
Title I Comprehensive Schoolwide Plan
PALM BEACH CENTRAL HIGH SCHOOL (2631)

ELA

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Math

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Math?

• How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Science

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

1. List prioritized needs statements.

In FY24 48% of our students in AP classes passed the AP Calculus Exam. In FY24 59% of our students in AP classes passed the AP Government Exam. In FY24 PBC had 35% of students enrolled in Industry Certification classes, and 54% in AICE/AP classes. 41% of our students enrolled in AP classes passed the exam. 64% of our students enrolled in Industry Certification classes passed the IC exam. 73% of our students enrolled in AICE courses passed the AICE exam.

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

-In both FY24 and FY25 we struggled to fully staff and maintain a consistent teacher in our accelerated courses/industry certification classes. - Teachers don't share best practices and plan as a group. They lack common planning. -Lack of prior knowledge is a challenge as well as real world experiences -Teachers lack knowledge and understanding of teaching with rigor within the standards -The lack of consistent family engagement. - The Lack of parental participation -Teachers lack the knowledge and tools needed to infuse ELL strategies in their instruction -Lack of student efficacy, as students do not feel they are capable to pass, as they have not had enough experiences success throughout their matriculation.

3. Share possible solutions that address the root causes.

-Ongoing collaboration with other industry certified teachers both school and district wide. -Additional Resources and opportunities to plan together. - Provide extra support in extended instructional opportunities for students. -Teachers will receive continued PD and opportunities to expand their knowledge base. -Parent trainings may be offered to fill home school gap. -Exposure and experience opportunities, such as field trips or college tours.

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

• Communication

The school will maintain open communication with parents and families regarding supports and a classroom requirements for accelerated courses. School will communicate through multiple means and in multiple languages.

• Parent Training

School will offer Parent Universities focused on: -Acceleration Opportunities -Bright Futures / FAFSA -College Applications

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

- School

The school will support teachers through continued professional development, professional learning communities, instructional and resource support

- Students

Students will attend school regularly prepared to learn and will monitor their progress towards passing their AICE/AP/IC exams.

- Parents

Parents will monitor student progress and provide support at home. They will attend parent trainings and maintain open communication with teachers.

- Staff Training

Staff training to assist teachers in understand how best to engage and support parent and families as they work at home with their students. Staff straining to improve understanding of student progress towards acceleration and building positive relationships to increase attendance and engagement.

- Accessibility

Language interpreters, interpretive listening devices, signage to support students and families of multilingual backgrounds. ESE and 504 support for families, trainings for staff and tiered interventions for all students.

Graduation Rate

1. List prioritized needs statements.

At the midyear point, our District Algebra Midterm data shows a 7.05% increase from FY24 (9.94%) to FY25 (16.99%) of students meeting or exceeding standards. This increase is almost double the increase that Palm Beach Central saw from FY23 (5.97%) to FY24 (9.94%). Although we are increasing our achievement levels, the data reflects that we are behind the district (High School only) by 7.57% with the district achievement percentage being 24.56% for high school students. Geometry has also seen an increase in their percentage of students that are meeting or exceeding the standard. The last three years of midterm data shows a continuous positive incline; FY23 (28.71%), FY24 (40.24%), and FY25 (44.10%). According to our ELA PM2 scores, both our 9th and 10th grade students are seeing an increase in their achievement/proficiency levels. Based on the PM2 Data, 47% of our 9th grade students scores a level 3 or above, a 3.3% increase from FY24 (43.7%). Additionally, Palm Beach Central outsourced the district by 3%. Our 10th grade students are staying steady in their achievement levels. Based on the PM2 data, 46% of our 10th grade students scored a level 3 or above, similar to FY24 (47%). Additionally, there was a 2.8% increase in proficiency from PM1 to PM2 for ELA, though we are trending slightly behind the target goal of 63% proficiency for PM3. According to our Midterm data, PBC had 57% of our Biology students meet or exceed the threshold. According to our Midterm data, PBC had 64% of our US History Students meet or exceed the threshold.

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

Teachers struggle to provide differentiated instruction that targets individual students' needs. Teachers work in isolation. Students need exposure and hands on opportunities to apply skills. Teachers struggle to provide differentiation. Class sizes are too high to allow opportunities to provide individualized instruction. Students lack foundational / fundamental skills and need reteaching. Lack of student efficacy, as students do not feel they are capable to pass, as they have not had enough experiences success throughout their matriculation. Teachers lack knowledge and understanding of teaching with rigor within the standards.

