Colored Copy paper		70	\$10.00	General Supplies			Original	\$700.00		
	Shipping		1	\$3.25	General Supplies			Original	\$3.25		
	Postage	Item			Quantity	Rate	Type			Total	
Postage for flyers for parent training, newsletters, and invitations			3	\$1,800.00	Original			\$5,400.00			
Parent Support by Comm Language Facilitator		Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Community Language Facilitators to provide translation for trainings in the PFEP - 3 staff for a total of 12 hours. Most of the budget has been moved to overtime.		3	\$2.00	2	2	1	Non-Certified	Original	\$18.00	
	Online subscription	Item			Quantity	Rate	Type			Total	
Smores subscription for parent newsletter			1	\$300.00	Original			\$300.00			

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

Palm Beach Central High School is committed to forming strong partnerships with parents and families and promoting effective communication and involvement to ensure shared decision-making. All stakeholders are committed to working with families to encourage active participation with the goal of increasing overall student success.

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
Reginald Myers	Principal
Sabrina Higley	Assistant Principal
Samantha Butler	Assistant Principal
Sheena Wehr	Assistant Principal
Willow Louis	Assistant Principal
Sarah Garcia	Assistant Principal
Gianna Faustin	Learning Team Facilitator
Yinka McAlpine	Resource Teacher
Petrina Closi	ESE Contact
Cari Griffith	ESOL Coordinator
Chad Marcoux	Testing Coordinator
Cheryl Dubrin	SAC Chair

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

Stakeholders are members of the school's administrative team, instructional leadership teams, department chairs, and community members. Members are representative of all stakeholder groups and participate in shared decision-making.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.
- Stakeholders were involved in the creation of FY25 CNA/SWP/PFEP through informational meetings held with administration, faculty members, and community members.
4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.
- All stakeholders shared ideas and provided input during the CNA process on how to increase parent and family engagement and what types of trainings and information will be beneficial for parents and families to not only support their students' learning at home but to help them learn ways to become more engaged with teachers and the entire school community. This is an ongoing process that will be revisited at each SAC meeting.

Name	Title
Reginal Myers	Principal
Sabrina Higley	Assistant Principal
Samantha Butler	Assistant Principal
Brittany Morgan	School Counselor

Annual Parent Meeting

- All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.
- Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:
- What it means to be a Title I School;
 - The school's Title I Schoolwide Plan;
 - Parent and Family Engagement Plan, including the School-Parent Compact;

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

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

Tuesday, 09/24/2024, at 5 pm, in the Media Center.

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

Notification will be sent through parentlinks, school website posting, flyers, and social media.

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

Meeting will have invitations, sign-in sheets, agendas, slide deck presentation, translators, and light refreshments. Copies of the FY25 School-Parent Compact and copies of the FY25 PFEP will be available.

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

Instructional Support for diverse populations (ESOL/ESE/504)

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

Teachers will be able to implement common & individualized accommodations, understand and apply the concept of instructional modifications to meet the needs of diverse learners, communication skills to apply during IEP/ELL/504 meetings, and how to communicate with and engage families in order to support student learning at home.

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

Teachers and parents will be able to effectively communicate to provide a learning partnership that fosters academic success.

- What will teachers submit as evidence of implementation?

Evidence of accommodations and modifications through parent conference notes, SIS communication logs. Evidence of increased academic success through student achievement data reports.

- Month of Training

August 2024

- Responsible Person(s)

Sabrina Higley

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

Infusing Technology to Increase Effective Parent Communication (Google platform, SIS, etc.)

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

Parents will be able to target assistance for their students based on increased communication with school and teachers.

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

Parents and teachers are able to communicate with each other more smoothly and effectively in order to promote academic success.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of communication through conference notes, SIS comments logs, and individual student data reports.

- Month of Training

November 2024

- Responsible Person(s)

Sabrina Higley and Samantha Butler

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

SIS Parent Gateway

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

Parents will be able to track student progress (grades, test scores, etc.). Parent will be able to receive information directly from teachers and discuss at home with students to support learning.

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

Parents will receive log-in information to create parent accounts and will have hands-on training on setting it up and navigating the platform.

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

The expected impact is that parents will have increased access to student progress and means of communication with school and teachers which will support student success.

- Date of Training

August 2024

- Responsible Person(s)

Sabrina Higley & Samantha Butler

- Resources and Materials

Invitations, agenda, sign-in sheets, slide deck presentation, Chromebooks, student log-in information

- Amount (e.g. \$10.00)

\$50.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Pathway to Graduation

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

Parents will be trained on all high school graduation requirements: Credits, GPA requirements, assessments, SIS, acceleration, diploma options.

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

Parents will use devices and tracking sheets to review student progress and graduation requirements.

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

Parents will be able to better support their students as they complete graduation requirements and plan for college and career readiness.

- Date of Training

November 2024

- Responsible Person(s)

Sabrina Higley & Samantha Butler

- Resources and Materials

Invitations, sign-in sheets, agenda, slide deck, tracking sheets, devices.

