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**Title I Comprehensive Schoolwide Plan**  
**SLAM ACADEMY HIGH SCHOOL PALM BEACH (4111)**

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# ELA

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

## 1. List prioritized needs statements.

Proficiency rates on ELA statewide assessments have been below 50% for the past two years.

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

- Students are lacking foundational reading strategies. - Students are not reading outside of school. - Students need more access to grade level appropriate text. - Students need small group interventions.

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

- School Library - Supplemental Online Reading Platforms - Interventionists - Tutoring Programs - Additional resources to improve instruction

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

### • Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

### • Parent Training

How to encourage teenagers to read at home.

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

- **School**

provide reading strategy trainings for teachers.

- **Students**

read daily.

- **Parents**

communicate with teachers.

- **Staff Training**

Parent communication strategies for providing information on reading levels and strategies.

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

## **Math**

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

### **1. List prioritized needs statements.**

Proficiency scores for Algebra 1 and Geometry statewide assessments have been below 50% for the past two years. Many students are required to take remedial mathematics courses to help close the gap.

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

- Students are struggling with basic math fluency and strategies. - Students need instruction in smaller group settings. - Students need access to online platforms that facilitate more math practice.

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

- Math Interventionist that will work with small groups of students. - Tutoring Program. - Incentive Program, to motivate students to complete assignments. - PD Coach to support teachers in delivering differentiated instruction. - Additional resources to improve math instruction

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

**• Communication**

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

**• Parent Training**

How to practice mathematics at home in daily life.

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

**• School**

share data with families.

**• Students**

complete online assignments on time.

- **Parents**

check the gradebook.

- **Staff Training**

Parent Communication Strategies.

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

## **Science**

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

**1. List prioritized needs statements.**

Proficiency rates in Biology End of Course Assessment and all Science Mid Terms and End of Year testing are below 50%.

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

- Students lack critical thinking skills. - Students' proficiency in reading puts them at a disadvantage for vocabulary in science. - Students need hands-on learning experiences.

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

- Tutoring Program. - Increased Parent communication and involvement. - Student incentives to aid in student motivation. - Lab Equipment. - PD Coach to train teachers on hands-on learning. - Additional resources to improve science instruction

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

Assessment Night to inform parents of graduation requirements and testing related to science.

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

- School

provide resources and training for teachers to implement hands-on science instruction.

- Students

commit to turning in assignments on time.

- Parents

use resources provided to monitor student grades and assignments.

- Staff Training

How to provide tutorials for parents to assist with science mastery at home.

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

## Social Studies

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

1. List prioritized needs statements.

FY19 proficiency rate was 87% and decreased to 59% in FY21 then increased to 63% in FY22. Proficiency rates have not increased since the prior initial decrease.

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

- Lack of real-world applications of social studies standards. - Lack of support for teachers in implementing student engagement standards. - Lack of test preparation materials related to BEST standards.

3. Share possible solutions that address the root causes.

- Field Trips - Tutoring Programs - Test Prep Materials - PD Coach - Additional resources for improving social studies instruction

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- **Parent Training**

Testing Night to review details of US History EOC and FCLE.

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

- **School**

hire and retain certified teachers.

- **Students**

complete assignments.

- **Parents**

attend meetings.

- **Staff Training**

Parent Communication Strategies.

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

## **Acceleration Success**

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



**1. List prioritized needs statements.**

Acceleration points have been trending below 50% for the past 2 years.

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

- Lack of Technology - Lack of hands-on learning opportunities.

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

- Technology training for CTE and accelerated courses teachers.

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

**• Communication**

-Weekly Bulletins via Gradebook in multiple languages.

**• Parent Training**

How to support project-based learning at home.

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

**• School**

provide technology for accelerated courses.

**• Students**

practice skills at home.

- **Parents**

attend trainings and volunteer on campus.

- **Staff Training**

How to involve parents in project-based learning.

- **Accessibility**

Flexible meeting times.

## **Graduation Rate**

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

### **1. List prioritized needs statements.**

Graduation rate for last year was around 70% and our goal is to be 95% or higher.

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

- Truancy Rates - Lack of early intervention for reading - Lack of test preparation materials for alternate testing criteria such as SAT and CLT

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

- Reading Interventionist - Attendance Clerk to track potential truancy - Test Prep Materials both online and paper copies

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

- **Communication**

-Communicate testing dates and graduation requirements via social media posts in multiple languages.

