
Title I Comprehensive Schoolwide Plan
PALM BEACH GARDENS HIGH SCHOOL (1371)

ELA

1. List prioritized needs statements.

54% of 9th-grade students were not proficient on the SY25 FAST Reading Test after PM2 (at checkpoint 3). 42% of 10th-grade students were not proficient on the SY25 FAST Reading Test after PM2 (at checkpoint 3).

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

Students enter high school reading below grade level. Students especially have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic growth. Lack of differentiated learning in the classroom so student reading deficiencies are not addressed individually. Students lack the supplies needed to be successful in the classroom. Parents struggle to access and utilize resources to support student learning at home. Teachers struggle with classroom management.

3. Share possible solutions that address the root causes.

Increase exposure to reading across the content areas. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address reading deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually. Increase parent engagement, parent training and support.

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

- Communication

Communicate title I information (translated), parent training events, student progress updates, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night (learning strategies)

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

- School

PBGHS will provide a safe environment conducive to learning. PBGHS will promote a family-friendly environment where visitors are welcomed and encouraged to become actively involved in our school and their students academic progress. PBGHS will communicate effectively and frequently with students and their families regarding student progress. PBGHS will provide a high-quality curriculum and instruction that enables students to meet high standards and earn a high school diploma. PBGHS will respect and value the wide variety of cultural differences of students and families.

- Students

Follow the Traits of a GREATER GATOR. Goal-oriented – exceed academic expectations, Always Positive – Stay positive and focus on the big picture, Takes Ownership – Be responsible for you, ON TIME – attend every class and be on time, and Respectful – Respect yourself, others, and property at all times Be prepared for school each day and dress appropriately. Ask for help when needed. Report dangerous situations or problems to the school and/or families. Take pride in school, home, and community. Be willing to strive for excellence.

- Parents

Be sure, the student attends all classes every day. Be sure, the student is on time and prepared. Monitor SIS, progress reports, report cards, and test results, and notify the teacher, guidance, and/or administration regarding concerns. Follow the PBGHS testing schedule, ensure the student is on time, and present for all testing. Visit and communicate live and virtually with the school frequently and conference with the teacher. Supervise the student's positive use of extracurricular time. Volunteer or assist the school as often as possible and ask for assistance from the school when needs arise. Check the PBGHS Website and emails for important school information Listen to PBGHS Callouts & Attend Parent focused meetings when possible (SAC, Open House, Annual Meeting, Academic Night)

- **Staff Training**

Provide professional development to staff in how to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and the communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment. Staff training on specific reading strategies aimed at increasing literacy skills across all subject areas. Staff training will include lesson planning, engagement strategies, parent-teacher meetings, relationship building, and standard/task alignment. Professional development will be provided on differentiating instruction in the classroom and utilizing digital tools/software to target student academic needs.

- **Accessibility**

Communicate with parents frequently to share student progress and resources provided to support students and families. Communicate through school counselors to gather information on students who exhibit homelessness and other needs. Provide language translation services for meetings, conferences, and trainings. Welcome families with all abilities and provide paths for those individuals to access all resources equally. Limited English Proficiency families will be provided language translation services for meetings, conferences, and trainings. PBGHS campus is accessible to all physical abilities through ramps and elevators. Counselors are trained to provide services to families experiencing homelessness. A dedicated staff member serves as a liaison between PBSB Multicultural Department and our PBGHS migrant families to provide needed services.

Math

1. List prioritized needs statements.

70% of Algebra students are not proficient on the SY25 Algebra midterm assessment 65% of Geometry students are not proficient on the SY25 Geometry midterm assessment

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

Students enter high school deficient in foundational math skills. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic growth. Poor retention of previously taught math concepts. Lack of differentiated instruction in the classroom so student academic deficiencies are not addressed individually. Students lack the materials necessary to be successful in the classroom. Parents lack knowledge of the tested content, how to support their student's academic needs at home, and how to monitor student progress in math.