3. Share possible solutions that address the root causes.

Technology platforms to support monitoring and provide remediation. Additional resources for students and teachers. Provide Extended learning opportunities. This will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. Targeted Professional Development to help with differentiation instruction, scaffold supports, and vocabulary development. Small group instruction through pull-outs and push-ins focused on identified areas of need. Both during the school day and outside the school day. Hiring out of system non-certified academic tutors for small group instruction. Provide exposure opportunities and Hands on activities to apply skills.

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

- **Communication**

The school will maintain open communication with parents and families regarding graduation requirements and student success. School will communicate through multiple means and in multiple languages.

- **Parent Training**

School will offer Parent Universities focused on: -Monitoring student progress -Florida graduation requirements -Ways for parents to support students at home.

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

- **School**

The school will support teachers through continued professional development, professional learning communities, instructional and resource support.

- **Students**

Students will attend school regularly prepared to learn and will monitor their progress towards graduation.

- **Parents**

Parents will monitor student progress and provide support at home. They will attend parent trainings and maintain open communication with teachers.

- **Staff Training**

Staff training to assist teachers in understand how best to engage and support parent and families as they work at home with their students. Staff straining to improve understanding of student progress towards graduation and building positive relationships to increase attendance and engagement.

- Accessibility

Language interpreters, interpretive listening devices, signage to support students and families of multilingual backgrounds. ESE and 504 support for families, trainings for staff and tiered interventions for all students.

Action Step: Classroom Instruction

Build a learning community that sets high expectations and ensures students have access to rigorous coursework, well-rounded educational opportunities, and a literacy-rich environment to build academic, social-emotional, and college and career readiness skills that will lead to post-secondary success.

Budget Total: \$201,476.80

Acct Description	Description																		
Extra Periods	12 Certified teachers in ELA, Math, Reading, Science and Social Studies will have daily extra periods built in to the masterboard in order to lower the class size to provide more rigorous and differentiated instruction to the lowest 30%.																		
Computer HW; non-cap	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Headphone sets of 8 for listening stations (Reading)</td> <td>2</td> <td>\$137.08</td> <td>Original</td> <td>\$274.16</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Headphone sets of 8 for listening stations (Reading)	2	\$137.08	Original	\$274.16								
	Item	Quantity	Rate	Type	Total														
Headphone sets of 8 for listening stations (Reading)	2	\$137.08	Original	\$274.16															
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1 inch binders (Algebra & Geometry)</td> <td>450</td> <td>\$4.88</td> <td>General Supplies</td> <td>Original</td> <td>\$2,196.00</td> </tr> <tr> <td>Pocket Folders (Algebra)</td> <td>450</td> <td>\$0.27</td> <td>General Supplies</td> <td>Original</td> <td>\$121.50</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	1 inch binders (Algebra & Geometry)	450	\$4.88	General Supplies	Original	\$2,196.00	Pocket Folders (Algebra)	450	\$0.27	General Supplies	Original	\$121.50
	Item	Quantity	Rate	Supply Type	Type	Total													
	1 inch binders (Algebra & Geometry)	450	\$4.88	General Supplies	Original	\$2,196.00													
Pocket Folders (Algebra)	450	\$0.27	General Supplies	Original	\$121.50														

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Compass Sets (Math)	400	\$1.23	Manipulatives	Original	\$492.00
	Loose leaf paper (Algebra & Geometry)	200	\$12.32	General Supplies	Original	\$2,464.00
	Paper (Cases)	150	\$45.00	General Supplies	Original	\$6,750.00
	Spire Level 3 Workbooks (Reading)	30	\$25.49	Instructional Materials	Original	\$764.70
	Paper easel post it recycled 25X30 unruled white pack of 6 (ELA)	2	\$152.26	General Supplies	Original	\$304.52
	Pencil Mapes Yellow #2 Pre-sharpened triangular pack of 144 (ELA)	5	\$36.86	General Supplies	Original	\$184.30
	School Smart Tank Style Highlighters, Chisel Tip Yellow Pack of 48 (ELA)	2	\$36.56	General Supplies	Original	\$73.12
	AP Calculus Textbooks (Supplemental)	200	\$169.00	Instructional Materials	Original	\$33,800.00
	Adjustment - benefits credit and final allocation.	1	\$5,436.50	General Supplies	Other	\$5,436.50
	BT 517411- Reduced classroom supplies to cover Delta Math cost increase	-1	\$1,870.00	General Supplies	Budget Transfer	-\$1,870.00
Online subscription	Item	Quantity	Rate	Type	Total	
	Revision History Extension Subscription will be used in all grades 9-12 for all subject areas to monitor student work to ensure it is original work	30	\$20.00	Original	\$600.00	