- **Parent Training**

College Readiness Night to inform parents on graduation requirements and college application practices.

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

- **School**

present pertinent information in a timely manner.

- **Students**

work towards attaining graduation requirements.

- **Parents**

attend parent conference nights and meetings with academic counselors.

- **Staff Training**

Communicating academic deficiencies and strategies for improvement in a timely manner.

- **Accessibility**

provide smaller setting meetings for more effective collaboration.

## Action Step: Classroom Instruction

Provide differentiated, small group, and individualized instruction and the opportunity for engaging educational and enrichment activities to increase achievement while building students as a whole.

Budget Total: \$28,633.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Binders (24 pack)	15	\$60.00	General Supplies	Original	\$900.00
	Pencils	1	\$13.75	General Supplies	Original	\$13.75
Resource Teacher	Math Interventionist Grades 9-12: She will work with lowest 30% in small group settings through push-in and pull-out providing RTI interventions and remediation.					

### Action Step: Professional Development

Teachers will be provided job embedded professional development for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: \$102,992.00

Acct Description	Description
Tch Res Staff Development	Reading/Social Studies PD Coach- will assist and coach teachers through PLC's, coteaching model, observations, and feedback for all Reading and Social Studies teachers for Grades 9-12.
Tch Res Staff	Math/Science PD Coach/Staff developer will assist and coach teachers through PLC's, coteaching model,

Acct Description	Description
Development	observations,and feedback for all Math and Science teachers for Grades 68.
Single School Culture Coordinator	SSCC will work with teachers to ensure that instruction will occur through data analysis. Will work through common planning and do professional development with staff and families. She will model lessons and monitor instruction.

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$1,719.00

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Reams of Colored Paper	10	\$17.00	General Supplies		Original	\$170.00			
	Case of Paper	10	\$30.00	General Supplies		Original	\$300.00			
	Ink for Printing Flyers, Agendas and Deliverables	10	\$28.00	Technology		Original	\$280.00			
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will support Parents and provide training during events described in PFEP.	2	\$50.00	3	3	1	Certified	Original	\$900.00	

## 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

Parents play an integral role in assisting their child's learning. Therefore, Slam's faculty and staff will encourage parents to be actively involved in their child's education through the following: - Participation in decision making on advisory committees - Timely invitations to parent meetings, events and workshops - Opportunities for volunteering - Opportunities to learn how to support their child's learning at home - Collaboration with the community and all stakeholders

## 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
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator
Michael Rudnet	Teacher
Betty Basnuevo	Parent

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

Members are chosen through invitation to a range of gatherings, including but not restricted to Comprehensive Needs Assessment Meetings, School Advisory Council Meetings, and community outreach sessions. Participation is open to all stakeholders, irrespective of demographic considerations. Members reflect the school community and are nominated and selected based on active participation in schoolwide initiatives.

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

Stakeholders are given the opportunities to develop the SWP through parent input meetings, CNA Meetings, SAC meetings, and other parent meetings. The Spring Parent Input Meeting, Title 1 Annual Meeting in the Fall, Parent University Meetings every 2 months, and Quarterly SAC meetings. Times and dates of meetings vary morning, afternoon, evening, and weekends. Parents have the option of attending meetings virtually in person, and through the submission of parent feedback/input questionnaires.

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

Stakeholders provide input on Title 1 funding during the Spring Input Stakeholder Meeting, the Annual Title 1 Meeting, and other parent meetings that contain parent opportunities of parent feedback and evaluations. The outcome of supporting parent input for Title 1 funding is increasing student achievement and family involvement.

Name	Title
Pilar Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator

# Annual Parent Meeting

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

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

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

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

October 9, 2024 at 5:00PM in the 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.).

Notification for parents include: Electronic push notifications/emails, electronic flyers, school website announcements, school newsletter, and paper invitations. All communication will be distributed in multiple languages.



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

PowerPoint Presentation, Parent Compacts, school data, agendas, parent evaluations, invitations, description of Title 1 Programs & requirements, Zoom link and computer.

## **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**

Sharing Student Academic Data with Parents

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

At the teacher training, staff will learn how to effectively interpret academic data and share insights with parents about their child's progress. They'll be trained to collaboratively set academic goals with parents and develop individualized support plans tailored to each student's needs.