3. Share possible solutions that address the root causes.

Decrease class size to increase additional opportunities for teachers to work with students individually. Provide professional development to instructional staff on lesson planning, standard/task alignment, and instructional strategies that foster student engagement and knowledge retention. Plan for subject-specific and nontraditional PLCs to meet and identify opportunities for early math intervention, standards to reteach, shared instructional practices, and resources. Support math teachers by providing resources for mini lessons to reteach high-yield standards. Student access to digital software that allows teachers to address math deficiencies for each student. Provide supplies in the classrooms to make sure all students have access to the materials they need to be successful. Train parents to support student math practice with district digital resources at home.

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

- Communication

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- Parent Training

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

- School

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- **Parents**

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- **Accessibility**

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Science

1. List prioritized needs statements.

44% of students were not proficient on the BIO EOC EOY assessment in SY24. 33% of students were not proficient on the SY25 BIO EOC midterm assessment.

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

Students enter high school reading below grade level. Students have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Teachers struggle to assign student tasks aligned with standards. Poor student attendance does not promote academic growth or retention of previously taught concepts. Lack of differentiated instruction in the classroom so student academic deficiencies are not addressed individually. Large class size. Students come to school without materials needed to learn in the classroom - no pencils, paper, or calculator. Parents are unaware of the support provided at the school and virtually. Parents don't understand the standards taught in the course or the platform used for the assessment of those standards. Parents struggle to support their students in the classroom.

3. Share possible solutions that address the root causes.

Increase exposure to informational text and rich vocabulary. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address academic deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually. Provide parent training on digital resources, tutorial opportunities, testing, and curriculum. Purchase supplies for teachers to have in the classroom so students can access what they need for class. Support students outside of the classroom through in-person and virtual tutoring. Purchase lab materials for hands-on learning in the science classrooms.

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

• Communication

Communicate title I information (translated), student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- School

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- Parents

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- **Staff Training**

Provide professional development to staff in how to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and the communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment. Staff training on specific reading strategies aimed at increasing literacy skills across all subject areas. Staff training will include lesson planning, engagement strategies, parent- teacher meeting, relationship building, and standard/task alignment. Professional development will be provided on differentiating instruction in the classroom and utilizing digital tools/software to target student academic needs.

- **Accessibility**

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Social Studies

1. List prioritized needs statements.

48% of students were not proficient on the USH EOC EOY assessment in SY24 42% of students were not proficient on the SY24 USH EOC midterm assessment

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

Students enter high school reading below grade level. Students especially have difficulty comprehending informational text. Students enter high school with below-grade-level vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Teachers struggle to plan for student tasks that are aligned with standards. Poor student attendance does not promote academic growth. Lack of differentiated instruction in the classroom so student reading deficiencies are not addressed individually. Students come to school without basic classroom supplies. Parents don't know how to support student academic success in the home.

3. Share possible solutions that address the root causes.

Increase exposure to informational text and rich vocabulary. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address reading deficiencies and differentiate instruction. Decrease class size to increase additional opportunities for teachers to work with students individually. Purchase classroom supplies for teachers to provide to students for daily use. Host parent training on how to support your student's academic success from home and how to monitor your student's academic progress.

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

- Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

- Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

- School

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Acceleration Success

1. List prioritized needs statements.

47% of our students graduating in SY24 did not earn Acceleration Points

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

Students and families are not aware of the opportunities for acceleration success on campus. Acceleration opportunities do not align with student interests. Lack of student success in accelerated coursework contributes to low enrollment in future courses. Lack of academic support for students at the accelerated academic level. Need for targeted support for acceleration courses. Lack of differentiated instruction in the classroom so student deficiencies are not addressed individually.