Acct Description	Description																											
	<table border="1"> <thead> <tr> <th data-bbox="432 201 1404 277">Item</th> <th data-bbox="1404 201 1551 277">Quantity</th> <th data-bbox="1551 201 1724 277">Rate</th> <th data-bbox="1724 201 1896 277">Type</th> <th data-bbox="1896 201 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total																						
Item	Quantity	Rate	Type	Total																								
	Delta Math will be used for approximately 1200 students in grades 9-12 for extra practice and remediation in math classes	12	\$170.00	Original	\$2,040.00																							
	Turn-It In will be used schoolwide for grades 9-12 in ELA and Social Studies for writing and as a supplemental classroom resource to ensure that student's are not plagiarizing	1	\$9,000.00	Original	\$9,000.00																							
	Study Island will be used for US history, and Biology classes as supplemental instruction for grades 9-11	1	\$10,557.00	Original	\$10,557.00																							
	BT 517411- Allocated additional funds to cover Delta Math cost increase (added 23 teachers)	1	\$1,870.00	Budget Transfer	\$1,870.00					Tutorial	<table border="1"> <thead> <tr> <th data-bbox="432 792 1003 889">Item</th> <th data-bbox="1003 792 1150 889">Quantity</th> <th data-bbox="1150 792 1276 889">Rate</th> <th data-bbox="1276 792 1371 889">Days</th> <th data-bbox="1371 792 1486 889">Hours</th> <th data-bbox="1486 792 1612 889">Weeks</th> <th data-bbox="1612 792 1759 889">Certified</th> <th data-bbox="1759 792 1896 889">Type</th> <th data-bbox="1896 792 2024 889">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																				
	Certified teachers will provide before or afterschool tutorial for students in grades 9-12 needing remediation or instruction in all tested subjects, including accelerated courses beginning tentatively in October.	10	\$37.00	2	3	16	Certified	Original	\$35,520.00																			

Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increases the effectiveness of instructional staff and builds teacher capacity.