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

The training is expected to boost family engagement by improving communication between teachers and parents regarding academic progress. As parents gain a better understanding of their child's performance through data sharing, they're likely to become more involved in their education, fostering a collaborative relationship between home and school.

- **What will teachers submit as evidence of implementation?**

Parent Communication Logs, Parent Conferencing Notes, Student Data Chat Forms

- Month of Training

September

- Responsible Person(s)

Deanne Chambers

## 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

Parent Conferencing Strategies

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

Staff will learn to engage families through regular communication, collaborative goal setting, and providing tailored support resources. This approach fosters a partnership between home and school, enhancing student outcomes and strengthening the school community.

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

The training is expected to significantly increase family engagement by improving communication between teachers and parents regarding academic progress. As parents gain a better understanding of their child's performance through data sharing, they're likely to become more involved in their education, fostering a collaborative relationship between home and school.

- What will teachers submit as evidence of implementation?

Parent Communication Logs, Parent Conferencing Notes, REMIND101 messages scheduling conferences

- Month of Training

January

- Responsible Person(s)

Deanne Chambers

#### 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

Utilizing Online Resources to Support Meeting Graduation Requirements

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

Parents will learn to effectively navigate online resources to support their children in meeting graduation requirements. This includes teaching them how to access educational websites, online tutorials, and virtual learning platforms relevant to their child's academic needs. Additionally, parents will be equipped with strategies for monitoring their child's progress, setting goals, and providing supplemental support using online resources, ensuring their child stays on track for graduation.

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

During the hands-on component, parents will engage with online resources relevant to meeting graduation requirements alongside their children. They'll practice navigating platforms, accessing educational content, and utilizing tools to support their child's learning.

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

This training is expected to have a positive impact on student achievement by providing parents with the tools and knowledge to effectively support their child's academic journey. With enhanced understanding of online resources and strategies to assist their children, parents can play a more active role in their education, leading to increased engagement and improved academic outcomes.

- Date of Training

October

- Responsible Person(s)

Deanne Chambers

- **Resources and Materials**

Agenda, Sign In Sheet, PowerPoint, Graduation Requirement Cheat Sheet, Training Documents for Online Platforms, Evaluations

- **Amount (e.g. \$10.00)**

\$0.00

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

Increasing Academic Reading at Home

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

At the training, parents will learn to establish a consistent reading routine, set achievable reading goals, and provide access to a variety of reading materials at home. By engaging in reading activities and modeling reading behavior, parents can foster a positive reading environment that supports their child's academic growth and love for learning.

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

During the hands-on component, parents will engage in interactive reading activities together, such as reading aloud, annotating and discussing content with template of questions.

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

The training is expected to boost student achievement by cultivating a supportive environment for academic reading at home. With parents actively engaged in fostering reading habits and literacy skills, students are likely to experience improved academic performance and overall success in their studies.

- **Date of Training**

January

- **Responsible Person(s)**

Deanne Chambers

- **Resources and Materials**

Agenda, Sign In Sheet, PowerPoint, Reading Resources and Strategies, Evaluations

- **Amount (e.g. \$10.00)**

\$0.00

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Career and College Readiness

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

At the training, parents will learn how to guide their children in exploring career pathways and researching colleges and universities. They'll also gain insights into navigating the college application process, financial planning for higher education, and fostering essential career skills.

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

The interactive hands-on component might involve parents and their children engaging in career exploration activities together. This could include interactive workshops where families research different career options, explore college websites, or participate in mock college application exercises.

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

This training is expected to have a significant positive impact on student achievement by equipping parents with the tools and knowledge to support their children's career and college readiness. With increased parental involvement in guiding career exploration, navigating the college application process, and fostering essential skills, students are likely to make more informed decisions about their future education and career paths. Ultimately, this can lead to higher rates of college enrollment, improved academic performance, and enhanced long-term career success for students.

- Date of Training

February

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Agenda, Sign In Sheet, PowerPoint, College Application Samples, FAFSA Cheat Sheets, Evaluations

- Amount (e.g. \$10.00)

\$0.00

## Coordination and Integration

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

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



- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

The McKinney-Vento program focuses on the needs of children experiencing homelessness that are enrolled in public schools. The program provides assistance by providing academic and other resources that otherwise would not be available to these students.