- Amount (e.g. \$10.00)

\$50.00

5. Parent and Family Capacity Building Training #3

- Name of Training

NA.

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

NA.

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

NA

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

NA

- Date of Training

NA.

- Responsible Person(s)

NA.

- Resources and Materials

NA.

- Amount (e.g. \$10.00)

NA.

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 Education Department

- Describe how agency/organization supports families.

Welcome Center: Assists with registrations, initial testing, medical and vaccination requirements. Helps to expedite the process of students entering school. Multicultural Instructional Specialist will work with school staff to provide resources and training for ESOL Parent nights.

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

Invitations, flyers, agendas, email communications between school and ESOL specialist.

- Frequency

As needed

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

- Name of Agency

Feeding South Florida

- Describe how agency/organization supports families.

The agency assists families in need by providing food through bi-weekly food distributions on campus.

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

Flyers, sample of forms, screenshots of sign-up forms completed by families receiving assistance, photos of resources provided to families.

- Frequency

Ongoing

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

- Name of Agency

Palm Beach State College/Treo

- Describe how agency/organization supports families.

Palm Beach State College will provide training for parents regarding financial assistance and college readiness.

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

Flyers, invitations, sign-in sheet, materials provided by PBSC, photos

- Frequency

Annual

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

Newsletter, flyers, invitations, parentlinks in multiple languages, social media, and information posted on the school's website.

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

Copies of flyers, invitations, newsletter, screenshots of parentlinks and website.

- Description

School will provide parents with information about curriculum and proficiency levels through PBCHS website, social media, newsletter, parent trainings, curriculum night/open house, parent-teacher conferences, IEP meetings, notes/phone calls from teachers, counselors, and admin. Progress reports and student assessment results will be shared with parents through all the above methods.

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

Screenshots of parentlinks, invitations, flyers, SAC meeting agendas

- Description

Parents will be informed about academic assessments at back-to-school nights, SAC Meetings, Title I meetings, Open House, parent/teacher conferences, IEP meetings, parent/teacher/counselor communication, newsletter, SIS parent gateway. Parents will also receive individual reports of students' scores and performance levels on state assessments.

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

SIS comments log, parent-teacher conference notes, invitation, agenda, sign-in sheets

- Description

Parents will be informed about SAC Meetings, Title I Annual meeting, parent/teacher conferences, Open house through flyers, invitations, parentlink callouts and emails, agendas, sign-in sheets

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

Screenshots of parentlinks, flyers, invitations, meeting agendas

- Description

Meetings will be held at 6pm or later to allow for working parents to attend. Meetings will be held in the Media Center where devices will be provided, eliminating the barrier of childcare. Meetings will also be streamed through Google Meets so parents can attend virtually if they are unable to physically attend. Parent-Teacher conferences are held weekly so parents can schedule when it is convenient for their schedules.

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

Flyers, invitations, screenshots of parentlink emails.

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 parent communication will be send out in multiple languages representative of major languages at Palm Beach Central HS (English, Spanish, Haitian Creole). Families with limited English proficiency will be provided translation devices so meetings will be comprehensible.

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

Flyers, invitations, screenshots of parentlinks in multiple languages.

- Description

Meetings are held in Media Center with ground floor access and wheelchair accessible ramps.

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

Invitations, flyers, photos of ADA accomodations

- Description

Meetings will be held in person and concurrently on Google meets for virtual access

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

Flyers, invitations, screenshots of Google Meet

- Description

Meetings will be held in person and concurrently on Google meets for virtual access

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

Flyers, invitations, screenshots of Google Meet

Other Activities

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

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Palm Beach Central is dedicated to nurturing non-academic behaviors through a variety of supportive programs and initiatives. The school offers after-school extracurricular activities like the Key Club, which allows students to engage in community service and develop a sense of responsibility. To promote positive behavior, Palm Beach Central implements the PBIS system, known as Bronco PRIDE, which emphasizes Positivity, Respect, Integrity, Dedication, and Excellence. Students can earn PRIDE points for demonstrating these qualities, which can be exchanged for snacks, prizes, or used to "buy out" of detentions. Additionally, the school provides leadership development opportunities through courses such as AVID, LIA, and SGA, fostering skills in leadership and collaboration. The Elevated Voices initiative empowers students to offer feedback on campus systems, ensuring their voices are heard in shaping their school environment. To further support students' well-being, the school has a Behavioral Health Professional and a co-located counselor available, addressing mental health needs and ensuring comprehensive support.