3. Share possible solutions that address the root causes.

Communicate opportunities for CTE and advanced academics to students and families. Align CTE and advanced courses to student interests. Provide academic support for students to succeed in advanced coursework. Identify advanced courses that yield high success for students and increase enrollment in these courses. Provide opportunities outside of the classroom for students to access college and career opportunities. Provide opportunities for teachers to obtain PD to strengthen their instruction. Counselors and mentors meet with students to provide goal-setting and progress check-ins with emphasis on how accelerated and CTE coursework is important in college and career.

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

• Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

• Parent Training

Provide the following activities to assist families in understanding the state curriculum and assessments and to help families improve their students' academic achievement: Back-to-School Training Path to Success/From High School Diploma to College/Career Curriculum Night

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

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Graduation Rate

1. List prioritized needs statements.

6% of seniors did not graduate with their cohort in SY24 15% of students were unexcused absent 10+ days in the first semester of SY25

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

Students did not pass the math or reading test required for graduation. Students enter high school reading below grade level. Students enter high school deficient in key math skills. Students enter high school with limited vocabulary knowledge. Classroom lessons are not aligned with standards. Students are not engaged in class. Student tasks are not aligned with standards. Poor student attendance does not promote academic success. Lack of differentiated learning in the classroom and student academic deficiencies are not addressed individually. Families are unaware of graduation requirements. Host parent trainings on how to support your student's academic success from home and how to monitor your student's academic progress.

3. Share possible solutions that address the root causes.

Increase student reading and vocabulary instruction across the content areas. Intensive academic support for identified academic deficiencies through summer programs, after-school, or weekend instruction. Professional development for teachers to include lesson planning aligned to standards, student task alignment aligned to standards, and high-energy targeted instruction to increase student engagement in the classroom. Provide access and training on digital tools, and software to address academic deficiencies and differentiate instruction. Identify students who have excessive absences and communicate with families (including home visits) to improve student attendance in school. Communicate graduation requirements to families, students, and staff with goals to accomplish at each grade level. Student access to counselors through frequent goal-setting sessions.

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

- Communication

Communicate title I information, student progress updates, parent training, school events, extracurricular activities, curriculum, digital resources, and graduation requirements to our families through callouts, SIS, social media, PBGHS Newsletters, and flyers sent home via your student. Our goal is to keep communication between the home and school open and ongoing.

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Action Step: Classroom Instruction

Sustain an environment focused upon increasing access to instructional staff through decreasing class size, providing tutorial access, and increased personnel, as well as providing technology and resources that promote continuous student achievement.

Budget Total: \$757,149.90

Acct Description	Description																																			
Classroom Teacher	The Intensive Reading Teacher will provide scaffolded and rigorous instruction for 11th grade students who have not met the required reading score for graduation in a small class setting.																																			
Classroom Teacher	The Biology Teacher will provide scaffolded and rigorous instruction for 10th grade students in small class setting.																																			
Classroom Teacher	The Intensive Reading Teacher (grades 9-12) will provide scaffolded and rigorous instruction for Level 1 and students in 9th grades in a small class setting.																																			
Out-of-system Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Substitutes for Title I funded classroom teacher positions</td> <td>7</td> <td>\$21.00</td> <td>7</td> <td>7</td> <td>1</td> <td>Original</td> <td>\$7,032.00</td> </tr> </tbody> </table>								Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Substitutes for Title I funded classroom teacher positions	7	\$21.00	7	7	1	Original	\$7,032.00												
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Acct Description	Description
Classroom Teacher	The Biology Teacher will provide scaffolded and rigorous instruction for 10th grade students in small class setting.
Classroom Teacher	The Social Science grades 9-12 teacher will provide differentiated instruction to support both EOC and acceleration in small class setting.
Classroom Teacher	The English Teacher (grades 9-12) will provide scaffolded and rigorous instruction for Level 1 and Level 2 12 grade students who need to meet graduation requirements in a small class setting.
Resource Teacher	The Resource Teacher will serve as graduation support staff and will track graduation rate year-round and ensure students (grades 9-12) receive the necessary supports to stay on track for graduation.
Extra Periods	Extra periods will improve student achievement in core content areas (Grades 9-12 ELA, Reading and math) further reducing class sizes to allow for more effective differentiated instruction. (R. McLendon, J. Faustin, V McLean, C. Manson, E. Paccione, and S. Thomas) TOTAL = 6 teachers
Classroom Teacher	The Math College Algebra (grades 9-12) teacher will provide scaffolded and rigorous instruction for Senior students who have not met graduation requirements to provide Algebra support in smaller class groups for effective impact on graduation rate.

