
Title I Comprehensive Schoolwide Plan
PB MARITIME ACAD SECONDARY (3924)

ELA

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

1. List prioritized needs statements.

According to the F.A.S.T. PM 1, PM 2 and winter diagnostic assessments reflect the following data: PM 1 F.A.S.T. ELA assessment 47% Level 1, 30 % Level 2, 14% Level 3, 8% Level 4 and 1% Level 5. PM 2 F.A.S.T. ELA assessment 48 % Level 1, 29 % Level 2, 15 % Level 3, 7% Level 4 and 1% Level 5 10% of ELL students showed proficiency during PM1. 7% of ELL students showed proficiency during PM2 The lowest 25% of students along with ELL students need more support in order to accelerate achievement.

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

*Teacher and student attendance and particularly absences. *Parent and student apathy * Teachers are in need of additional professional development and ongoing support for differentiating instruction with literacy. *Improper implementing of effective classroom management i.e., consistently implementing effective behavior interventions. *Ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps. *Students are lacking foundational skills and stamina

3. Share possible solutions that address the root causes.

*Proper implementation of school wide PLC. *Common Planning *CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. *Staff, ESOL coordinator and teachers to support ELL students through interventions and provide professional development to staff effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. *Reading interventionists will target students to remediate areas of improvement in literacy.

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

• Communication

*Parent trainings geared toward Reading Comprehension. *Homework help *Tutoring Teachers will communicate with parents weekly regarding what is taking place in the classroom while offering weekly tidbits and tips.

- Parent Training

*Training will assist families with how to support at home learning using core and supplemental online programs and teacher created resources.
*Training on how to understand progress reports and report cards. *Reading Comprehension. *Literacy at home and at school. * 5W's

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

- School

*Create opportunities to extend reading and writing instruction to more cross-curricular content. *Reward and celebrate student achievement, support parents in extending learning at home. *Monthly Principal Meetings with families. * Monthly Admin chats by grade level. *Stakeholder volunteers within the school.

- Students

*Complete all classwork, homework and participate in classroom activities. *Strive to always do their best. *Be respectful, responsible, and ready to learn. *Attend tutoring sessions.

- Parents

Encourage reading at home, help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school ready to learn and follow school policies which create a learning environment.

- Staff Training

*Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) . *Training on how to provide effective, meaningful, and ongoing parent communication. *Through PLC's and Common Planning, provide ongoing strategies of how to support parents in continuing learning at home. *How to get my parents more involved? *I have a project now what?
*Comprehension--what does it mean?

- Accessibility

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) Through School Based Team, monitor students who are homeless or from migrant families. School Counselors will provide support to families in their areas need.

Math

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

1. List prioritized needs statements.

PM 1 FAST Math assessment 68% Level 1, 26% Level 2, 5% Level 3 and 1% Level 5 PM 2 F.A.S.T. Math assessment 41% Level 1, 44 % Level 2, 12 % Level 3, 1% Level 4 and 1% Level 5 Algebra I U3 FSQ 30% proficient. Algebra I U5 FSQ 33% proficient Algebra I U7 FSQ 39% proficient 5% ELL students showed proficiency in PM1 4% ESE students showed proficiency in PM1 11% ELL students showed proficiency in PM2 4% ESE students showed proficiency in PM2

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

*Student/ parent apathy. *Teachers are in need of additional professional development and ongoing support for differentiating instruction with literacy and incorporating math. *Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. *Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps. Students are lacking math skills and reading skills. *Staff, ESOL coordinator and teachers to support ELL students through interventions and provide professional development to staff effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement.

3. Share possible solutions that address the root causes.

*School wide PLC *Common Planning *CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. *ESE teachers to support ESE students through interventions *ESOL coordinator to provide professional development to staff effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. *Small group rotational instruction.

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

- **Communication**

Send home consistent grade/subject specific notifications to outline standards and topics taught with strategies to help students at home in home language.

