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**Title I Comprehensive Schoolwide Plan**  
**GLADES CENTRAL HIGH SCHOOL (2301)**

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# ELA

## 1. List prioritized needs statements.

According to our PM2 ELA assessment, the 9th grade students test score shows that 32% of our students met or exceeded threshold compare to 30% meeting threshold on PM1 assessment. Which is an 2% increase. According to our PM2 ELA assessment, the 10th grade students test score shows that 33% of our students met or exceeded threshold compare to 31% meeting threshold on PM1 assessment. Which is a 2% increase.

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

Our students are entering high school at least two years below grade level, highlighting the urgent need for additional time and support to bridge this gap. Many students require more time to fully master fundamental skills essential for understanding the curriculum. Specifically, they struggle with reading across various genres and vocabulary development. ELA teachers face challenges in differentiating instruction and effectively managing small group instruction. Additionally, inconsistent high-quality instruction has resulted from staffing vacancies, further impacting student learning. Furthermore, the implementation of the MTSS (Multi-Tiered System of Supports) process—encompassing Tier 1, Tier 2, and Tier 3 interventions—has not been executed with the necessary fidelity. There is a need for Professional develop to train our teachers in the MTSS process. Parent need resources and tools to engaged their child to improve their vocabulary.

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

Possible solutions could be to offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Small group differentiated instruction which allows students to work at their pace and instructional level to ensure success. PLCs which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Parent training to provide parents with the necessary resource and tools to incorporate weekly vocabulary strategies. Pullout and push-in support, writing and reading simulations, weekly data chats, parent night for 9th and 10 grade students, and home visits.

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

- **Communication**

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. School marquee postings. Home Visits.

- **Parent Training**

Raider Roadmap to Graduation, 9th & 10th grade ELA parent training night, Curriculum and Assessment Night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

School will... provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- **Students**

Students will... always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will... send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- Staff Training

Data analysis to assist with differentiate instruction (small group instructional). The MTSS process (Tier 1, Tier 2, and Tier 3).

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

## Math

### 1. List prioritized needs statements.

According to the end of Semester 1 assessment data the average percentage of Algebra 1 students that are proficient is 30%. According to the end of Semester 1 Midterm assessment data the average percentage of Geometry students that are proficient is 41%.

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

Our students are entering the classroom at least three years below grade level in mathematics, underscoring the urgent need for additional time and support to close this gap. Many students require extra time to fully master the fundamental skills necessary for demonstrating their work while solving math problems. Teachers are finding it challenging to allocate sufficient class time for lesson presentations, as students are expected to show their work in their interactive notebooks. Additionally, math teachers face difficulties in planning for differentiating instruction and effectively managing small group activities. Our parents need workshops or informational sessions to explain the math concepts being taught and effective strategies for helping their children. This collaboration can enhance student learning and support their mathematical development.

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

Potential solutions include offering Professional Development (PD) focused on helping teachers differentiate instruction, with an emphasis on small group instruction at least twice a week. Additionally, we could implement academic tutoring, either through push-in or pull-out models, to provide targeted support for students. Furthermore, we should increase opportunities for teachers to engage in all-day curriculum planning twice a semester, allowing them to develop effective re-teaching activities. Provide additional support through PLC to assist with planning, and analyzing data. After-school tutoring sessions could be held twice a week, concentrating on intensive review of math vocabulary and practice through technology. To address these challenges, we propose parent training sessions that provide specific strategies and methods used in the classroom, including visual aids, manipulatives, and step-by-step problem-solving techniques. Lastly, we can provide more personalized solutions by utilizing online platforms that cater to individual student needs, enhancing their learning experience and supporting their progress in mathematics.

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

- Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

- Parent Training

Raider Roadmap to Graduation, 9th & 10th grade Algebra and Geometry EOC training night, 11th & 12th grade SAT/ACT, FASA night, and IXL training night.

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

- School

School will... provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- **Students**

Students will... always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will... send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3).

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

## **Science**

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

According to our Science/Biology Midterm assessment data our students' average test score is 43% which is 3 points decrease from SY24.

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

Science teachers should enhance their curriculum by incorporating more hands-on and virtual labs, as well as providing intensive vocabulary review through technology platforms such as Quizizz, Kahoot, Nearpod, and Labster. Additionally, integrating academic games and utilizing escape room activities for reviewing and re-teaching concepts can make learning more engaging and effective. Another critical factor is the need for science teachers to have dedicated time after each interim assessment to dissect test questions and analyze data. This analysis is essential for identifying areas for improvement and ultimately increasing student achievement. Our students require instruction that is tailored to align with their individual learning styles. Parents need workshops or training to gain a better understanding about our science curriculum and key concepts/vocabulary.

