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**Title I Comprehensive Schoolwide Plan**  
**BOYNTON BEACH COMMUNITY HIGH (2361)**

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# ELA

## 1. List prioritized needs statements.

A. In FY24, 40% of 9th and 10th grade students were proficient on the Florida Assessment of Student Thinking (F.A.S.T). Our goal is to main proficiency by increasing overall student achievement in ELA by 5%. B. 70% of 9th graders and 67% of 10th graders are reading below grade level.

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

A. Lack of student engagement and participation during instruction. B. Attendance in school. C. Lack of parent support and involvement. D. Students are not taking advantage of resources provided by the school. E. Students being below grade level prior to entering high school.

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

A. Increase student incentives such as trophies, food, snacks, "English class of the month." B. Make parent contact for attendance concerns. C. Add tutorials before athletics. D. Offer critical thinking class.

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

### • Communication

Continue to keep parents informed about their child's academic needs and resources through parent link.

### • Parent Training

Parent trainings on how to use the chromebook, FAST portal, Khanmigo, and Where to find resources to use at home.

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

### • School

Provide staff trainings, offer teacher and student incentives and provide parent trainings.

- Students

Student will read more, attend tutorials and class. As well as use time wisely and take accountability.

- Parents

Parents will attend training, communicate with teachers, have updated contact information in SIS and make sure students are coming to school as well as attending class and tutorials.

- Staff Training

Staff training on how to understand how to work with ESOL parents.

- Accessibility

When possible provide physical accommodations.

## Math

### 1. List prioritized needs statements.

A. In SY24, 30% of students in Algebra I and Geometry were proficient. B. 60.3% of Algebra 1 students and 74.6% of Geometry students, were below proficiency on the Midterm.

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

A. Testing fatigue (length of assessment within a time frame). B. Paper practice verse assessment on computer using coordinate planes.

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

A. Give students practice with sitting for assessments and practice using time management. B. Give more computer based practice. C. Remediation through small group and tutorials. D. Introduce Geogerra for more practice. E. make heterogenous small groups to help students learn from each other.

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

**• Communication**

Continue to keep parents informed about their child's academic needs and resources available through Parent Link.

**• Parent Training**

Parent training on Navigating Math Nation, Khanmigo, the online calculation, and state practice test.

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

**• School**

The school will offer after-school tutorials, in school boot camps and parent trainings via google meet and in person. Saturday tutorials before EOC's to ensure students are in after school activities can attend tutorials.

**• Students**

Students will complete practice and homework, attend tutorials and boot camps, and have their charged chromebooks to school daily.

**• Parents**

Students will attend trainings, communicate with the school and teachers, have current phone numbers and emails in SIS, make sure their students attending tutorials and class, and make sure students are practicing and preparing for EOCs at home.

- Staff Training

Staff training on engagement strategies to get parents involved and communication with parents.

- Accessibility

When possible provide physical accommodations.

## Science

### 1. List prioritized needs statements.

A. 35.1% of the students in Biology did not meet proficiency on the midterm. 54.7% of students were not proficient on relating structure to function for the components of plants and animal cells. Also, explain the role of cell membranes as a highly selective barriers from the Midterm. B. In SY24, 50% of the students were proficient in Biology.

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

A. Lack of student participation and engagement in class. B. Teachers not engaged with the students.

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

A. Attend professional developments that focus on incorporating student engagement activities. B. Peer observations and teaching methods during PLCs.

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

- Communication

The school will communicate with parents and guardians through Parent Link and Newsletter.

- **Parent Training**

Train parents on how to navigate google classroom, test taking strategies and how to navigate and use quizlet.

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

- **School**

The school will offer after school tutorials, lunch and learns, boot camps and student incentives.

- **Students**

Students will utilize resources, attend tutorials, advocate for themselves when they have questions, practice on their weakness and know their data.

- **Parents**

Parents will support the teacher and student. And review materials with their student.

- **Staff Training**

Staff will be trained on parent link to help communicate with parents.