Budget Total: \$201,123.00

Acct Description	Description															
LTF	Learning Team Facilitator will work with teachers in all core academic areas grades 9-12 to analyze data, provide professional learning and work in PLCs.															
Extra Duty Days	(BT 515656) Added 16 Extra Duty Days: 8 DDs for the LTF (Faustin), and 8 DDs for the PD Resource (Yinka McAlpine) for pre and post school to assist in data analysis and planning for preschool and targeted instruction)															
Tch Res Staff Development	This Teacher Resource Staff Developer will support all teachers for PLCs, and small-group instruction for grades 9-12 in all content areas through modelling. They will provide remediation skills and analyze data to provide prescribed lesson support to build teacher capacity.															
Webinar /PL with Purchase	<table border="1"> <thead> <tr> <th data-bbox="478 638 1476 719">Item</th> <th data-bbox="1476 638 1623 719">Quantity</th> <th data-bbox="1623 638 1780 719">Rate</th> <th data-bbox="1780 638 1906 719">Type</th> <th data-bbox="1906 638 2022 719">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 719 1476 833">AP Summer Institute (webinar) will assist with understanding and building AP courses for teachers new to offering sections.</td> <td data-bbox="1476 719 1623 833">2</td> <td data-bbox="1623 719 1780 833">\$1,075.00</td> <td data-bbox="1780 719 1906 833">Original</td> <td data-bbox="1906 719 2022 833">\$2,150.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	AP Summer Institute (webinar) will assist with understanding and building AP courses for teachers new to offering sections.	2	\$1,075.00	Original	\$2,150.00					
	Item	Quantity	Rate	Type	Total											
AP Summer Institute (webinar) will assist with understanding and building AP courses for teachers new to offering sections.	2	\$1,075.00	Original	\$2,150.00												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="478 865 1245 946">Item</th> <th data-bbox="1245 865 1392 946">Quantity</th> <th data-bbox="1392 865 1539 946">Rate</th> <th data-bbox="1539 865 1728 946">Supply Type</th> <th data-bbox="1728 865 1917 946">Type</th> <th data-bbox="1917 865 2022 946">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 946 1245 1060">BT 515656- Added General PL supplies: paper ,ink , pencils, chart paper, markers, highlighters</td> <td data-bbox="1245 946 1392 1060">1</td> <td data-bbox="1392 946 1539 1060">\$392.00</td> <td data-bbox="1539 946 1728 1060">General Supplies</td> <td data-bbox="1728 946 1917 1060">Budget Transfer</td> <td data-bbox="1917 946 2022 1060">\$392.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	BT 515656- Added General PL supplies: paper ,ink , pencils, chart paper, markers, highlighters	1	\$392.00	General Supplies	Budget Transfer	\$392.00			
	Item	Quantity	Rate	Supply Type	Type	Total										
BT 515656- Added General PL supplies: paper ,ink , pencils, chart paper, markers, highlighters	1	\$392.00	General Supplies	Budget Transfer	\$392.00											
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="478 1084 1455 1166">Item</th> <th data-bbox="1455 1084 1602 1166">Quantity</th> <th data-bbox="1602 1084 1759 1166">Rate</th> <th data-bbox="1759 1084 1896 1166">Type</th> <th data-bbox="1896 1084 2022 1166">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 1166 1455 1320">2025 FSCA (Florida School Counselor's Association) Annual Convention in Orlando in October Breakdown per person: \$265 reg, \$175 transportation, \$335 lodging, \$72 per diem</td> <td data-bbox="1455 1166 1602 1320">4</td> <td data-bbox="1602 1166 1759 1320">\$847.00</td> <td data-bbox="1759 1166 1896 1320">Original</td> <td data-bbox="1896 1166 2022 1320">\$3,388.00</td> </tr> <tr> <td data-bbox="478 1320 1455 1515">Model Schools 2026 conference will be held at Marriott World Center in Orlando, FL on June 28 – July 1. Leadership team will learn effective strategies to build and create a positive school culture. Model Schools Reg - \$995, transportation \$185, Lodging \$1400, Per Diem \$144</td> <td data-bbox="1455 1320 1602 1515">6</td> <td data-bbox="1602 1320 1759 1515">\$2,724.00</td> <td data-bbox="1759 1320 1896 1515">Original</td> <td data-bbox="1896 1320 2022 1515">\$16,344.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	2025 FSCA (Florida School Counselor's Association) Annual Convention in Orlando in October Breakdown per person: \$265 reg, \$175 transportation, \$335 lodging, \$72 per diem	4	\$847.00	Original	\$3,388.00	Model Schools 2026 conference will be held at Marriott World Center in Orlando, FL on June 28 – July 1. Leadership team will learn effective strategies to build and create a positive school culture. Model Schools Reg - \$995, transportation \$185, Lodging \$1400, Per Diem \$144	6	\$2,724.00	Original	\$16,344.00
	Item	Quantity	Rate	Type	Total											
2025 FSCA (Florida School Counselor's Association) Annual Convention in Orlando in October Breakdown per person: \$265 reg, \$175 transportation, \$335 lodging, \$72 per diem	4	\$847.00	Original	\$3,388.00												
Model Schools 2026 conference will be held at Marriott World Center in Orlando, FL on June 28 – July 1. Leadership team will learn effective strategies to build and create a positive school culture. Model Schools Reg - \$995, transportation \$185, Lodging \$1400, Per Diem \$144	6	\$2,724.00	Original	\$16,344.00												

Action Step: Parent Engagement

Engage parents and the community in supporting student success through intentional and purposeful parent trainings and community engagement.