3. Share possible solutions that address the root causes.

Students are more engaged in lessons when they incorporate hands-on activities or tangible materials. Teachers need more training on how to utilize technology to supplement instruction and planning engaging activities that cater to the diverse learning styles of all students. This can include board games, escape rooms, WebQuests, virtual labs, station labs, and domino loop games. Regular weekly data chats with the Science Coach will allow for the analysis of student performance data to identify strengths and areas for improvement. Based on this analysis, we can create targeted re-teach lessons and assessments. The Science Coach will also push into classrooms to model and facilitate effective instructional strategies. To further support our student learning, we are going to engage parents in workshops that recommend educational apps and online platforms, providing interactive science learning experiences.

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

- Communication

Monthly newsletter, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

- Parent Training

Raider Roadmap to Graduation, 9th, 10th & 11th grade Science EOC training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

School will...provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Students will... always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Parents will... send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3).

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

## **Social Studies**

1. List prioritized needs statements.

According to the Social Studies assessment data, our students' average test score is 68%. Which is 8 points increase from SY24.

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

Teachers more time to conducting data chats and implementing small group instruction. Additionally, New teachers in the Social Studies department require more coaching and support with differentiate instruction to meet the needs of struggling learners. Teachers require support to effectively instruct English Language Learners (ELL) and meet their unique needs. Students also need access to materials and resources that include visual aids and hands-on supplementary materials to enhance their learning experience. Furthermore, parents would benefit from training and workshops focused on vocabulary terminology to better support their children's education.

3. Share possible solutions that address the root causes.

Potential solutions include offering Professional Development (PD) focused on helping teachers differentiate instruction, with an emphasis on small group instruction at least twice a week. Additionally, we could implement academic tutoring, either through push-in or pull-out models, to provide targeted support for students. Furthermore, we should increase opportunities for teachers to engage in all-day curriculum planning twice a semester, allowing them to develop effective re-teaching activities. Provide additional support through PLC to assist with planning, and analyzing data. We need to provide professional development and Professional Learning Communities (PLCs) focused on AVID and ESOL strategies. Incorporating PowerPoint presentations with focused notes and interactive learning games will enhance student engagement. Additionally, coaching in lesson plan development, co-teaching, and modeling effective instructional practices will be essential, along with tracking student attendance. Furthermore, offering one-on-one support for students who require additional assistance with their heritage language will help ensure their success.

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

• Communication

Monthly newsletters, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

- **Parent Training**

Raider Roadmap to Graduation, 11th grade US History EOC training night, 11th & 12th grade SAT/ACT, FASA night, (Google Meet, Google Classroom), and AVID parent night.

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

- **School**

School will... provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with student, and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school program.

- **Students**

Students will... always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies

- **Parents**

Parents will... to send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional) and the MTSS framework (Tier 1, Tier 2, and Tier 3)

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum events.

## Acceleration Success

### 1. List prioritized needs statements.

Current acceleration data for FY 24 is 64%. Which is 14 points increase from FY 23.

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

Teachers require additional support in providing remediation and scheduling to ensure that students have the opportunity to take their exams three times. In the intervals between these exams, students need ample time for re-teaching and remediation to reinforce their understanding of the material. Moreover, teachers need further training on how to effectively accommodate the needs of our ESE and ELL students. Additionally, data chats should be scheduled consistently to better meet the needs of both teachers and students.

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

Closely monitor student acceleration and provide instructional support for all accelerated courses. This includes conducting administrator-teacher data chats focused on targeted students to increase their eligibility for dual enrollment. Collaboration among teachers to develop and implement a comprehensive plan for preparing targeted students for exams. This plan should include a timeline that allows all students three opportunities to take IC exams, AP/AICE exams, and EOC exams. Additionally, training for all staff on providing accommodations for various sub-groups is crucial. In our Professional Learning Communities (PLCs), teachers will receive support in analyzing assessment data and planning effective next steps for remediation.

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

- **Communication**

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

- **Parent Training**

Raider Roadmap to Graduation, 11th grade US History EOC training night, 11th & 12th grade SAT/ACT, FASA night, Distant Learning, (Google Meet, Google Classroom), and AVID parent night.

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

- **School**

School will...provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

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- **Parents**

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- Staff Training

Data analysis to assist with differentiate instruction (small group instructional) and the MTSS framework (Tier 1, Tier 2, and Tier 3)

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum and Drive Through event.

## Graduation Rate

### 1. List prioritized needs statements.

Our current graduation rate is 98% FY 24. Our ESE students graduation rate is 37% FY 24.