- **Accessibility**

Available upon request.

## **Social Studies**

1. List prioritized needs statements.

A. In SY24, 59% of student in U.S History were proficient. B. 32.5% of students in U.S History were below proficiency on the Midterm Exam. C. 58.9% of student did not meet understanding of the 1920s, 1930s and demobilization standard on the Midterm.

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

A. Absenteeism. B. Not enough exposure to question types. C. Lack of instructional teaching time before the end of the semester.

3. Share possible solutions that address the root causes.

A. Do Nows on standards that are missed. B. Ice Breakers for student engagement. C. Tutorials. D. Review FSQs. E. Break down the diagnostic.

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

• Communication

Continued communication via newsletters and emails.

• Parent Training

ParentLink with video tutorials covering topics and skills in U.S History.

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

• School

The school will provide curriculum updates in the school weekly newsletter and send out messages through Parent Link.

• Students

Students will attend after school tutorials and in school boot camps.

- **Parents**

Parents will regularly check SIS, emails, and reach out to teachers with questions. Make sure students are attending class, tutorials and boot camps.

- **Staff Training**

Analyzing data to create small group instructions.

- **Accessibility**

Available upon request.

## **Acceleration Success**

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

A. Only 42% of students earned acceleration points in SY24, which was a 4% drop from SY23.

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

A. Minimal aligned curriculum to support the standards and classroom instruction. B. Limited avenues to earn acceleration points. C. Instructional staff lack certification in area of focus.

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

A. Offer opportunities for extended learning for students. B. Add additional courses for students to earn acceleration points and/or industry certification. C. Provide teachers with professional development opportunities.

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

- Communication

Constant contact with parents.

- Parent Training

Provide training opportunities to share the importance of earning acceleration points.

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

- School

The school will provide extended learning opportunities to support students needs.

- Students

Students will participate in extended learning opportunities. And learn to identify their area of need.

- Parents

Parents will support their students and school in the extended learning opportunities.

- Staff Training

Provide teachers opportunities for enrichment trainings and how to effectively communicate with parents.

- Accessibility

Language facilitators will be available at meetings and trainings. Provide accommodations to parents when needed.

## Graduation Rate

1. List prioritized needs statements.

A. In SY24, 9.3% of seniors did not graduate.

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

A. Lack of school attendance. B. Poor performance in courses required for graduation. C. Credit Recovery is not completed. D. Lack of parent involvement.

3. Share possible solutions that address the root causes.

A. After school credit recovery labs. B. Parent workshops on graduation requirements. C. Tutorials after school

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

- Communication

Send home graduation status letters via mail.

- Parent Training

Parent training on the "Pathway to Graduation".

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

- School

The school will provide family training on graduation pathways, and assist parents with in SIS and expectations.

- Students

Students will take ownership in their education.

- Parents

Parents will attend workshops to help understand grade level expectations.

- Staff Training

Staff training on how to communicate with parent via Parent Link

- Accessibility

Language Facilitators at trainings and accommodations provided upon request.

## Action Step: Classroom Instruction

Enhance student opportunities for differentiated and individualized instructional support and intervention by decreasing class size, providing tutorial programs, supplying students with targeted instructional materials, and adding support staff to case-manage student progress toward, and up to, graduation.

**Budget Total: \$203,631.00**

Acct Description	Description							
Resource Teacher	The AVID Elective Teacher will implement AVID classes in grades 9-12 for student college readiness and support.							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	AVID Elective Teacher Substitute Coverage	1	\$21.00	7	7	1	Original	\$1,005.00