Action Step: Professional Learning

Leverage technology and dedicated in-house professional support personnel to increase teacher capacity for instructional effectiveness.

Budget Total: \$0.00

Acct Description	Description
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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: \$11,556.60

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Overtime for CLFs (2)	2	\$72.00	1	2	2	Non-Certified	Original	\$576.00	
	CLFs will provide translation at PFEP trainings and parent-teacher meetings	2	\$27.00	3	1	4	Non-Certified	Original	\$636.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Chart Paper (pack of 12)	6	\$125.00	General Supplies	Original	\$750.00				
	Pencils (pack of 6)	50	\$12.00	General Supplies	Original	\$600.00				
	Cardstock	10	\$75.00	General Supplies	Original	\$750.00				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Markers (pack of 12)	51	\$18.00	General Supplies	Original	\$918.00
	Shipping	1	\$5.00	General Supplies	Original	\$5.00
	Copy Paper	30	\$48.50	General Supplies	Original	\$1,455.00
	Project Boards (academy, club, sport, scholarship, college admission info for parent events)	30	\$35.00	General Supplies	Original	\$1,050.00
	Post-it Notes	21	\$22.00	General Supplies	Original	\$462.00
	Binders (pack of 4)	12	\$25.00	General Supplies	Original	\$300.00
	Folders (pack of 12)	75	\$15.00	General Supplies	Original	\$1,125.00
	Pens (pack of 6)	50	\$12.00	General Supplies	Original	\$600.00
	Clip Boards	20	\$7.99	General Supplies	Original	\$159.80
	Ink/Toner (flyers for PFEP, School/Parent Compact, & graduation information)	20	\$87.00	Technology	Original	\$1,740.00
	Adjustment - benefits credit and final allocation.	1	\$21.80	General Supplies	Other	\$21.80

Mission Statement

1. Mission Statement

Our mission is to provide families with skills to assist their students in meeting graduation requirements and facilitating post-secondary success by strengthening school and family partnerships through effective communication, resource support, and training.

Involvement of Stakeholders

Name	Title
Michelle Fleming	Principal
Michele Daily	Graduation Coach
Karensa Wright	Assistant Principal
Shelia Grant	Community Member
Kim Smith	Assistant Principal
Grace Bodden	Parent
Karen Marcus	Community Member
Lori Vassalotti	School Staff
Allyson Bodden	Student
	Parent

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

Invitations will be sent to families to inform them of the opportunity to participate in SAC. We will also post the information on PBGHS social media, the school website, and inform families through Parentlink. Parents and community members that attend are informed of the importance each participant plays in our decision-making process. Our school will make sure that the membership mirrors the diversity of our student population. Parents/community members willing to serve are accepted and voted in as SAC members to represent our school community.

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

In SY26, the stakeholders will meet on the following dates @ 6:00 PM. February 2025 - Title 1 Schoolwide Plan Comprehensive Needs Assessment Meeting September 9, 2025 - discuss Parents' Right to Know, review SWP, Compact, PFEP, Annual Meeting, and current F/R %. October 2025 - District PFEP summary, SWP update and availability, notification of out-of-field teachers, and tutoring update February 2026 - CNA Stakeholder meeting April 15, 2025 - SWP Implementation reflection, PFEP, and Parent Compact Documentation of implementation was submitted to Title I for review.