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

Provide more opportunities for data chats to take place with teacher and school counselors during a 9th weeks grading period. Parents needs more awareness regarding their students graduation status. Our ESE students needs more remediation, direct instruction, and using their accommodations.

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

Monthly Cohort meetings with teachers, school counselors targeting our ESE students and create action plans for our students. Monthly meeting with teachers to analyze data and prepare next steps for our ESE students. More frequently data chats for at-risks students with admin. parents, and students. Collaborating with community agencies to algin support and resource ensure students meet graduation requirements.

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

- **Communication**

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events.

- **Parent Training**

Raider Roadmap to Graduation, Curriculum and Assessment night, 11th & 12th grade SAT/ACT, FASA night, Distant Learning, (Google Meet, Google Classroom), and AVID parent night.

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

- **School**

provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Students will... always try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

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- Staff Training

Data analysis to assist with differentiate instruction (small group instructional) and the MTSS framework (Tier 1, Tier 2, and Tier 3)

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings. Glades Central Beyond the Walls Community Outreach Events and Curriculum and Drive Through event.

## Action Step: Classroom Instruction

Rigorous standard-base differentiated instruction will be utilized to provide enriching instruction through whole group, small groups, push-in/pull-outs and extended learning tutorials/enrichment activities.

**Budget Total: \$182,585.75**

Acct Description	Description																		
Resource Teacher	Resource Teacher will provide small group push-in/ and pull-out remedial instructional support for ninth (9th) through twelfth (12) grade students who perform below standard grade-level expectation on the Florida Standards Assessment Eight (8th) Grade Reading or Tenth (10th) Grade English Language Arts assessment.																		
Classroom Teacher	Mathematics Teacher will provide intensive instruction for 9th-12th grade students enrolled requiring retakes Algebra or Geometry End of Course assessments.																		
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified Teachers will provide afterschool tutoring for 9-12 grade Level 1 and Level 2 students in ELA, Math, and Science to</td> <td>3</td> <td>\$37.00</td> <td>2</td> <td>1</td> <td>8</td> <td>Certified</td> <td>Original</td> <td>\$1,776.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers will provide afterschool tutoring for 9-12 grade Level 1 and Level 2 students in ELA, Math, and Science to	3	\$37.00	2	1	8	Certified	Original	\$1,776.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
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	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	remediate classroom concepts. (Will begin January 2026)									
Resource Teacher	Science Resource Teacher will provide small group push-in and pull-out remedial instruction to 9th through 12th-grade students who have previously performed below standard expectations on the Science End of Course (EOC) assessment.									
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>		<b>Total</b>	
	Substitutes for classroom teachers	1	\$21.00	7	7	1	Original		\$1,005.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Adjustment - benefits credit and final allocation	1	\$7,110.75	General Supplies		Other	\$7,110.75			

## Action Step: Professional Learning

Conduct on-going professional learning opportunities that will build the capacity of staff as they engaged in data analysis, plan and implement best practices in all content areas.

**Budget Total: \$204,423.00**

Acct Description	Description																		
Coach	Reading Coach will provide instructional support to 9th through 12th Grade by supporting teachers through the coaching cycle, facilitating PLCs, and delivering effective and relevant professional learning opportunities.																		
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will support teacher learning and instructional practice through the facilitation of student data analysis, weekly lesson planning, model lessons, implementing the instructional coaching model, and the planning and delivery of professional learning activities for all teachers, grades 9-12																		
Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="436 516 1024 589">Item</th> <th data-bbox="1035 516 1171 589">Quantity</th> <th data-bbox="1182 516 1287 589">Rate</th> <th data-bbox="1297 516 1392 589">Days</th> <th data-bbox="1402 516 1497 589">Hours</th> <th data-bbox="1507 516 1623 589">Weeks</th> <th data-bbox="1633 516 1780 589">Certified</th> <th data-bbox="1791 516 1906 589">Type</th> <th data-bbox="1917 516 2022 589">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Teachers in Biology, Math, ELA, US History will conduct data analysis, participate in professional learning, curriculum mapping, lesson plan development, unpacking the standards and benchmark review, test creation, and spiral reviews. (December 2025 & March 2026)	14	\$21.00	2	7	1	Non-Certified	Original	\$4,018.00											
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="436 938 1465 1011">Item</th> <th data-bbox="1476 938 1612 1011">Quantity</th> <th data-bbox="1623 938 1780 1011">Rate</th> <th data-bbox="1791 938 1906 1011">Type</th> <th data-bbox="1917 938 2022 1011">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
Council of Great City Schools Conference - Improve academic achievement for all students through the efforts in the following areas in High Quality Curriculum, Instruction and Research, resiliency and character development, and professional learning and Leadership Governance. October 22-26 / Philadelphia, PA. 2(Registration - \$425, Transportation - \$500, Lodging - \$1,000, Per Diem - \$144) \$4,138	2	\$2,069.00	Original	\$4,138.00															
Coach	Science Coach will provide instructional support to ninth (9th) through twelfth (12th) grade science teachers through the implementation of the instructional coaching cycle, data chats, and the planning and delivery of professional learning activities.																		