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

Home surveys, MVP flyers, Parent University Agendas

- Frequency

Quarterly/ and or as needed

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

- Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

The SAFE Schools program monitors the implementation of the Fortify FL app. This app allows immediate reporting of suspicious activity in addition to other provisions of the Marjory Stoneman Douglas High School Public Safety Act.

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

Website instructions, Communication of App through Push Notifications/emails, meeting presentations

- Frequency

Quarterly and as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

IDEA is a support program for students with disabilities that provides appropriate strategies for the needs of these students.

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

Student goals listed in Individual Education Plans (IEPs) and 504s, support facilitation logs, student goal reports.

- Frequency

Quarterly

## 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

SLAM Palm Beach High will provide information regarding Title I programs in quarterly or bi-weekly using several methods of communication including the principal's newsletter, website announcements, emails, push notifications and flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Annual Meeting. Parents are given the opportunity to ask questions to better understand all items discussed at the Title I Annual meeting. All meetings will include translation and all documents provided in two languages.

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

Push Notifications, Emails, principal newsletter

- Description

Information regarding academic programs, Florida Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House, parent/teacher conferences, parent university nights, and any other time a parent requests such information. Progress Monitoring data and other types of assessments used to measure student progress during parent quarterly meetings, parent/teacher conferences, and parent data chats.

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

Push messages/emails, proficiency level parent letters, parent meeting presentations describing student progression that includes graduation requirements and promotion criteria

- **Description**

School will inform parents regarding the different forms of academic assessments that are used to measure student progress through Parent University Meetings and teacher/parent conferences. Classroom teachers will explain and discuss the school's curriculum/technology platforms that measure the progress of Florida Standards in parent meetings and student/parent data chat meetings. Information regarding FAST/FCAT/EOC Achievement Levels and proficiency percentages, and types of assessments used to measure student progress are discussed in Parent University Nights.

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

Push messages/emails, Assessment Calendar, parent university presentations regarding state assessments

- **Description**

Information regarding parents about opportunities to participate in decision-making process during regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent- Input Meeting) and SAC meetings to formulate suggestions and to participate in decisions relating the education of their children.

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

Push messages/emails, SAC minutes, Annual Title 1 Meeting minutes

- **Description**

The school will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends and offer all meetings in a hybrid format both in person and virtual via Zoom. School website, flyers, school calendar, and invitations will depict flexible times to increase attendance along with special accommodations provided, such as free child care during meetings, large print, special needs accommodations, translations, and individual parent meetings for those families that request additional assistance.

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

Electronic and paper invites with accommodations/special services listed, virtual zoom parent logins depicting flexible times, school campus facilities to accommodate physical disabilities

# 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 school communication in the form of letters, invites, school announcements, and parent meetings will be made available in both English and Spanish. Translators will be present at all school events, in addition to holding separate sessions for families with limited English. Messages and all communication will be written in multiple languages. The school's website is translated into many languages through a drop-down menu. Parent surveys in multiple languages. School personnel will assist families in navigating online websites that are in English, such as FAST portal.

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

Push notifications in Spanish/English, Parent invites in Spanish/English, parent support logs from our ELL parent liason

- Description

Families are surveyed at the beginning of the year and before every parent university night to determine accommodations needed for families with disabilities. Our campus is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Physical copies of the presentations and activities will be provided in large print to further reduce barriers. All parent training flyers have a list of accommodations provided, such as hearing, vision, and physical limitations. Parents and families are given the option to attend virtually, in person, or seek an individual meeting based on need. Presentations available in large print with audio.

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

Flyers/invites with special accommodations provided, parent contact logs, parent support emails

- Description

We provide multi-lingual communication in flyers/invites, push notifications, and parent letters. Flexible meeting times will be provided as needed and requested. Meetings are announced with anticipation. Parents and families are given the option to attend virtually, in person, and individually. Assistance with programs that aid in the academic success of their child.

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

Flyers/invitations depicting flexible times and accommodations, parents contact logs, program flyers shared with families

- Description

Families experiencing homelessness will be provided with transportation if needed. We provide families experiencing homelessness with free uniforms, supplies, access to all activities and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with agencies, such as the McKinney-Vento Program to promote the different initiatives carried throughout the school year.

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

Home surveys, meeting agendas that describe and promote the MVP, flyers .