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

Stakeholders provided input after they reviewed schoolwide data and student needs. The outcome was that training on graduation requirements, post-secondary support for families, literacy strategies, and communication tools would support academic achievement for students. Budget was allocated for parentengagement supplies, and parent support by staff.

Name	Title
Michelle Fleming	Principal
Michele Daily	Graduation Coach
Karensa Wright	Assistant Principal/Title 1 POC
Kim Smith	Assistant Principal

Annual Parent Meeting

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

SY26 Title 1 Annual Meeting will be held in the media center at 5 pm on Tuesday, September 9, 2025.

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

Parents and teachers will be notified of the Annual Meeting by phone call and email. The community, parents, students, and teachers will receive notification on the school marquee and school social media sites.

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

The Annual Meeting will take place in the media center. The presenter will utilize the Smartboard presentation system and microphone. Handouts of the presentation and flyers of relevant school information will be provided as well as pens to write with. Title I Annual meeting resources (flyer, invitation agenda, etc.) from Title I website will be used.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Welcoming and Inclusive Schools for All Students and Families

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

Staff will be able to support the unique needs of English Language Learners using the different communication resources and strategies provided by PBCSD.

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

Impact: Increased student attendance. Increased communication with families of English Language Learners. Increased student achievement.

- What will teachers submit as evidence of implementation?

Sample evidence of communication with families documented through Parentlink or Parent Contact Log; Translated communication (flyer, handouts etc) to families; Feedback from families

- Month of Training

August 2025

- Responsible Person(s)

Karensa Wright

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent and Family Engagement

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

Staff will learn best practices to communicate with families via email, Parentlink, and phone. Staff will be able to effectively communicate in parent meetings/conferences. Staff will identify opportunities within their class for family engagement.

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

Increased student achievement, attendance, and promotion to challenging classes. Decreased student discipline due to better social skills and behavior issues.

- What will teachers submit as evidence of implementation?

Parentlink log and lesson plan and conference notes

- Month of Training

September 2025

- Responsible Person(s)

Karensa Wright

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Keys to Success

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

Families will be provided with the information they need to navigate the PBS D SIS Gateway program and access student grades and attendance. Information on community resources and school contact information, and resources will also be provided. Families will learn about the core content taught (Math, Science, Literacy) and state standards. Families will learn what assessments are required for graduation and how to support student success on these assessments.

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

Families will log in to the SIS Gateway program with support from school staff. Staff will walk them through the steps to view student information and how to email teachers from SIS Gateway.

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

Increased student achievement by improving the ability of families to monitor student progress toward graduation.

- Date of Training

Early October 2025

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Presentation materials: Smartboard and microphone Handouts, sign-in sheets Pens/pencils Laptop computers for attendees

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Pathways to Success

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

Families will access career research tools available through PBCSD and learn about postsecondary opportunities. Families will review goals for their students to accomplish by the end of each year of high school. Families will also explore different financial aid options available for their students. They will access the SIS Gateway to monitor their students' academic success and learn about available scholarship opportunities.

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

Families will log in to the SIS Gateway program and review their student's progress towards graduation.

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

Increase in graduation rate and postsecondary student success (scholarships)

- Date of Training

November 2025

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Presentation materials: Smartboard and microphone Handouts, sign-in sheets Pens/pencils Laptop computers for attendees

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent University

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

Families will learn how to support their students to be successful in high school. Parents will learn about the credits required for their students to graduate on time with their graduation cohort, and options for college credit through AICE/AP classes on campus and Dual Enrollment on/off campus will be shared with families.

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

Families will log in to SIS and review the courses their students have completed. They will track progress toward graduation and AICE diploma.

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

Increase in graduation rate as well as increased participation and success in accelerated courses.