Acct Description	Description																		
Grad Coach - Non-Tch	Graduation Coach will support 11th and 12th grade students not meeting graduation requirements; attend graduation requirement meetings; hold conferences with students regarding graduation needs; work closely with school counselors to help students meet graduation requirements; make home visits for struggling or chronically-absent students not on track to graduate.																		
Grad Coach - Non-Tch	Graduation Coach will provide assistance to students in 9th and 10th grades who are at risk of dropping out high school or failing to graduate; hold conferences; work closely with school Counselors and Administrators and track grades and attendance.																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 561 1215 638">Item</th> <th data-bbox="1215 561 1362 638">Quantity</th> <th data-bbox="1362 561 1522 638">Rate</th> <th data-bbox="1522 561 1774 638">Supply Type</th> <th data-bbox="1774 561 1906 638">Type</th> <th data-bbox="1906 561 2022 638">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 638 1215 711">General supplies (paper, pens, pencils, folders, binders)</td> <td data-bbox="1215 638 1362 711">1</td> <td data-bbox="1362 638 1522 711">\$905.50</td> <td data-bbox="1522 638 1774 711">General Supplies</td> <td data-bbox="1774 638 1906 711">Original</td> <td data-bbox="1906 638 2022 711">\$905.50</td> </tr> <tr> <td data-bbox="464 711 1215 784">Adjustment - benefits credit and final allocation</td> <td data-bbox="1215 711 1362 784">1</td> <td data-bbox="1362 711 1522 784">\$9,218.50</td> <td data-bbox="1522 711 1774 784">General Supplies</td> <td data-bbox="1774 711 1906 784">Other</td> <td data-bbox="1906 711 2022 784">\$9,218.50</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	General supplies (paper, pens, pencils, folders, binders)	1	\$905.50	General Supplies	Original	\$905.50	Adjustment - benefits credit and final allocation	1	\$9,218.50	General Supplies	Other	\$9,218.50
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Extra Periods	Certified teachers will provide support to students through Extra Periods (4) to facilitate small group or intensive instruction in the areas of Geometry (Bachir Fakhoury), Algebra 1 (TBD), English (TBD), and Science (TBD).																		

## Action Step: Professional Learning

Increase teacher capacity in increasing academic outcome for at-risk students through side-by-side professional staff member support and collaboration.

**Budget Total: \$274,302.00**

<b>Acct Description</b>	<b>Description</b>
Coach	Reading Coach will use coaching model to develop groups of teachers to collect and analyze data and develop action plans in response to determine student needs. As well as provide Reading Interventions for students in the lowest 25%
LTF	The Learning Team Facilitator will apply functions and principles for MTSS and support the implementation single school culture for academics, behavior, and climate.
Coach	Math Coach will use coaching model to develop groups of teachers and support them in their ability to provide rigorous, standard-based instruction in grades 9-12. Also, provide interventions to the lowest 25% groups of students in mathematics.

## 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: \$39,039.00**

<b>Acct Description</b>	<b>Description</b>
Parent Liaison - Para Level	Parent Liaison II to reach out to parents to provide support; to assist in planning parent engagement events and activities; to assist parents in understanding and utilizing SIS, college application process, FAFSA, and scholarships; and plan and execute parent trainings

## Mission Statement

## 1. Mission Statement

The faculty and staff of Boynton Beach Community High School will partner with families to support our students as they strive to become productive and contributing citizens.

## Involvement of Stakeholders

Name	Title
Moody Fuller	Principal
LaTasha McBride	Assistant Principal
Lavada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Leslie Copper-Dunbar	Assistant Principal
Sonja Haywood	Math Coach
Charman Postel	Community Member
Adrienne Grace	Parent
Chad Parker	Assistant Principal
Shawann Bryant	ESOL Coordinator
Deloris Ivery	Reading Coach
Nikita Young	SSCC

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

Members are selected by their involvement in the school setting, SAC membership, and community involvement. The Assistant Principals overseeing content areas (ELA, Math, Science, and Social Studies), the Math and Reading Coaches for their curriculum insight; the Parent Liaison for parent engagement opportunities; and parents and SAC members.

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

Stakeholders were provided an opportunity to give input at the Stakeholder Input Meeting which was held on Tuesday, February 11, 2025 @ 6:30pm. Stakeholders also had the opportunity to give input at meetings or through surveys given at SAC meeting on Tuesday, January 14, 2025 6:00 pm and at the CNA Leadership Committee Meeting in January and February. Input will be synthesized and implemented as appropriate.