## 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

To meet the needs of our students outside of academic subjects areas we also provide students with counseling support whenever needed through our in house mental health counselors. Through one and one as well as group sessions, our students can focus, feel supported, and work on building skills that will benefit their overall success. Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses ALMA for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "3R's Responsible, Respectful, and Ready to Learn" are evident throughout the school. Positive praise and classroom incentives are used to reinforce behaviors. The school implements a school-wide PBIS using LiveSchool to build and reinforce social-emotional skills to aid in building healthy mental self-awareness and habits. The school has also adopted the Leader in Me program to promote resiliency, social and emotional character building, and a comprehensive curriculum to build student efficacy. WIN (What I Need) periods are used to implement the social emotional lessons as well as school-wide events. High school students are encouraged and set with community partners to complete service hours and participate in global-local initiatives.

## SBT/MTSS Implementation

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

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data analysis and collaboration, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and Fast Bridge. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through HMH Study Sync and HMH Into Math, students participate in Achieve 3000 literacy program for reading and IXL for math. In order to ensure a positive learning environment students are expected to adhere to the "3 R's" expectations (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: Identified students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention 3 times a week. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Tier 3 Implementation: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. They receive services 30 minutes daily, 5 days a week in a targeted area identified by the SBT.

## 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

It is important that high expectations and a well-rounded education is provided to all students. We provide a full academic discourse where students are exposed to a variety of courses during school such as the Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer courses in sports medicine, sports management, and sports leadership. Within the sports medicine track, we offer science courses in anatomy and physiology. During the day students also participate in ongoing novel studies, hands-on project based learning, and social skills events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. After school we provide students with opportunities to participate in sports teams, clubs, and music ensembles. Some of these activities are but not limited to fashion club, student government association, football, basketball, baseball, concert band, chorus, gaming club, cheer team, and student government. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP(Advanced Math Placement). Our AMP classes provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. We have a partnership with Doral College and Palm Beach State where students can complete college credits while they earn their high school diploma. We also offer the AICE Diploma through the Cambridge International Program. Specific data is also reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% for reading and mathematics. Students that scored a level 1 or 2 in FAST Mathematics and Reading are enrolled in an intensive math and/or reading course to bridge learning gaps and focus on specific skills.

## 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;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Students are offered seminars educating regarding Dual Enrollment and AICE courses and acceleration options. Guidance counselors offer sessions regarding Dual Enrollment and technical/career courses are offered through our college partners specialized for each student's pathway. SAT and ACT prep courses are available. Global skills embedded in the curriculum and opportunities of internships with community partners. Project-based learning supported through our academic curriculum. Community service hours paired with partners allows for the development of college careers and enrollment into colleges and universities. Scholarship opportunities are communicated in a timely fashion with financial aid education.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

## 1. Transition to Elementary School

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

Professional development is an ongoing goal on our campus. We survey all teachers at the beginning of the year to identify their personal needs and wants in professional development. Through numerous ongoing walk-throughs and classroom observations we further identify areas for growth and improvement which allows our coaches to engage in personalized coaching cycles with each teacher. This year we have allocated 4 hours a month on Wednesdays for Full Faculty Professional Development. Besides our weekly full faculty professional development meeting we also have a full-time instructional curriculum coach. The instructional coach provides professional growth feedback according to individual formal and informal observations. Through the coaching cycle, teachers are supported with a variety of coaching techniques, such as lesson modeling, co-teaching, and common planning. Common planning is available for all departments. implement a mentor program for our new teachers, peer observation classroom walk-throughs, collaborative planning, and an open-door policy of support. We also participate in Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers.

# 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

To recruit effective educators we attend and host career fairs throughout the area at colleges and other venues. We also place ads on websites such as Teachers-Teachers and Indeed. We also have banners and sign at our school site and have openings posted on our website. In order to retain effective educators we use a variety of techniques such as compensation equivalent to the district, supplements, teacher recognition incentives, professional development, ongoing feedback and evaluation through our evaluation tool. We also have team building workshops and an open door policy of support and teamwork, thus increasing the retention rate of our staff. The retention of teachers is further solidified with the assistance of curriculum coaches that provide continuous feedback regarding planning, instruction, and professional growth. In addition, novice teachers are supported through our new teacher mentor program according to individual needs and observations. The new teacher mentor program provides targeted professional development in classroom management, instructional delivery, and lesson planning. They are guided and assigned a mentor teacher who serves as an instructional coach and professional development liaison.