- Date of Training

February 2026

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Presentation materials - Smartboard and microphone laptop computers handouts pens/pencils

- Amount (e.g. \$10.00)

0.00

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

McKinney Vento - Safe Schools

• Describe how agency/organization supports families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) and additional support for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Parentlink communication via email of student housing questionnaires, sample communication with the MVP department, flyer, information about MVP is shared with parents.

• Frequency

As Needed

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

• Name of Agency

TRIO

• Describe how agency/organization supports families.

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

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

Emails and fliers and referrals

- Frequency

Yearly

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes for CLF's to support the needs of ELL students and their families.

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

District form requesting document translation, email communication with Multicultural Department, PFEP documentation translated in multiple languages.

- Frequency

As needed

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

Parents will be informed in multiple languages (Eng, HC, and SP) about Title I programs through Parentlink, PBGHS website and social media, SAC meetings, Curriculum Nights, and Annual Meeting.

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

*SAC agendas *Parentlink distribution sheet *PBGHS Newsletter *PBGHS Social Media posts *Translated information to families

- Description

Parents will be informed in multiple languages (Eng, HC, and SP) about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page, and SIS Parent Gateway.

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

*Curriculum Night information *Parentlink distribution sheet *PBGHS Newsletter *Translated information to families

- Description

Parents will be informed in multiple languages (Eng, SP, and HC) about the academic assessments and proficiency levels on FSA/EOCs, SAT/ACT, diagnostics, and other academic assessments via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page.

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

*Sample Progress reports *Sample Report cards *Parentlink distribution sheet *Translated information to families

- Description

Parents will be informed in multiple languages (Eng, HC, and SP) ways to participate in decision-making opportunities such as curriculum night, parent conferences, and graduation information night through Parentlink, social media, and PBGHS newsletters.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot *Translated information to families

- Description

Meetings will be held Face-to-Face, Virtually, and Hybrid depending on the type of meeting. Meetings are scheduled on campus at times when other campus events are held to minimize transportation barriers. Meetings dates and times are communicated to families in a timely manner to allow them time to plan to attend.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot *Sample meeting schedules

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**

PBGHS employs translators who speak the parents' native language and are available for parent meetings and conferences to ensure proper communication. All correspondence (including School-Parent Compact and academic reports) will be translated for effective communication. Sample evidences include translated invitations and fliers.

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

Translated invitations, translated newsletters, and parent meetings/conferences with CLF present to provide translation services.

- **Description**

The school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent accommodations/needs are required.

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

Include photos of handicapped parking, handicapped ramps, and elevator.

- **Description**

Once Migrant families are identified, school staff will survey families to determine their needs and allow the school to provide resources and information needed. School staff will work with families and assist them in removing barriers that prevents them from participating being involved in their child's education and in school activities. We will seek assistance from Title I Migrant Education Program.

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

Referrals for services, email with Multicultural Dept staff regarding Migrant students, and flyer of information on services offered.

- Description

School staff will assist families experiencing homelessness by providing resources and information. School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities. School staff will also seek assistance from the McKinney Vento Program (MVP) as needed, to ensure families have equal access to the same educational opportunities as non-homeless students.

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

Include referrals for services, a completed housing questionnaire to Mc-Kinney-Vento program, and information of services offered.

Other 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

1. Building Students' Non-Academic Skills

At PBGHS, we have:

- Operational school-based team that meets weekly to discuss students with barriers to academic and social success
- Instruction and various campus activities address the social/emotional needs of students and integrates Skills for Learning and Life
- Connect students to agencies with cooperative agreements with PBSO or are available on campus. PBGHS has a DATA counselor on campus every day to meet the various needs of our students
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school needs. Include core (classroom guidance, workshop, assembly), supplemental (solution-focused small group)

The Guidance Department of Palm Beach Gardens High School provides many services to enhance our students' social and emotional well-being. We are equipped with a school-based DATA counselor who addresses various issues from grief counseling and coping skills to stress management and bullying prevention. We utilize referral agencies such as CINS/FINS (children and families in need of services) as well as other local agencies to provide services stemming from mental illness to homelessness. In addition, the counselors attend professional development workshops to keep abreast of the latest strategies and resources that assist in providing enhanced care for our students during individual counseling sessions.