- **Parent Training**

Additional trainings on grade level/subject specific expectations, how to monitor progress and how to help your child at home. *Math Homework Help. * Acquire math skills through practice *Pi Day *Incorporating STEM at home *How to read testing reports *Reading comprehension and how it affects math

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

- **School**

Have a school-wide dedication to math and create opportunities to implement math instruction beyond the master board schedule. Reward and celebrate student achievement. Support parents on how to extend learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional trainings on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home. *Best forms of communication *Updating contact logs and meeting with parents *Best classroom practices

- **Accessibility**

Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their area of need. Communication will be available both digitally and in print and available in four languages. Staff will be available for translation in Spanish and Creole. Parent Liaison to serve as a liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Science

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

1. List prioritized needs statements.

According to the: PB Winter Diagnostics 6th grade 1% proficient, 7th grade 7% proficient, 8th grade 0% proficient. Bio U1 FSQ 48% proficient U5 FSQ 2 65 % proficient 23-24 Biology EOC 3% of ELL students were proficient 23-24 Biology EOC 0% ESE students were proficient 22-23 FCAT Science 15% of ELL students were proficient 22-23 FCAT Science 17% Of ESE students were proficient

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

*Issues with attendance. *Teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies for differentiating instruction for struggling readers. * Students have limited knowledge. *We are seeing more of a need to support social emotional learning and promoting a school wide positive behavior program. *Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. * ELL students are in need of focused, dedicated support. Need for more supplemental resources, tutorials, and online programs to accelerate student achievement. Additional resources will be needed for extra practice and hands on experiences. *Students need to increase reading comprehension and vocabulary skills to better understand Tier 3 Science content. Students struggle with the complexity of Science related content and have difficulty dissecting questions. Student performance in Science needs to increase. The lowest quartile of students need more support in order to accelerate achievement. ELL students are not making adequate progress and are in need of additional support.

3. Share possible solutions that address the root causes.

*Have professional development throughout the school year, working on CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. *Provide more supplemental support to students in a small group setting. *Provide more supplemental resources, tutorials, and online programs to better support learning. *Staff, ESOL coordinator and teachers to support ELL students through interventions and provide professional development to staff effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement.

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

• Communication

*Send home consistent grade/subject specific notifications to outline standards and topics taught with strategies to help students at home in home language. *Daily and Weekly call logs *Classroom newsletters

• Parent Training

*Additional trainings on grade level/subject specific expectations, how monitor progress, and how to help your child at home. *Hands on activities will be provided like STEM activities.

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

- **School**

Create opportunities to extend Science and discovery instruction to more cross-curricular content. Reward and celebrate student achievement. Support parents in extending learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Parents will help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional trainings on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders in formed of school happenings.

Social Studies

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

1. List prioritized needs statements.

According to the: PB Winter Diagnostics Civics: 8% proficient Civics USA U1 48% proficient Civics USA U3 52 % proficient Civics FSQ U1 30% ELL students proficient Civics FSQ U1 20% ESE students proficient Lowest 25% of students need more support in order to accelerate achievement. ELL students are not making adequate progress and are in need of additional support.

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

*Issues with attendance. *Teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies for differentiating instruction for struggling readers. * We are seeing more of a need to support social emotional learning and promoting a school wide positive behavior program. *Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. *ELL students are in need of focused, dedicated support. *Need for more supplemental resources, tutorials, and online programs to accelerate student achievement. Additional resources will be needed for extra practice. *Small group instruction will be provided. *Comprehension and vocabulary are notable deficiencies. Student performance in reading and writing needs to increase.

3. Share possible solutions that address the root causes.

Continue to have a single school culture coordinator to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Staff ESOL teachers to support ELL students through interventions and provide professional development to staff to effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning.

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

• Communication

Send home consistent notifications in home language to outline standards and topics taught with strategies to help students at home .

• Parent Training

Additional hands on trainings on expectations, by grade level and course; methods for progress monitoring, and helping your child at home.

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

- **School**

Create opportunities to extend reading and writing instruction to more cross-curricular content. Reward and celebrate student achievement. Support parents in extending learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Parents will read with their children at home, help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional trainings on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders in formed of school happenings.

Acceleration Success

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

1. List prioritized needs statements.

Based on current data, 3% high school students are enrolled at Palm Beach State College for Dual Enrollment, which includes Early Admission. Additionally, 20% of the remaining students are enrolled in advanced placement courses. Student performance in reading and vocabulary needs to increase. There are still significant deficiencies due reading skills below grade level. ELL students are not making adequate progress and are in need of additional support. ELL department consists of only 1 ESOL coordinator who also functions in additional capacities, with a growing population of ELL students.