## 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: **\$4,944.00**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Shipping	1	\$0.42	General Supplies	Original	\$0.42
	Color Copying Paper - Buff, Yellow, Light Blue, Pink, Light Green	24	\$21.00	General Supplies	Original	\$504.00
	Color Ink - Yellow, Pink, Blue	9	\$30.00	Technology	Original	\$270.00
	Copy Paper (Cases) (100/Box)	20	\$50.00	General Supplies	Original	\$1,000.00
	File Folder - Manila Letter (100/Box)	6	\$7.58	General Supplies	Original	\$45.48
	Markers - Black, Blue , and Green Packs	5	\$12.00	General Supplies	Original	\$60.00
	File Folders - Green, Orange, Red, Blue, Yellow	12	\$75.00	General Supplies	Original	\$900.00
Ink (Black)	6	\$60.00	Technology	Original	\$360.00	

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Bic Pens (12 Packs)	17	\$4.45	General Supplies	Original	\$75.65
	Color Copying Cardstock - Light Blue, Buff, Orange, Light Green, Pink	12	\$30.00	General Supplies	Original	\$360.00
	Highlighters	15	\$8.00	General Supplies	Original	\$120.00
	Refreshments for Parent Trainings	99	\$3.00	Program Supplies	Original	\$297.00
	Pre-sharpened Pencils (Oriole Pk of 48)	15	\$4.13	General Supplies	Original	\$61.95
	Chart Paper (1.5 inches rule)	10	\$30.55	General Supplies	Original	\$305.50
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Total</b>		
	Postage to send parent notifications of trainings to 400 families in the fall and spring	800	\$0.73	\$584.00		

## Mission Statement

### 1. Mission Statement

Our school is dedicated to empowering parents and families in fostering their children's cognitive and skills for learning and life. We achieve this by offering training, resources, support, and information tailored to the unique needs of families and community partnerships, all in alignment with the School District of Palm Beach County's Strategic Plan.

## Involvement of Stakeholders

Name	Title
Mitsie Henry Johnson	Assistant Principal
Shirley McWilliams	School Secretary
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Eddie Lee Rhodes	Business/Community
Jra'Quanda Coney	Education Support Employee
Gerald Fields	Parent
Latorsha Green	Parent/Community
Angela Moody	Parent/Guardian Community Member
Jean Lestage	Teacher
Brizia Rodriguez	School Counselor
Melanie Bolden-Morris	Principal

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

The principal has invited faculty and staff to volunteer for various initiatives. Additionally, during preschool call-outs and through emails, parents and families are encouraged to join the School Advisory Council (SAC) and participate in our meetings and workshops. At SAC meetings, we present information to stakeholders, inviting them to join or to recommend others who may be interested. This invitation is also extended during our faculty meetings. When a parent, community member, or business representative expresses interest, we explain the process and extend a formal invitation for them to join.

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

The meeting was held February 2025 for stakeholders to review, discuss, and develop the CNA, SWP, and PFEP. Revisions will be made based on stakeholders feedback. Additional SAC meetings held during the school year to further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.

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

Stakeholders provided input by attending monthly SAC meeting face to face and Google Meet in February and face to face and Google Meeting in May. Input was obtain and documented on the Stakeholder input recording template. On-going input will be asked for during our monthly SAC meetings. Funds will be utilized to purchase parent resource materials, paper, postage to involve parents through parent meetings, training, parent link callouts.

Name	Title
Mitsie Henry Johnson	Assistant Principal
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Eddie Lee Rhodes	Business/Community
Gerald Fields	Parent
Latorsha Green	Guardian/Community
Jean Lestage	School Counselor
Melanie Bolden-Morris	Principal

## Annual Parent Meeting

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

Tuesday October 18, 2025 at 5:30 pm in the Media Center.

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

Stakeholders(teachers, parents/families, and business/community members) will be notified of our Annual Title I Meeting thru our marquee, call-outs, various social media sites, invitations, and morning/afternoon announcements.