PBGHS Single School Culture and SwPBS Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The Gator staff along with the SwPBS team has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs. The goals to create a positive CLIMATE PBGHS :

- Provide professional development on life learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community.
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment, and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. (Strategic Initiative #9: Develop an approach for bullying prevention)

Strategic Plan Alignment: Strategic Initiative #1 (Educate) Academic Excellence & Growth leads our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career-ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate academic targets, analyze their data, derive feedback, and develop their plans for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

PBGHS: SBT in place - with a team that includes APs, guidance counselors, behavioral health professionals, and graduation coaches • Universal Guidelines and behavior matrix taught and reviewed through the school year to ensure students are aware of school expectations. • Ensure teachers are trained in Classroom management strategies • The SwPBS team reviews classroom data to ensure students are engaged while in class. • Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback • School-wide recognition system is in place Early Warning System PBGHS: • Attendance below 90 percent, regardless of whether the absence is excused, or a result of out-of-school suspension • One or more suspensions, whether in-school or out of school • Course failure in English I • Course failure in Algebra I • A Level 1 score on the statewide, standardized assessments in Reading • A Level 1 score on the statewide, standardized assessments in Algebra EOC • Effective multi-disciplinary teams in place to problem solve and create action plans • Reading Plus, District-Created Reading Intervention Lessons, and small group • Planned Discussions, Goal Setting for identified students; • Notification procedures for parents, agency, and community outreach; • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources; * Students scoring a Level 1 or in the Lowest 25% on the ELA FSA will be placed in an Intensive Reading class • Students scoring Level 2 on the ELA FAST will be placed in an Intensive Reading class or with a reading-endorsed teacher • Students who fall behind on earned credits will be placed in an Edgenuity class during the regular day

Provision of a Well-Rounded Education

1. Well-Rounded Education

PBGHS, students are immersed in rigorous tasks encompassing the full intent of the standards. • Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. • Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. PBGHS creates ongoing opportunities for teachers to work in PLC to study the data of their students as both teachers and students navigate through the first year of BEST standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards. The school focuses on the literacy improvement of every student by: The SDPBC provides FSQs, USAs, in the core areas, and DOE's FAST testing in ELA 9th and 10th. Using data from EDW and Performance Matters the PLC teams use analyze the results to drive the instruction in the classroom. The following is also implemented: An example of supplemented instruction would be a Level 1 ELA FSA student being placed in an Intensive Reading class. One of the ways the student would receive differentiated instruction would be using Reading Plus. Utilizing a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs Creating a schedule with an uninterrupted 50 minute daily reading block Providing instruction based on student needs Providing instruction aligned with DOE FL BEST standards Monitoring progress at the grade, class, and individual student level during Professional Learning Communities (PLCs) Conducting data chats with students • Students take ownership of their learning through voice and choice to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential Tutoring PBGHS provides after-school tutoring in all core subject areas. The tutoring is available in subjects including AP, AICE, and Edgenuity. Additional AP & AICE test practice sessions are available to our AP students on Saturdays in the spring. Courses/Electives - Job skill focused: At PBGHS, several initiatives and programs have been established to foster a college-bound culture and support administrators, teachers, students, and families as they work toward achieving college readiness for all Gators. Some of these initiatives within Single School Culture © Initiatives include: • The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or Dual Enrollment • The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college-ready and prepared for postsecondary success • The SAT school day test administration, which allows the opportunity for students to take the SAT on their school campus during a school day, to remove barriers to Saturday testing for low-income students. students • The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies • The Johnson Scholars Program, which funds \$10,000 in scholarships annually for four-year cohorts of students who compete during their senior year