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

Issues with attendance. Instructional support from the single school culture coordinator did contribute to increase in academic performance but teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies for differentiating instruction for struggling readers. We are seeing more of a need to support social emotional learning and promoting a school wide positive behavior program. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. ELL students are in need of focused, dedicated support. Need for more supplemental resources, tutorials, and online programs to accelerate student achievement.

3. Share possible solutions that address the root causes.

The single school culture coordinator will continue to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Staff a Behavior Health Professional to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. Staff ESOL teachers to support ELL students through interventions and provide professional development to staff to effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning.

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

• Communication

Send home consistent grade/subject specific notifications in home language to outline standards and topics taught with strategies to help students at home.

- **Parent Training**

Additional trainings on grade level/subject specific expectations, how monitor progress, and how to help your child at home.

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

- **School**

Create opportunities to extend reading and writing instruction to more cross-curricular content. Reward and celebrate student achievement. Support parents in extending learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Parents help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional trainings on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Graduation Rate

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

1. List prioritized needs statements.

According to our most recent data the current graduation rate is at 95%.

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

*Issues with attendance. *Teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies for differentiating instruction for struggling readers. *We are seeing more of a need to support skills for learning and life. *Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. *Need for more supplemental resources, tutorials, and online programs to accelerate student achievement. *ELL students are not making adequate progress and are in need of additional support. Seniors in need of graduation assessments must pass those assessments in a timely fashion prior to the graduation deadline. Seniors students will need to complete all course recovery and current classes prior to the graduation deadline.

3. Share possible solutions that address the root causes.

*The single school culture coordinator will continue to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. *Have professional development throughout the school year, working on CHAMPS strategies and focus on skills for life and learning to ensure all students are receiving equitable academic experiences. *Staff a Behavior Health Professional to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. *Staff ESOL teachers to support ELL students through interventions and provide professional development to staff to effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. *Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning.

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

• Communication

Send home consistent grade/subject specific notifications in home language to outline standards and topics taught with strategies to help students at home.

- **Parent Training**

Additional hands on trainings on grade level/subject specific expectations, how monitor progress, and how to help your child at home.

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

- **School**

Create opportunities to extend reading and writing instruction to more cross-curricular content. Reward and celebrate student achievement. Support parents in extending learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Parents help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional trainings on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standard-based, and meaningful instruction.

Budget Total: **\$204,536.00**

Acct Description	Description
Classroom Teacher	Marine Science classroom teacher will provide marine science instruction for students grades 6-12.
Classroom Teacher	Intensive Reading classroom teacher will provide supplemental academic support to tier 1 and tier 2 student for grades 6-12.
Classroom Teacher	Intensive Reading classroom teacher will provide supplemental academic support to tier 1 and tier 2 student for grades 6-12.
Classroom Teacher	Intensive Math classroom teacher will provide supplemental differentiated instruction to targeted student in grades 6-12.

Action Step: Parent and Family Engagement

Enhance students' academic development by providing effective and meaningful communication and conducting academically focused and relevant parent trainings.

Budget Total: **\$3,313.75**

Acct Description	Description										
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Stem Night - Certified teachers to participate during the parent training - Interactive night that occurs with Cox Science Center. 9/24	13	\$25.00	1	3	1	Certified	Original	\$975.00		
	Literacy Night -Certified teachers to participate during parent trainings. Interactive rotational model training for secondary campus. 1/25/2025	10	\$25.00	1	3	1	Certified	Original	\$750.00		
Supplies											
	Item	Quantity	Rate	Supply Type			Type		Total		
	Copy paper	10	\$42.89	General Supplies			Original		\$428.90		
	Markers	6	\$12.89	General Supplies			Original		\$77.34		
	Ink Black (6) and Color (6)	1	\$950.51	Technology			Original		\$950.51		

Action Step: Professional Development

Teachers will participate in ongoing PD to build instructional capacity to improve student outcomes.

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

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

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

1. Mission Statement

Our mission at Palm Beach Maritime Academy High School is to empower parents and families to support their child's cognitive and emotional development. To bridge the gap between parent, school, and community and to improve relationships between home and school. Additionally, we are committed to a robust academic rigor, while preparing our students for college, career and life beyond high school.