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

Meeting Agenda, copy of the Title I PowerPoint presentation, Evaluations (in various languages), copy of FY 26 Compact and FY26 PFEP, sign-in sheets, FY 26 school calendar, ACT/SAT dates for FY26, After school tutoring information, SIS gateway parent information sheet with directions.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Utilizing Technology

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

Training on using digital tools and platforms to enhance communication with parents, such as newsletters, posting on social media, Google Classroom, Reading Plus, and IXL .

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

Families are expected to email teachers more response/comment on our social media sites, and assist their child with Google classroom, Reading Plus, and IXL assignments.

- What will teachers submit as evidence of implementation?

Parent Conference notes that have schoolwide language/terms will act as a concise record of the technological tools use to facilitate and ensure ongoing engaging communication between school and families. Technological tools such as scheduling parents conferences via Google Calendar, Conference agenda or student work samples via Google Docs, Presenting student data via online gradebook, share links to educational websites/apps, and share online documents via Google Docs and posting of students work via Google Classroom.

- **Month of Training**

September 2025

- **Responsible Person(s)**

Melanie Bolden-Morris, Mitsie Johnson, Sherry Canty, Shirley McWilliams, Lynn Taylor, Karl Cushnie, and Rose Goldman

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Collaborative Goal Setting

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

Train staff on how to work with parents to set academic and behavioral goals for their children, fostering a team approach to education.

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

Increase in test scores, increase in student attendance, increase in student behavior, and increase with our graduation rate.

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

Parent Conference notes that have schoolwide language/terms will act as a concise record of the technological tools use to facilitate and ensure ongoing engaging communication between school and families. Technological tools such as scheduling parents conferences via Google Calendar, Conference agenda or student work samples via Google Docs, Presenting student data via online gradebook, share links to educational websites/apps, and share online documents via Google Docs and posting of students work via Google Classroom.

- **Month of Training**

January 2026

- Responsible Person(s)

Melaine Bolden-Morris, Mitsie Johnson, Sherry Canty, Melinda Davis, Shirley McWilliams, Lynn Taylor, Karl Cushnie, and Rose Goldman

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Effective Communications with Teachers

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

Parents/families will learn how to communicate effectively with teachers and school staff, including how to prepare for meetings and advocate for their child needs.

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

Parents will group with other parents in participate in mock parent conferences. A list of questions will be given to the group.

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

It is expected that parent/families will attend parent conferences and school events and participate in these activities using the effective communication techniques and strategies that don't have a lot of educational language.

- Date of Training

September 16, 2025

- **Responsible Person(s)**

Melanie Bolden-Morris, Mitsie Johnson, Tyshia Cross, Josette Bell, Shirley McWilliams, Hansje Laguerre

- **Resources and Materials**

Copying paper, Pens, Folders, and Smartboard

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

N/A

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

- **Name of Training**

Raider Road Map to Graduation Meeting

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

Parent/family will receive information regarding graduation requirements. GPA, Credits, F.A.S., BEST, EOC, Community Service, SAT/ACT, and Acceleration classes and our state Colleges requirements.

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

Chromebooks to access SIS and explore the various tabs on SIS as it pertains to their child's graduation status.

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

Parents will be able to track their students (9th - 12th) graduation status. Parents will be able to read and understand report cards, the different tabs on SIS. Students will be able to sign-up for ACT/SAT.

- Date of Training

January 20, 2026

- Responsible Person(s)

Melaine Bolden-Morris, Mitsie Johnson, Shirley McWilliams, Sherry Canty, Maquissia Garcon-Gibbs, and School Counselors

- Resources and Materials

Chromebooks, Ink, Copying Paper, Pens, Folders, and Smartboard

- Amount (e.g. \$10.00)

TBA

### 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)

N/A

## Coordination and Integration

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

- Name of Agency

Title I Migrant Education

- Describe how agency/organization supports families.

Parent informational meetings/workshops, College tours, student one-on-one academic monitoring meetings, home visits, and community awareness for migrant families. The Migrant Education representatives are on our campus at least 4 days a week. The Migrant Education representatives makes home visits to meet with parents/families to get signatures for college tours paperwork, academic awareness, and the different community agencies.

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

Sign-in sheets, workshop flyers, monitoring meeting notes/ student interactions, student rosters, email correspondence, and parent conference notes from home visits.

- Frequency

Weekly

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

- Name of Agency

Palm Beach County Youth Services

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on therapeutic services for families with children and youth up to age 22 years old. Palm Beach County Youth Services' community focused services include assessments; family and individual therapy, parent education and school based behavioral health services. Counseling issues addressed bullying, self-esteem, school concerns, behavior concerns, grief, and trauma.

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

Sign-in sheets, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.

- Frequency

Weekly

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

- Name of Agency

DATA: Drug Abuse Treatment Association School Based Intervention Counselor.