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At PBGHS, several initiatives and programs have been established to foster a college-going culture and support administrators, teachers, students, and families as they work toward achieving college readiness for all students. Some of these initiatives include:

- The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or Dual Enrollment
- The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college-ready and prepared for postsecondary success
- The SAT school day test administration, which allows the opportunity for students to take the SAT on their own school campus during a school day, aims to remove barriers to Saturday testing for low-income students
- The AVID (Advancement Via Individual Determination) program, which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program, which funds \$10,000 in scholarships annually for four-year cohorts of students who compete during their senior year
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- The promotion of increased student participation and performance in AICE coursework

Palm Beach Gardens High School offers a myriad of courses that utilize a curriculum that is relevant to practical life experiences. The lessons and level of instruction incorporate activities that address skills and experiences that employers seek in the workplace. Across interdisciplinary departments, students work in cooperative learning groups to foster and encourage collegiality and partnerships. Students participate in job shadowing programs and also develop projects that reinforce classroom instruction thus, making them key stakeholders in their education while enhancing their personal experiences. PBGHS provides the following opportunities for students via the Magnet Program: Culinary Arts Global Business and Entrepreneurship Medical Sciences - Pre-Medicine Navy JROTC Sports Management and Recreation TV and Film Production Technology Tourism, Hospitality and Resort Management Medical Sciences – Pre-Medicine The Medical Sciences Program offers an innovative, integrated learning environment designed to provide the student with the medical skills and training necessary to succeed in postsecondary healthcare career education and/or to successfully transition into the healthcare workforce. This comprehensive program combines a rigorous academic curriculum with intense clinical and laboratory experience. Student internships at area hospitals and other healthcare facilities are conducted under the supervision of Academy Health Sciences staff. Industry Certifications: Emergency Medical Responder Certified EKG Technician Certified Medical Administrative Assistant Certified Patient Care Technician CPR & First Aid Sports Management & Recreation The Sports Management and Recreation Program provides students the opportunity to pursue a course of study leading to college degrees in sports management, marketing, recreation, health and fitness. Students take courses that stress communication, problem-solving, teamwork, business, and technology, as well as participate in summer internships. For hands-on experiences, students plan and run at least one sporting event. Through internships and special projects, students apply business knowledge learned in school and the community. Global Business & Entrepreneurship The Global Business & Entrepreneurship Program is designed to complement a rigorous academic course of study with a focus on business and entrepreneurship. Students will participate in many hands-on experiences, mentorships, internships, site visitations, and local, state, and national competitions associated with business. Students will complete internships linking the resources of business, education, and community, and students may be required to develop a real international company.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

not applicable

Professional Development

1. Professional Development

PBGHS has built PLCs (Professional Learning Communities) into our master schedule. Our tested areas in the subjects of English, Reading, Math, and Science now have a common planning period. Once a week for at least forty minutes, teachers meet and collaborate in their subject areas. This time is invaluable in helping both the new and veteran teacher share best practices with their peers in their subject area. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored, and instruction is modified as needed based on decisions made through collaboration and data-driven decision-making. AICE and AP teachers attend conferences related to the subject area being taught.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our Assistant Principals head our retention and recruitment, and our mentoring program. We actively pursue students from the local colleges to intern and do their student teaching at PBGHS. Gardens has gained many of our current staff members who first did their educational internships with us. Before the school year even starts, PBGHS provides learning opportunities not only for our new teachers, but new teachers to Gardens. We also provide a pre-start-of-the-year luncheon for our new teachers. Providing our newbies with time to prepare classrooms and take care of other school logistics related to computers, equipment, keys, etc. It is the primary focus of all our administrators to provide not only provide a safe environment for our students academically, but also for our teachers to thrive professionally. Most teachers leave the profession within the first two years of teaching. Our success in retaining and developing certified and effective teachers is the time and professional development we provide our new teachers. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first-year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.