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
Shari Cooper	Parent Liaison
Christina Olson, Kara Gogan, Joedi-Ann Hart	Parents
Kathleen Dominguez	Town Clerk, City of Lantana
Tony Martinez	Kona Ice, Vendor
Commander Thomas Mitchell	Lantana Police Department
Karen Lythgoe	Mayor of Lantana
Steve Casenza	CFOO of Palm Beach Maritime Academy
Dionne Stone	Principal
Leonardo Calderon	Assistant Principal
Rictoia Coleman	Single School Culture Coordinator/Dean of Students

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

Notices are sent to families and teachers to assist in the development of the CNA. Data from the CNA is analyzed and used to create representation for stakeholders. Stakeholders are selected based off request to administration and parent liaison. Administration also seeks out input and representation from parents who are observably highly involved with the school. Representation from members of the Town of Lantana are solicited by administration as well as the Lantana PD.

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

Stakeholders - parents, staff, community members - met to discuss schoolwide data, needs, and any ideas to best support student achievement. Stakeholder input has been incorporated into the CNA, the SWP, the School-Parent Compact, and the PFEP. Staff met on 01/31/2024 at 3:45 PM. Parents and community members met on 02/12/2024 at 5:00 p.m.. A similar process will be utilized for the 2025-2026 school year but meetings are planned for in person and will be recorded for stakeholder accessibility.

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

Outcome: Additional trainings to support staff for increased student achievement, improve school culture, improve communication/school to home connection, and support parents in building their capacity to support at home learning- reading, math, and technology coaches, reading interventionist, Single School Culture Coordinator, and parent liaison staffed. Targeted hands on training to be provided to parents.

Name	Title
Steve Casenza	Director of Operations
Dionne Stone	Principal
Rictoya Coleman	Dean of Students/SSCC
Leonardo Calderon	Assistant Principal

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Annual Meeting will take place on October 2, 2024 @ 5:00 PM in the school cafeteria.

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

Parents will receive an email and invitations will be sent via Jupiter Ed, in multiple languages. They will also be notified via our weekly video, Facebook, and calls to parents without email access.

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

Resources will include an Invitation, Sign-In Sheets, Agenda, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, parent evaluations, and reflection notes template.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Understanding Student Data

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

Staff will learn best practices on disseminating data to students and their families, this will include but is not limited State Testing Data, Classroom Data and SIS.

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

Increased communication between the school and parents along with a more complete understanding of data and how it affects student progression.

- What will teachers submit as evidence of implementation?

Teachers will submit evidences of students and parents using the data to make decisions in the form of schedule and class requests. Any communication home will include student data and its impact on the student in the classroom daily.

- Month of Training

August

- Responsible Person(s)

Dionne Kay Stone

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

Communication and Early Warning Signs

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

Teachers will learn the best way to communicate and share information with families especially students that have multiple early warning signs.

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

Engages families in collaboration with staff to positively impact the overall school culture and climate while bridging the communication gap. Teachers will also be able to assist families in easily identifying the risk factors that impact student learning.

- What will teachers submit as evidence of implementation?

Call logs, 1051 Conference Notes, copies of emails, posts and classroom newsletters.

- Month of Training

October

- Responsible Person(s)

Rictoia Coleman

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

STEM Night

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

To support student at home learning, in conjunction with the the South Florida Science Museum families will engage in various science and STEM related activities and project based learning.

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

Families will engage in progress based learning and take a hands on approach to the scientific method by utilizing manipulatives and projects.

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

Increase student achievement through hands on, project based learning and use of the scientific method to problem solve.

- Date of Training

10/02/24

- Responsible Person(s)

TBD

- Resources and Materials

Experiment materials. Scientific manipulatives. Sign-in sheets

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Strategies to Support at Home Learning

- 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 access the student portal through clever and JupiterED to assist with completing assignments and using supplemental online curriculum.

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

Parents will be provided a Chromebook to explore online supplemental programs. Staff will be circulating to provide scaffolded support.

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

Increase capacity to effectively use supplemental online programs at home to increase student achievement.