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

Palm Beach Central employs a structured tiered model of support (SBT/MTSS) to ensure that all students receive the appropriate level of intervention and assistance based on their individual needs. This approach is designed to provide targeted support for both academic and behavioral challenges, fostering student success across various domains. Implementation of Tiered Support: Weekly SBT Meetings: The school's Student-Based Team (SBT) meets weekly to review student progress, analyze data, and plan interventions. This regular meeting schedule allows for timely adjustments to support strategies and ensures that interventions are responsive to students' evolving needs. Targeted Interventions in ELA: Students identified as Level 1 and Level 2 in English Language Arts (ELA) are enrolled in intensive reading courses. These specialized courses focus on addressing specific literacy gaps and enhancing reading skills through targeted instruction and practice. Strategic Math Support: Math students are strategically placed in courses that match their skill levels and receive additional support through several channels: Math Lab: A daily tutoring program offered during lunch, providing students with extra help and reinforcement. After-School Tutorials: Additional support sessions available after school for students who need further assistance. Saturday Bootcamps: Intensive review sessions held on weekends to help students prepare for assessments and strengthen their math skills. Pull-Out and Push-In Services: The school uses both pull-out and push-in services to support students. Pull-out services involve taking students out of their regular classes for specialized instruction, while push-in services provide additional support within the classroom setting, ensuring that students receive help without missing out on core instruction. Peer Assistance: The Math Honors Society students are paired as peer aids in Algebra and Geometry courses. This peer tutoring approach allows honors students to support their classmates, providing both academic assistance and mentoring. Data-Driven Identification and Monitoring: Students are identified for support through a thorough analysis of local and state assessment data. Continuous monitoring is conducted using various assessments, including USA's (Universal Screening Assessments), PM assessments (Progress Monitoring), and FSQ's (Formative Student Questionnaires). This data-driven approach helps in tracking student progress, evaluating the effectiveness of interventions, and making necessary adjustments to support strategies. By integrating these elements into its tiered model of support, Palm Beach Central effectively addresses the academic needs of its students, ensuring that every learner receives the appropriate level of intervention and support to thrive.

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

At Palm Beach Central, we ensure that all students receive a well-rounded education by offering a diverse array of academic and enrichment opportunities. Our Career and Technical Education (CTE) courses, along with specialized academy classes in culinary arts, engineering, and cybersecurity, provide practical skills and career readiness. Students can further advance their academic journey through Dual Enrollment courses, which allow them to earn college credits while still in high school, and through AICE and AP courses, which offer rigorous, college-level coursework. To connect classroom learning with real-world applications, we engage military recruiters and industry professionals who provide valuable insights into various career paths. Additionally, our robust extracurricular program—including band, athletics, theater, music, and honors societies—enriches students' education by fostering creativity, teamwork, and leadership skills. These activities not only enhance academic learning but also promote personal growth and a well-rounded educational experience.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Palm Beach Central, we build students' awareness of and readiness for post-secondary opportunities and the workforce through a comprehensive and multifaceted strategy. We invite military recruiters to provide insights into armed forces careers, and organize college and career fairs to explore various educational and professional pathways. Career and Technical Education (CTE) students gain hands-on experience by attending an internship fair and pursuing industry certifications that enhance their job readiness. Our dual enrollment program allows students to earn college credits while still in high school, and we offer acceleration opportunities such as AICE Thinking Skills and other AICE/AP courses to prepare them for higher academic challenges. To support standardized test preparation, we conduct in-school bootcamps for SAT/ACT, helping students achieve the necessary concordant scores for graduation. Additionally, we provide on-the-job training (OJT) and have partnered with Palm Beach State College to have an advisor on campus weekly, offering personalized assistance with dual enrollment and college applications. This integrated approach ensures that students are well-prepared for their post-secondary journey and the workforce.

Transition From Early Childhood to Elementary School

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

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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

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

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

1. Professional Development

At Palm Beach Central High School, we meet weekly for Professional Learning Communities and Common Planning meetings. During PLC the teachers gather to analyze all assessment data to support with planning for reteach and remediation through small group, push-in, pull-out, and tutorials. Professional development is provided during PLC's and on district Professional Development days (via webinars, District and/or Regional support, AVID, Multicultural and ESE) to improve the delivery of instruction through shared best practices and strategies to meet the needs of all learners. Our AP and AICE course teachers are provided professional development that is out of county/state to support instruction and teacher knowledge. To continue to improve teacher instructional practices teachers are also offered self-paced professional development aligned with the subject they teach through our school district portal on eLearning. New teachers are paired with a mentor and a buddy teacher to help with getting acclimated to the school and their teaching career. They attend monthly meetings for the Educator Support Program (ESP) where the Palm Beach Model of Instruction is broken down and explained. All teachers are provided with support to create the Professional Growth Plan using the Palm Beach Model of Instruction. Teacher collaboration is also available for common planning outside of contractual hours when funding permits.

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, referrals, screening resumes, and conducting targeted interviews all of which help to ensure the hiring of highly 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 can retain our teachers by providing continual support through a mentoring program, weekly PLCs, and Instructional Coaches assisting teachers in high-need subject areas. Teachers are appreciated at Palm Beach Central HS. Recently, based on results from the School Effective Questionnaire, PB Central teachers feel supported by the 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 can contribute positively to 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. Our Vision is communicated to all stake holders through monthly SAC meetings as well as through ongoing communication sent through parent link.