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on reducing risk factors generally associated with the progression of substance abuse and mental health programs. Counselor is on campus daily to meet with parents/families. Outside agencies, referrals are also presented to the parent/families.

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

Sign-in sheets, parent conference notes, parent/guardian consent form.

- Frequency

Monthly

## Communication

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**

Glades Central provides various opportunities to provide parents and families with timely information and updates that will assist them with helping their child be successful in school such as Title I Annual Meeting, Curriculum Nights, Stakeholders Input Meeting, Open House, SAC Meetings, Social Media Sites, Parent Link-Call-out, Flyers, Parent Conferences, Raider Road-map to Graduation Meetings and Parent Meetings/Training. These meeting will be held in-person. All meetings will have the Community Language Facilitators available to translate in Spanish and Creole. All agenda, evaluations, and materials to take home will be translated to Spanish and Haitian Creole. The Spanish and Creole version might or might not be recorded.

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

Maintain documentation of each meeting such as meetings agenda, notes/minutes, sign-in sheets photos of marquee about Title I Annual Meeting. Presentation documents, and feedback (documents in multiple languages when available). School-Parent Compact, PFEP Summary.

- **Description**

Glades Central provides various opportunities to inform parents/families such as SAC Meetings, Open House - implementation of "Raider Road-map to a Diploma, " Curriculum Nights", grades uploaded weekly to SIS, Bi-weekly progress reports, and Report cards . These meeting will be held in-person parents meeting.

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

Agendas, conferences notes, goals of each content area, and sign-in sheets. Presentation documents, feedback as well as electronic copies of any progress/report cards, (documents in multiple languages when available).

- **Description**

Glades Central provides various opportunities to inform parents/families such as SAC meetings, Raider Road-map to Graduation meeting, Parent Conferences, 9th and 10th grade FAST, EOC night, and 11th and 12th grade SAT/ACT night. These meeting will be held in-person. To ensure parents/families are aware of meetings dates, have access to meetings content, and information, flyers/invitations, parent-link, and postings on GCHS website. Some other methods of communication with parents/families are emails, parent conferences, notes, social media postings, and phone calls. SAC meetings are held in person and via Google Meet.

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

Maintain documentation of each meeting such as parent conference notes, agendas, SAC meetings agendas. Presentation documents, feedback parent link call-outs, progress/report cards, (documents in multiple languages when available).

- **Description**

Glades Central provides various opportunities for parents to participate in decision-making of their children such as Parent-link call-outs (in all languages represented by student population), Social Media postings, and parent conferences, and the annual stakeholders input meeting. These meeting will be held in-person.

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

Maintain documentation of each meeting such as SAC agenda, notes/minutes, parent conference notes. Presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available).

- **Description**

We encourage all parents/families to attend meetings and events. At least one parent meeting will be held via google meet . Meetings will also be held later in the evening, so that parents who work late still have opportunities to attend meetings. Meetings will be recorded so that parents who is unable to attend can request the recordings. Language facilitators translate documents and interpreter during meetings. Accessible meetings space are available. GCHS encourage parents/families to notify the school if other assistance is needed.

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

Maintain documentation of each meeting such as home visits, PPN to show request for a different time, agenda showing options of remotely or face-to-face, and parent conference notes. Presentation documents, feedback as well as electronic copies of any progress/report cards, (documents in multiple languages when available).

## **Accessibility**

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

Glades Central will utilize language facilitators for all communication, they will interpreter during parent conferences, SAC meetings, parent trainings, and IEP/LEP meeting. Initiate parent-link calls made in all languages (as represented within student population), School-Parent Compact in all languages, Academic reports in all languages, and distribute invitations/flyers which will include all languages (as represented within student population).

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

Evidence will include copies of flyers, translated compacts, PFEP summaries, academic reports, invitations, letters, calendars, agenda(s), and transcripts of parent-link calls, and CLF/sign language facilitator sign-in sheets.

- **Description**

Glades Central will provide assistance for parents and families with disabilities as follows: Google Meet to bed-ridden and/or wheel-chair bound parents to rely important parent information presented at meetings held on campus, Wheel-chair bound parents will be given special accommodations if coming to the school for meetings – i.e. meeting held in Media Center (close to front of school), If meeting/event is in the auditorium, wheelchair bound will be given special seating, support staff will be available to transport disabled by golf cart from parking lot when needed, Sign-language facilitator will be provided for hearing impaired as needed.

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

Evidence will include google meet invitations with various meeting times, photos of wheelchair ramps and handicapped parking signs. Meetings being held in the Media Center which is closer to the parking lot.