- Date of Training

11/06/24

- Responsible Person(s)

TBD

- Resources and Materials

Chromebook, teacher created handouts, PPT, translators

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Amount (e.g. \$10.00)

0

Coordination and Integration

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

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

School Based Team coordinates with our guidance counselor to work with the school district's McKinney Vento Program to support migrants, and students experiencing homelessness, with a variety of needs.

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

School based team referrals, provide evidence of uniforms, school supplies, etc. provided to families in need and conference notes.

- Frequency

Ongoing as families are identified or more support needed

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

- Name of Agency

Chrysallis

- Describe how agency/organization supports families.

This agency provides counseling to families free of charge. Often, they will come to the school to offer services. They also make contact with the families to provide further services if needed.

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

A counseling schedule is needed.

- Frequency

As needed or if requested

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

- Name of Agency

Besharat Art Gallery in Atlanta, Georgia

- Describe how agency/organization supports families.

The museum donated and hung 200 photos per campus by a photographer featured in National Geographic. Teachers incorporate the photographs into lessons and students will be able to discuss media, reactions etc. Parents will be invited to view the exhibit. Also, students and their parents will work together to develop an appreciation of the arts.

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

Photos, students observations, lesson plans utilizing exhibit

- Frequency

ongoing

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

Families will learn about our Title I program through our Annual Meeting held in August. Throughout the year parents will receive information through our student planners, website, Facebook page, Jupiter Ed, email and text messages. Families will also receive information through handouts and grade level newsletters. Families will be invited to attend parent trainings throughout the school year.

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

Invitations, Jupiter Ed, screenshots of website that illustrated communication, and Facebook posts

- Description

PBMA will hold various parent nights to inform families of curriculum goals, grade level standards, and proficiency levels which include, curriculum night and hands on trainings. Parent conferences take place as needed or at the request of the parent or teacher. Board meetings are published on the school website and parents of students' in ESE/ESOL receive timely notices of meetings. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese.

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

Curriculum Night sign in sheets, JupiterED invitations, Curriculum Night Presentation

- Description

PBMA will hold various parent nights to inform families of academic assessments, such as how to progress monitor their child's academic performance. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese. Parents receive training on how to interpret the report card and what skills children need to meet. Parents will be invited to training on statewide progress monitoring assessments.

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

Facebook will be used to announce assessment dates and deadlines as well as make stakeholders aware that scores are available via JupiterED. Parents will receive handouts that will clearly show the step by step process on how to use JupiterED to access grades and assessments scores.

- Description

PBMA will hold various parent nights to inform families of academic assessments and how to progress monitor their child's academic performance. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese. Parents receive training on how to interpret the report card and what skills students need continued support in to show proficiency. Statewide assessment training and communication will be provided. Parents are provided with training and written step by step directions on how to login to Clever and Performance Matters to keep up to date on assessments and student performance.

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

Emails via JupiterEd will inform students of all events. Signup sheets will be available for conferences with teachers, Admin and other school staff as it relates to progress monitoring. Classroom and Schoolwide newsletters as well as the schoolwide monthly calendar will have important dates of note for all stakeholders.

- Description

Trainings will take a place at a variety of dates and times during the school year. We will offer both in person training, training via Google Meet, and recordings will be available. Presentations will be sent to families to remove barriers for attendance.

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

Simplybookme.com calendar printout. Google calendar print out from teacher conference calendar. Meeting recordings.

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**

We have translators attending meeting. Parents have been instructed on how to translate the website, and Facebook and YouTube (where we publish our weekly video) are equipped with translation mechanisms.

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

Screenshots: This is the link to video on how to translate. <https://youtu.be/XhUm1TLw3ZU> Translated documents and meetings. Conference Note--- showing translator in attendance.

- **Description**

PBMA has ramps for accessibility of students that are in wheelchairs. Students with IEPs and 504s receive services and support. We have a Speech and Language Pathologist. The school offices are wheelchair accessible.

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

Photos of accessible bathrooms, disabled parking, and ramps.

- **Description**

If known, a referral to SBT will be made. Also, a discussion with the guidance counselor if recommended by SBT to discuss needs and what services are available to them. There is a brochure with information is available to them and the school assists with connectivity if necessary. We also work with the school district in working to provide services or with finding local services. If known, discussion with guidance or SBT as to family needs and referrals to community services available to them. Our guidance counselors reach out to assist and provide uniforms, school supplies etc. when needed. We also work with the school district Migrant department in working to provide services or with finding local services.