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

The opportunity for providing input was open to all parents through invitation to our January, and February SAC meetings and CNA Leadership Committee Meeting held on Tuesday, January 14, 2025 and Tuesday, January 21, 2025. The committee members voiced concerns regarding overall student proficiency in Mathematics and ELA. As well as the increasing Acceleration Rate in industry certification courses.

Name	Title
Dr. Moody Fuller	Principal
LaTasha McBride	Assistant Principal
LaVada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Nikita Young	SSCC

## Annual Parent Meeting

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

The Title 1 Annual Meeting will be held on Tuesday, August 26, 2025 at 5:00pm in the Cafeteria.

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

Parents will be notified via weekly newsletters, school social media page, and call outs.

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

Power Point Presentation, hand out of resources, paper copies and QR code of evaluation and feedback.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Link

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

Staff will be learn how to send emails and text messages through Parent Link to give parents curriculum updates and class news.

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

The expected impact of this training is to help families stay updated with what is happening in the classroom which in return will lead to student success.

- What will teachers submit as evidence of implementation?

Parent Link logs and parent comment logs.

- Month of Training

Monday, August 4, 2025

- Responsible Person(s)

Nikita Young, Learning Team Facilitator (LTF) and Professional Development Team Members

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

- Name of Training

The Power of Connection: Engaging Families with Empathy

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

Staff will learn techniques on how to connect with families through empathy and social emotional skills.

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

The expected impact of this training on family engagement is to allow for staff to connect with parents social and emotional being effectively.

- What will teachers submit as evidence of implementation?

Parent comment logs

- Month of Training

November, 2025

- Responsible Person(s)

Nikita Young, Learning Team Facilitator (LTF) and Professional Development Team Members

## Parent Trainings

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

- Name of Training

Pathway to Graduation

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

9th Grade parents and/or guardians will learn the graduation requirement process.

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

Parents will participate in an academic game, Kahoot to test their knowledge regarding graduation requirements.

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

Parents will be able to actively engage in their child's academic success through high school and monitor progress towards graduation.

- Date of Training

Thursday, August 7, 2025

- **Responsible Person(s)**

Douglas Barr, School Counselor Lavada Williams, Parent Liaison Nikita Young, SSCC

- **Resources and Materials**

Smart board, Laptops, Power point presentation, Kahoot, QR code for evaluation and feedback, hand outs.

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

0.00

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

- **Name of Training**

Effective communication techniques with teachers

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

Parents will learn how to use SIS Gateway to communicate with parents. Parents will then show their children how to communicate with their teachers through SIS Gateway.

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

Parents will be given their individualized SIS Gateway login, set up their account, navigate the platform and learn how to send direct emails to teachers individually or as a group.

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

The expected impact of this training will improve enhance student motivation and engagement and help both staff and parents better understand student needs.

- **Date of Training**

October 14, 2025 at 6:30pm.

- **Responsible Person(s)**

Nikita Young, LTF Lavada Williams, Parent Liaison

- **Resources and Materials**

Smart board, SIS gateway login, laptop, and pencils and pens.

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

0.00

### 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

Multicultural Department

- Describe how agency/organization supports families.

Provides translation of documents and on site language support during events.

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

Translated documents, SIS Comment log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

Provides one-on-one support and representative will be present to give families academic strategies that can used at home.

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

Copy of SIS Comment Log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

College Representative from Palm Beach State College will provide insight on admission. And an Financial Aid Representative will give detailed information on how to apply for financial aid.

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

Copy of presentation, and emails that reflect planning.

- Frequency

One-time

## 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 learn of Title I programs through the Title I Annual Meeting. We also have a Title I section on the school website regarding how funds are allocated, announcements of parent engagement activities, schedule of after school tutorials, and avenues for providing parent feedback. (Information will be shared with families in appropriate languages). Notifications will also be sent out via weekly newsletters and callouts.