- **Description**

Provide new families/parents with a welcome packet, home visits as needed, share information about available services through Migrant Education Program. Parents will be encouraged to contact the Migrant Department as needed.

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

Evidence will include home visit notes, school staff referrals to Migrant Department, meeting notes, flyers of services offered, translated letters, CLF/sign language facilitators sheets.

- **Description**

Glades Central will work closely with the Case Manager of the McKinney Vento Program, Mrs. V. Williams provides Glades Central with a list of our homeless students as well as providing the forms for referrals. McKinney Vento case manager makes phone calls and home visits. Homeless students and parents are provided with bus vouchers. Support is provided with registration, purchasing uniforms, book bags, and necessities as needed. Parents and families experiencing homelessness will be reached by Mrs. V. Williams. Mrs. V. Williams will make home visit to update phone numbers, as well as referral to School Based Team.

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

Evidence will include SBT referrals and meeting notes. Sign-in sheet and emails from McKinney Vento Case Manager.

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

### 1. Building Students' Non-Academic Skills

Glades Central High School is committed to building students' skills outside of academic subject areas: SwPBS (School wide Positive Behavior Support) plan is in place. The team (made up of teachers, staff and administrators) meets monthly to discuss strategies that encourages positive behavior among students. The team also discusses incentives for students. SWAG Bucks are given to teachers each month. Teachers reward students with SWAG bucks when they meet one of the goals on the SWAG (Safety, Willingness, Achievement, Genuine) matrix. To get teacher and student buy-in, a door contest and/or video is encouraged for all to participate in. The SwPBS Committee judges the best presentations and sit-down, hot breakfast is awarded to the best class presentation. Students can use their Bucks to purchase snacks from the Snack Cart after school. During the 2nd semester, students are rewarded for having perfect attendance and getting to class on time with an Ice Cream Social. During the monthly admin. meeting we focus on team building activities, motivational speakers (video presentations), etc. Glades Central High School students are referred to School Based Counselors by teachers and admin. Tier 2 and Tier 3 behavior students are referred to School Based Team and School Based Counselors. Counselor meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin. to provide updates. Glades Central High School also has a partnership with several outside agencies. Some include: The Cape Team. That agency provide Tier 2 and Tier 3 students with additional support and wraparound services. These Counselors meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin to provide updates.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Tier 1 Glades Central High School uses the Gradual Release (GR) Model of Instruction for Instructional Delivery. There are 4 components of the GR Model: I Do (Whole Group – teacher led instruction); We Do (Guided Instruction – teacher and student working together); You Do It (Student Collaboration); We Do It Alone (Student working independently). The SwPBS plan is introduced to students during the first two-weeks of school. Teachers and Administrators review the SWAG (Safety, Willingness, Achievement, Genuine) Matrix and explain our behavior expectations. Referral to SBT to start interventions for academics or behavior. Tier 2 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following small group differentiated instruction: During small groups some students are on the computer working on Reading Plus and Spire which are used for Tier II intervention these small group instruction are done in a Google Meet break-out room or face to face instruction. Math small groups students are working the computer, Pull out tutoring for targeted students are pull-out or signed-up for after school tutoring. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency are made to provide support in school, home, or community centers. Tier 3 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following: Small group differentiated instruction: During small groups a few students if needed are working with the classroom teacher or Pull out tutoring via Google Meet break-out room or face to face instruction: Targeted students are pull-out or signed-up for after school tutoring. Referral to Child Study Team (CST): Review progress monitoring data to see if the school psychologist will receive a referral for testing. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency: To provide support in school, home, or community center. Alternative Placement for academics/behavior meetings are also scheduled if needed.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Glades Central High School currently has 3 Leadership Teams specifically focused on Instruction. These teams consist of teachers and administrators. The teams are: Admin, Instructional Leadership (ILT), and Guidance Cohort. They meet at least once a month (weekly and bi-weekly for Admin/ILT) to discuss and review data, discuss strategies, develop action plans, monitor progress and revise the plan when necessary. Data is a very important part of all discussions. Leadership Teams discuss school wide data. Examples of data analyzed: school based, district and state assessments, national standardized test (ACT/SAT), PSAT results, adaptive technology usage (Reading Plus, IXL, or Spire, ). Glades Central High School has created a Master Schedule that allows time for teachers in Core Classes (Math, Science, English, Social Studies) to plan individually and with members of their team. All teachers have at least one period per day to plan; this includes Electives (Academy Courses, PE, Music, etc.). During CIP (Collaborative Instructional Planning) and common planning time, teachers develop lesson plans that are driven by the standards and their individual student data. Although there is a heavy focus on core classes and state/national assessments, we are committed to providing our students with a well-rounded education. Our Mission Statement says, Glades Central is committed to ensuring ALL students have options upon completion of high school. This means, students will be prepared for college, military and the workforce. We currently offer courses to provide students with on the job training. These courses/academies include: Medical Science Academy; students participate in clinicals at a Doctor's office in Pahokee, Lakeside Medical Center Hospital, Joe DiMaggio Children's Hospital, Walgreens, and CVS Drug stores. The Engineering Programs gives students an on-campus internship through their partnership with local Engineering Firms. The Agricultural Program provides students with opportunities to learn from local farmers and through their partnerships with the sugar cane industry. The students also go on field trips to local farms. This school year the Agricultural program has a food bank/pantry here on campus (Muck Market). Students needing additional support with their studies are encouraged to participate in our extended learning programs. We offer in class peer tutoring is provided to AVID students with AVID tutors. We also offer pullout tutoring opportunities during the day in select testing areas. In addition, we offer after school tutoring in all tested areas every Tuesday and Thursday from 3:00 – 4:00. In addition, we offer an open lab for homework, ACT/SAT registration and other assistance Monday – Thursday from 3:00 – 4:00. Glades Central High School also offers at least 30 extra-curricular opportunities to school. During the Fall and Spring Semester, we conduct Club 2.0 Rush Week. Club Sponsors and Members market their clubs the entire week with flyers, announcements, and other creative ways. On Friday of that week, each club has a booth setup to discuss their club and what it has to offer students. Interested students are able to ask questions and sign up if they would like to join. Through these extra-curricular opportunities, students are able to extend their learning beyond the classroom. They participate in college tours, team building activities community awareness events, and more.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Glades Central High School is committed to building students' awareness of and readiness for post-secondary opportunities and the workforce. We currently provide our students with: Live college tours occur during the Fall semester for seniors, ACT and SAT Test Prep open to everyone. College tours available for students 9 -12 (Migrant, AVID, juniors/seniors), Annual College & Career Fair offered in the Spring for juniors, sophomores, and freshmen. Dual Enrollment weekly meetings here on campus with a representative from Palm Beach State College. West Tech opportunities, Partnership with West Technical School and Palm Beach State College for students interested in Megatronics, Construction and Welding. Lunch table college visits open to all students, Partnerships with local agencies to support the Agriculture, and Criminal Justice and Engineering programs. All ELA courses are AICE English General Paper, or AICE English Language. Most of our 9th are graders enrolled in Earth Space Science Honors.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