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

We have Conference Notes, a brochure, Email communication with Migrant Dept, list of resources/agencies, and referrals for services.

- **Description**

If known, referral to SBT and discussion with a guidance counselor if recommended by SBT to discuss needs and what services are available to them. The school assists with connectivity if necessary. We also work with the school district in working to provide services or with finding local services. If known, referral to SBT and discussion with a guidance counselor if recommended by SBT to discuss needs and what services are available to them. A brochure with information is available to them and the school assists with connectivity if necessary. We also work with the school district McKinney/Vento Department in working to provide services or with finding local services. and sending families the Student Housing Questionnaire if applicable based on the application.

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

We have conference Notes, a student Housing Questionnaire, Email communication with McKinney-Vento Dept., list of resources/agencies, and referrals for services

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

The school has a two full time guidance counselors and mental health counselor. These counselors serve a variety of needs including career readiness, anti-bullying counseling and discussions, an anonymous mailbox, finding support services for students and parents, individual and group counseling, coordinating with outside agencies, involvement with the School Based Team and School Nurse, monitoring attendance, referring parents and students to appropriate outside agencies, and acting as a liaison for parents and students with difficulties, whether personal or academic. Emotional and social development is implemented through the Monique Burr Foundation. There is also a full-time School Nurse (RN) who takes care of children on a daily basis for everything from cuts and scrapes to obtaining additional medical care if needed, providing or finding support services for students and parents, making contacts regarding COVID concerns and so forth. They discuss healthy habits with students including hand-washing, dental care and so forth. They also coordinate with outside agencies including the Health Department and School District along with the school and the parent, are involved with the School Based Team and 504 Plans, monitoring attendance and monitoring/dispensing medications, and acting as a liaison for parents and students with difficulties, whether personal or academic. The Nurse keeps track of medications, student illnesses, allergies and special circumstances and does vision and hearing screenings. She acts as a liaison for parents to outside services. Some of the organizations we work with are Children's Home Society - CINS/FINS Youth and Family Counseling, Chrysalis Health, and the Mental Health Association. For mentoring and other special programs we work with the Listen to Children Mentoring Program through the Mental Health Association, and the Lantana Police Department. Part of our Title I funds are being utilized towards providing a mental health counselor to supplement the State allocation. Students participate in the Lantana and Palm Beach Coastal Cleanups, Plywood Regatta in Davie (building and racing boats). We have partnered with the University of Miami and Nova University, and our high school students join them for "shark tagging" several times a year. We have partnered with Marine Lab in the keys for an interactive experience with marine life and labs for our high school students. Students also go on a variety of field trips. Some of these include Jupiter Lighthouse, the Everglades, McArthur Park, Gumbo Limbo, Lion Country Safari, Sandoway Discovery Center, Miami Sea Aquarium, Palm Beach Science Center, Palm Beach Zoo, Jupiter Light House, FPL's Manatee Lagoon, and the Palm Beach Water District. These are then used in the classrooms as the basis for an integrated subject area approach. These are then used in the classrooms as the basis for an integrated subject area approach. A partnership with Florida Atlantic University Theater Lab enables students to attend plays at the university campus.

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

Our school based team processes initial and mandatory referrals, generate supplemental (tier 2) plans, and generate intensive (tier 3) plans. The primary role of the SBT is to investigate for underlying deficits in all areas including; academic, behavior, and social emotional that may be contributing to the academic or behavioral concern. Tier 2 is provided in addition to effective core instruction and behavioral supports to individual students or groups who need additional instructional and/or behavioral support and the team determines what those supports should be and the process/procedures for implementation. Progress monitoring data is collected either daily or weekly. Parents are notified and decisions made during problem solving. Our SBT evaluates a student's rate of progress and response to the intervention before developing a more intensive plan of action or modify the existing supplemental plan. If a student did not reach his/her goal, the SBT may decide to develop a tier 3 intervention plan. This intensive support is in addition to the core and supplemental supports. Progress monitoring and parent notification continues for 6-8 weeks. If the student is not progressing, the team decides if existing plans need to be modified or refer to the child study team. When referring to the child study team, the team is making a decision that a comprehensive evaluation is needed. Our school's ESE contact sets up a meeting to gain consent for this evaluation should it be determined that this would best meet the child's needs. We have a Single School Culture Coordinator who will work with the School Based Team. Tier II Interventions - Also, students at Tier 2 receive supplemental support are implemented as indicated in the district decision tree; students identified at this tier are provided with supplemental research based interventions via Intensive Reading. Our Intensive Reading courses are in addition to the mandated ELA course and the research based interventions suggested by the district are used. Those interventions are Teengagement and Reading plus. The students are monitored for progress and the SBT meets as scheduled to review data and make decisions based on the data. Tier III Interventions - Students at Tier 3 receive intensive interventions through small group instruction. The research based interventions used to support this intensive instruction are Reading Plus (as suggested by the district decision tree), Readworks and the Reading plus intervention toolbox. Students at this tier and is closely monitored by the SBT team.