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

Through copy of weekly newsletters, and virtual and/or in person sign in sheets.

- **Description**

Parents will learn this information at the Pathway to Graduation parent involvement events. School counselors' email addresses will be posted to support parent contact and School Counselors will be present to answer any questions. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages). As well as in our weekly newsletters.

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

Through copy of presentation, and virtual and/or in person sign in sheets, and newsletters.

- **Description**

Parents will learn this information at the parent involvement events, trainings, newsletters, and social media. The Assessment Coordinator will be present to review testing procedures and plan. School Counselors will be present to answer any questions regarding academic standards. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages)

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

Through copy of weekly newsletters, and callout notification.

- Description

Meetings will be advertised through callouts, and flyers sent home in multiple languages, social media and weekly newsletters.

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

Through screenshots from the social media, newsletters, and samples of flyers that are sent home.

- Description

Meetings will start later at 6:00pm or 5:30pm instead of 5:00pm. Some trainings will be offered virtually to ensure parent parent participation.

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

Through screenshots from weekly newsletters, and samples of flyers that are sent home.

## **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

Key documents and information will be translated to major languages (handouts & callouts). Language facilitators will be available at parent engagement events. The Parent Liaison will create a google classroom with school and community resources.

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

Translated materials include School-Parent Compact, and flyers.

- Description

Provide RSVP with provision to request specific support such as physical disability, hearing impairment, etc. Provide photos of disabled parking spaces and location of elevators. We will reach out to the appropriate district resources to provide hearing support, sign language, closed caption on google meets, etc. We will also ensure preferential seating and/or a staff member to work one on one with any individual who has a need. Additionally, we always have a golf cart available for those who need assistance getting around the building.

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

Invitations offering accommodations, 1 meeting on the first floor only, and 1 photo of accessible parking

- Description

Reach out to the parents and help them become familiarized and comfortable with the school using CLF's, translated letters, and later meeting times.

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

Comment Logs and translated letters, 1 sample migrant flyer sent home, 1 email communication with Migrant team.

- Description

A counselor will discreetly reach out to homeless families to assess needs and provide free school supplies

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

Housing Questionnaire sample, sample McKinney-Vento flyers sent home, 1 email communication with McKinney-Vento team or school based team serving students experiencing homelessness.