Budget Total: **\$13,723.95**

Acct Description	Description											
Computer HW; cap	Item						Quantity	Rate	Type	Total		
	BT 518565- Translator kits for parents that attend school trainings and functions and need support in their native languages.						2	\$3,000.00	Budget Transfer	\$6,000.00		
Parent Support by Comm Language Facilitator	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Support by Comm Language Facilitator to translate for Algebra/Geometry Night				2	\$27.00	2	2	1	Non-Certified	Original	\$212.00
	Parent Support by Comm Language Facilitator to translate for Choice Parent Night				2	\$27.00	1	2	1	Non-Certified	Original	\$106.00
	Parent Support by Comm Language Facilitator to translate for FAFSA Night				2	\$27.00	2	2	1	Non-Certified	Original	\$212.00
	Parent Support by Comm Language Facilitator to translate for SIS parent Gateway/Instruction				2	\$27.00	1	2	1	Non-Certified	Original	\$106.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Parent Support by Comm Language Facilitator to translate for Choice Recruitment Night	2	\$27.00	1	2	1	Non-Certified	Original	\$106.00	
	Parent Support by Comm Language Facilitator to translate for New student Information Night (Saddle up for Success)	2	\$27.00	1	3	1	Non-Certified	Original	\$159.00	
Online subscription	Item					Quantity	Rate	Type	Total	
	Smores will help build home-school connection via parent communication.					1	\$199.00	Original	\$199.00	
Supplies	Item		Quantity	Rate		Supply Type		Type	Total	
	Paper (Cases) for parent trainings, information resources and data		16	\$45.00		General Supplies		Original	\$720.00	
	Colored Ink (Lexmark CS943 - colors separate)		8	\$560.00		Technology		Original	\$4,480.00	
	Colored ink (Lexmark C792DE - color Bundle) for data charts and resources for parent trainings/resources		1	\$1,089.99		Technology		Original	\$1,089.99	
	Folders for parent trainings		1	\$30.96		General Supplies		Original	\$30.96	
Computer systems; non-cap	Item					Quantity	Rate	Type		Total
	Translator kits for parents that attend school trainings and functions and need support in their native languages.					2	\$3,000.00	Original		\$6,000.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	BT 518565- Transferred funds to account 564320- per Debra Fusco	-2	\$3,000.00	Budget Transfer	-\$6,000.00

Mission Statement

1. Mission Statement

Palm Beach Central High School is committed to forming strong partnerships with parents and families and promoting effective communication and involvement to ensure shared decision-making. All stakeholders are committed to working with families to encourage active participation with the goal of increasing overall student success.

Involvement of Stakeholders

Name	Title
Reginald Myers	Principal
Patrick Sutherland	Assistant Principal
Samantha Butler	Assistant Principal
Sheena Wehr	Assistant Principal
Willow Louis	Assistant Principal
Thomas Welter	Assistant Principal
Gianna Faustin	Learning Team Facilitator
Yinka McAlpine	Resource Teacher
Petrina Ciosi	ESE Contact
Cari Griffith	ESOL Coordinator
Elissa Mowry	Testing Coordinator
Cheryl Dubrin	SAC Chair

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

Stakeholders are members of the school's administrative team, instructional leadership teams, department chairs, and community members. Members are representative of all stakeholder groups and participate in shared decision-making.

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

Stakeholders were involved in the creation of FY26 CNA/SWP/PFEP through informational meetings held with administration, faculty members, and community members.

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

All stakeholders shared ideas and provided input during the CNA process on how to increase parent and family engagement and what types of trainings and information will be beneficial for parents and families to not only support their students' learning at home but to help them learn ways to become more engaged with teachers and the entire school community. This is an ongoing process that will be revisited at each SAC meeting.

Name	Title
Reginal Myers	Principal
Sheena Wehr	Assistant Principal
Samantha Butler	Assistant Principal
Brittany Morgan	School Counselor

Annual Parent Meeting

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

September 16, 2025 located in the Media Center at 5:15pm.

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

Notification will be sent through parentlinks, school website posting, flyers, and social media.

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

Meeting will have invitations, sign-in sheets, agendas, slide deck presentation, translators, and light refreshments. Copies of the FY25 School-Parent Compact and copies of the FY26 PFEP will be available.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Infusing Technology to Increase Effective Parent Communication (Google platform, SIS, etc.)

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

Teachers will be able to target and show parents how to provide assistance for their students based on increasing communication with school and home.

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

Parents and teachers are able to communicate with each other more smoothly and effectively in order to promote academic success.

• What will teachers submit as evidence of implementation?

Teachers will submit evidence of communication through conference notes, SIS comments logs, and individual student data reports.