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

Data is derived from a variety of sources. This includes FSQs, USAs, Diagnostics, EOCs, FAST and teacher assessments. Data chats occur between administrators/Coaches and Teachers, Teachers and Students etc. We insure alignment of standards to instruction by working with teachers on understanding/teaching the standards, check plan books, and note in observations which standard is being covered. We offer a well-rounded education at PBMA high school through our core classes and our varied non-core subjects. Students are engaged with a various elective science classes including but not limited to Marine Science 1 & 2, Environmental Science, and Integrated Science. Our students are also introduced to an in-depth look at career research through our Marketing Essentials classes, and also take Art and PE. We offer additional writing, reading and math classes to assist and prepare our students for college. Additionally we believe part of a well-rounded education involves hands on experiential learning as well as field trips designed for all learners. Field trips include local Theaters, Museums, and marine Wildlife Sanctuaries. Often our teachers predicate or follow up field trips with class assignments, showing how things in the real world connect with classroom activities. High School students can also sign up for after-school academic tutoring for further support.

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

PBMA takes several field trips to local colleges i.e. FAU and PBSC where they visit a variety of programs, including Nursing, public safety, Health Sciences, Cosmetology, Automotive, etc. We also host a college fair on our campus. Students also view a presentation by faculty on financial aid and the application process. Presenters discuss various degrees along with options for an AA, BA and Vocational career diplomas. Presenters and representatives will also be on campus from PBSC. Students are also informed of events in the community such as College Fair at the south Florida fairgrounds. Offered at our school are A.P. courses World Human Geography, World History, U.S. History, Psychology, A.P. English Lit and Composition, and A.P. Biology, and A.P. Environmental Science. We have an honors program (with advanced courses in 6-8) for the high school. We offer dual enrollment and early admissions at Palm Beach State College and University of South Florida. Our students can take the PSAT and SAT on campus. We also collaborate with the Lantana Police in team-building with our students. We hold several joint sports events annually and are involved in a mentoring program.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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 is not applicable to our secondary campus.

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

Teachers and administrators participate in a variety of staff development, both at the school, the district, and at the state level. There is a Single School Culture Coordinator to assist with Professional Development, teacher mentoring, common language, and work with teachers, students and administration. The school gives its Title II money to the School District and we participate in some of their staff development in a variety of subjects. Teachers are awarded in-service points for attendance and follow-up for both district and school-based workshops. PLCs are held regularly. All staff has been trained in understanding an IEP and 504 plan, how to write a student's Present Level of performance, and how to meet the needs of ESE and 504 students via their accommodations. We also have teachers participating in the Educator Support Program.

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

PBMA recruits from a variety of sources including Indeed, Teachers-Teachers, and various advertisements. Upon completion of the interview process, if the school is interested, the applicant is pre-cleared by the School District regarding certification and fingerprinting and then completes all final District and school clearance including drug testing. Teachers receive a series of benefits including health insurance at no cost with the availability of paying for upgrades, a life insurance policy is provided at no cost, and a matched 403B retirement plan. All new teachers receive a mentor and are enrolled in the educator support program, if applicable. Team meetings, department meetings, and Professional Learning Community meetings gives teachers the opportunity to collaborate with their peers and administrators. Administrators maintain an "open door" policy and teachers are free to come to "chat" when the need arises. We also have a full-time Human Resources Director and have begun using a user-friendly online system to streamline HR and provide easy accessibility. Professional Development is ongoing for our staff.