# 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

Boynton Beach Community High School (BBCHS) is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework, including opportunities for college and career preparation, empowering each student to reach his or her highest potential. With a strong focus on helping students build skills outside of academic subject areas. There has been a constant need for students at BBCHS to have an additional focus, drive and develop a passion for community event which supports the development of interpersonal skills and reach their highest potential. Some of the ways used to supported our students interpersonal needs is through school-wide initiatives. Some examples of our initiatives are ROAR (Respect Ownership Achievement and Readiness) Behavioral Matrix (ROAR) and Teaching Expectations, Mentors, Clubs such as Bound for College, and Scholar Career Coaching The focus of these areas are monitoring of student behavior, mentor-ship opportunities provided by staff and outside counselling services. Descriptions of the initiatives are: ROAR: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix (ROAR) and Teaching Expected Behaviors devised by the staff for student behavior in the classroom, cafeteria, hallways, school wide lessons and activities on late start days, communicating with parents, and Monitoring SwPBS. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Women of Tomorrow, and Youth Services Bureau. Students also have access to clubs such as Key Club, Mindfulness Club, and Education Rocks and others that provide positive role models and peer interactions. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Our school has an operational school based team that meets frequently to discuss students with barriers to academic and social success to intervention build programs specific to each child's needs. Three tiers of support are utilized daily. The tiers support academic and behavior needs of students. This support is in addition to regular classroom instruction. Tier 1 Academic supports Core curriculum, standardized assessment, IXL, No Red Ink, and Math Nation. Tier 2 Academic supports : Differentiated instruction, group tutoring programs, Just Words, pull-outs, boot camps and School Based Team. Tier 3 Academic supports Individualized tutorial programs, progress monitoring, credit recovery and Individualized Education Programs. The Behavior side support tiers are Tier 1 Behavior: School counseling services, dropout early warning system, universal screening component and electronic tardy prevention system. Tier 2 Behavior: After school programming, interventions from Graduation Coach, group mentoring programs, chemical dependency groups(DATA Counselor), School Based Team, and individual student contracts. Tier 3 Behavior: Intensive School Based Team case management, individual interventions from Positive Behavior Support Coach, intensive individual interventions (behavior contracts, chemical dependency treatment, mental health Interventions, etc.). School Leadership monitors student academic and behavioral data to make the appropriate decisions for each student involved. School-wide systems are in place which support the needs of all students. Multiple layers of support are available through umbrellas such as ESE and SBT.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Students collaborate in a student-centered, personalized environment and take ownership of their learning through voice and choice in order to demonstrate mastery. Through a variety of means, students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Several programs are in place to support appropriate behaviors and lifestyles for our students, including College Bound. Safe Schools provides a Positive Behavior Facilitator who is housed at our school. Teen mothers who take the Early Childhood class have access to free childcare. We also offer a multitude of electives including but not limited to: Early Childhood, BASA, ROTC, and Medical Programs. All students receive free breakfast and lunch through the federal food program and students who participate in after school tutorials receive snacks. Tutorials are available during after school. Graduation coaches are provided through Title 1 funding. These coaches monitor our student's progress towards graduation and are instrumental in assisting our Guidance Department. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in Technology, Medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Students work hands on with instructors who are trained in these areas. Outside organizations related to these programs come in and offer instructional support and specialized training to our students, also. Onsite dual enrollment opportunities are available through Embry Riddle University and Palm Beach State College. Dance and Chorus Programs are offered through our audition process. Students are placed in classes related to their experience and expertise. We offer multiple levels of dance classes. Our Dance Academy's main goal is to enable students to develop an appreciation for the art of dance as well as provide practice and implementation of structured dance movements in collaboration with peers for success in college dance programs and professional companies. Our Vocal Academy goal is to allow students to develop proper vocal techniques and an understanding of vocal mechanism; Students will also learn musical notation, and sight-singing. We use Advancement via Individual Determination (AVID) strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE, Advanced Placement, and onsite Dual Enrollment courses provide a rigorous curriculum for high achieving students.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

BBCHS is focused on increasing student participation and performance in advanced coursework. We offer courses through Cambridge, and Dual Enrollment (Palm Beach State and Embry Riddle). 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 to remove barriers to Saturday testing for low income students. Our school has sponsored this event and provided incentives for students who participate. 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. We provide onsite TRIO services, as well as summer programs for language development and ACT preparation for ELL students. BBCHS Comprehensive Guidance Department is working to inform and support students and parents on graduation and post-secondary (college and career readiness) goals.

# Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

This school has chosen to be exempt from this area.

# Professional Development

## 1. Professional Development

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Engaging systems of support include a mentor support team, staff development opportunities, observations, conferences, and feedback. ESP is designed to elicit evidence that a new teacher has demonstrated teaching competencies that promote student learning. This personalized supportive program helps ensure that all new 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, and learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. New teachers are paired with experienced teachers, often department heads, who teach the same content as the new teacher. We believe this is the most beneficial pairing for new teachers because effective teaching of content is critical and can be embedded in the new teacher training for classroom management, planning, and organization.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

BBCHS utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals for new applicants. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Interviews are conducted in person and through Google Meet. Our school also attends the yearly Job-Fair. Our school provides mentors for all teachers new to the school to cultivate a climate of collaboration and support to ensure teacher success. All new teachers meet monthly to participate in professional development and share their thoughts and concerns. This personalized supportive program helps ensure that all teachers new to the school 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. Our school provides a single school culture of behavior in a safe and secure environment. The Administration has an open-door policy that welcomes teachers to discuss any concerns. BBCHS offers opportunities for professional development, common planning, Professional Learning Communities, and recognizes teachers for their accomplishments.