• Month of Training

November 2025

- Responsible Person(s)

Dr. Sheena Wehr and Dr. Tom Welter

3. Staff Training for Parent and Family Engagement #2

- Name of Training

How to effectively communicate at a Parent Conference

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

Teachers will learn how to effectively communicate data, instructional supports, and other items to help support students in their class during parent conferences.

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

Parents and teachers are able to communicate with each other more smoothly and effectively in order to promote academic success.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of communication through conference notes, SIS comments logs, and individual student data reports.

- Month of Training

December 2025

- Responsible Person(s)

Dr. Sheena Wehr and Dr. Samantha Butler

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Parent Gateway

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

Parents will be able to track student progress (grades, test scores, etc.). Parent will be able to receive information directly from teachers and discuss at home with students to support learning.

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

Parents will receive log-in information to create parent accounts and will have hands-on training on setting it up and navigating the platform.

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

The expected impact is that parents will have increased access to student progress and means of communication with school and teachers which will support student success.

- Date of Training

August 2025

- Responsible Person(s)

Dr. Samantha Butler and Dr. Sheena Wehr

- Resources and Materials

Invitations, agenda, sign-in sheets, slide deck presentation, Chromebooks, student log-in information

- Amount (e.g. \$10.00)

50.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Financial Aide and College Prep Night

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

Parents will be trained on all aspects of how to fill out the Financial Aide forms along with what to do to prepare their students for College Applications.

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

Parents will use devices and tracking sheets to review student progress and graduation requirements.

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

Parents will be able to successfully navigate the financial aid and college application process.

- Date of Training

Jan. 2026

- Responsible Person(s)

Dr. Samantha Butler and Dr. Sheena Wehr

- Resources and Materials

Invitations, sign-in sheets, agenda, slide deck, tracking sheets, devices.

- Amount (e.g. \$10.00)

50.00

5. Parent and Family Capacity Building Training #3

- Name of Training

NA

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

NA

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

NA

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

NA

- Date of Training

NA

- Responsible Person(s)

NA

- Resources and Materials

NA

- Amount (e.g. \$10.00)

NA

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 Education Department

- Describe how agency/organization supports families.

Welcome Center: Assists with registrations, initial testing, medical and vaccination requirements. Helps to expedite the process of students entering school. Multicultural Instructional Specialist will work with school staff to provide resources and training for ESOL Parent nights.

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

Invitations, flyers, agendas, email communications between school and ESOL specialist.

- Frequency

As needed

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

- Name of Agency

Feeding South Florida

- Describe how agency/organization supports families.

The agency assists families in need by providing food through bi-weekly food distributions on campus.

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

Flyers, sample of forms, screenshots of sign-up forms completed by families receiving assistance, photos of resources provided to families.

- Frequency

Ongoing

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

- Name of Agency

Palm Beach State College/Treo

- Describe how agency/organization supports families.

Palm Beach State College will provide training for parents regarding financial assistance and college readiness.

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

Flyers, invitations, sign-in sheet, materials provided by PBSC, photos

- Frequency

Annual

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

Newsletter, flyers, invitations, parentlinks in multiple languages, social media, and information posted on the school's website.

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

Copies of flyers, invitations, newsletter, screenshots of parentlinks and website.

- Description

School will provide parents with information about curriculum and proficiency levels through PBCHS website, social media, newsletter, parent trainings, curriculum night/open house, parent-teacher conferences, IEP meetings, notes/phone calls from teachers, counselors, and admin. Progress reports and student assessment results will be shared with parents through all the above methods.

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

Screenshots of parentlinks, invitations, flyers, SAC meeting agendas

- Description

Parents will be informed about academic assessments at back-to-school nights, SAC Meetings, Title I meetings, Open House, parent/teacher conferences, IEP meetings, parent/teacher/counselor communication, newsletter, SIS parent gateway. Parents will also receive individual reports of students' scores and performance levels on state assessments.

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

SIS comments log, parent-teacher conference notes, invitation, agenda, sign-in sheets

- Description

Parents will be informed about SAC Meetings, Title I Annual meeting, parent/teacher conferences, Open house through flyers, invitations, parentlink callouts and emails, agendas, sign-in sheets

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

Screenshots of parentlinks, flyers, invitations, meeting agendas

- Description

Meetings will be held at 6pm or later to allow for working parents to attend. Meetings will be held in the Media Center where devices will be provided, eliminating the barrier of childcare. Meetings will also be streamed through Google Meets so parents can attend virtually if they are unable to physically attend. Parent-Teacher conferences are held weekly so parents can schedule when it is convenient for their schedules.