N/A

## Professional Development

### 1. Professional Development

Glades Central provides many opportunities to improve the delivery of instruction and use of data. Opportunities such as: Structured Data Days have been put in place to provide additional time for teachers to review data, collaborate, develop instructional focus calendars, etc, Monthly Mini Professional Learning activities have been scheduled to focus on school academic initiatives (i.e. Cornell Note Taking, Rigor in the Classroom, Khan Academy, Identifying Critical Content, Monitoring Students, How to incorporate the AVID binder, etc.), Biweekly or weekly Professional Learning Communities (PLC) are facilitated by the Single School Coordinator, Instructional Coach & Administrator, and Regional support team (2 people) are here on campus weekly conducting walk through, providing feedback, and attending PLC or ILT.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Glades Central High School is committed to providing a quality education for all students. This begins with highly effective teachers. As a means to recruit highly qualified teachers, we attend district and out of county job fairs, collaborate with our Human Resources (HR), Regional Office and Tri-cities Education Committee. In the event we are unable to secure a certified teacher for a position, we hold the substitute to the same teacher expectations. We also provide long-term substitutes with professional development, opportunities to plan and support from Instructional Leaders. Teachers working in any of our Glades Schools are offered a Glades Supplement and in some cases a signing bonuses and pay for performance. Once we have recruited the best and brightest teachers, we do everything we can to keep them employed as teachers at Glades Central High School. New teachers are brought in at least a week early for an orientation. They are assigned to Mentor Teachers and meet regularly, participate in Collaborative Planning, supported by Admin and Coaches and participate in Professional Development. In addition, teachers have opportunities to earn additional money as a tutor or club/sport sponsor. The Instructional Leadership Team has an open door policy. Teachers are free to ask questions and share their frustrations in a "judge free" environment. Teachers, staff and students are also celebrated daily; however, the 3rd day of each month has been set aside to share accomplishments with the entire Raider Family during Celebrate a Raider Day. Teachers are given teacher packets that consists of paper, writing utensils and other trinkets. Students are given gift cards. At the end of each year, teachers and staff are awarded gift cards based on the number of Irreplaceable Stars they have received each month. These gift cards are donated by the Admin Team.