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

Flyers, invitations, screenshots of parentlink emails.

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

All parent communication will be send out in multiple languages representative of major languages at Palm Beach Central HS (English, Spanish, Haitian Creole). Families with limited English proficiency will be provided translation devices so meetings will be comprehensible.

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

Flyers, invitations, screenshots of parentlinks in multiple languages.

- Description

Meetings are held in Media Center with ground floor access and wheelchair accessible ramps.

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

Invitations, flyers, photos of ADA accommodations

- Description

Meetings will be held in person and concurrently on Google meets for virtual access

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

Flyers, invitations, screenshots of Google Meet

- Description

Meetings will be held in person and concurrently on Google meets for virtual access

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

Flyers, invitations, screenshots of Google Meet

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

Palm Beach Central is committed to fostering positive non-academic behaviors through a wide range of supportive programs and initiatives. The school offers numerous extracurricular opportunities, such as the Key Club and National Honors Society, where students engage in community service and cultivate a strong sense of responsibility. One of the most impactful campus events is the annual Dance Marathon, a student-led fundraiser benefiting the Children's Miracle Network. This event unites the school community in raising funds to support children and families battling cancer. To reinforce positive behavior, Palm Beach Central implements the PBIS framework known as Bronco PRIDE, which stands for Positivity, Respect, Integrity, Dedication, and Excellence. Students who exemplify these values earn PRIDE points that can be redeemed for snacks, prizes, or used to offset minor infractions such as detentions or tardies. Leadership development is a core focus at the school, supported by programs like AVID, Latinos in Action (LIA), and the Student Government Association (SGA), which promote collaboration, accountability, and effective communication. The Elevated Voices initiative further empowers students by providing a platform to offer feedback on school systems, ensuring their perspectives play a meaningful role in shaping the campus environment. To support students' mental and emotional well-being, Palm Beach Central offers access to a Behavioral Health Professional and an on-site co-located counselor. These resources ensure students receive comprehensive support for their mental health needs. Additionally, the school hosts several nationally recognized honor societies that work closely with students to build strong academic and organizational habits. These societies provide weekly tutoring and collaborate to strengthen the academic success of the entire student body.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Palm Beach Central employs a structured tiered model of support (SBT/MTSS) to ensure that all students receive the appropriate level of intervention and assistance based on their individual needs. This approach is designed to provide targeted support for both academic and behavioral challenges, fostering student success across various domains. Implementation of Tiered Support: Weekly SBT Meetings: The school's Student-Based Team (SBT) meets weekly to review student progress, analyze data, and plan interventions. This regular meeting schedule allows for timely adjustments to support strategies and ensures that interventions are responsive to students' evolving needs. Targeted Interventions in ELA: Students identified as Level 1 and Level 2 in English Language Arts (ELA) are enrolled in intensive reading courses. These specialized courses focus on addressing specific literacy gaps and enhancing reading skills through targeted instruction and practice. Strategic Math Support: Math students are strategically placed in courses that match their skill levels and receive additional support through several channels: Math Lab: A daily tutoring program offered during lunch, providing students with extra help and reinforcement. After-School Tutorials: Additional support sessions available after school for students who need further assistance. Saturday Bootcamps: Intensive review sessions held on weekends to help students prepare for assessments and strengthen their math skills. Pull-Out and Push-In Services: The school uses both pull-out and push-in services to support students. Pull-out services involve taking students out of their regular classes for specialized instruction, while push-in services provide additional support within the classroom setting, ensuring that students receive help without missing out on core instruction. Peer Assistance: The Math Honors Society students are paired as peer aids in Algebra and Geometry courses. This peer tutoring approach allows honors students to support their classmates, providing both academic assistance and mentoring. Data-Driven Identification and Monitoring: Students are identified for support through a thorough analysis of local and state assessment data. Continuous monitoring is conducted using various assessments, including USA's (Universal Screening Assessments), PM assessments (Progress Monitoring), and FSQ's (Formative Student Questionnaires). This data-driven approach helps in tracking student progress, evaluating the effectiveness of interventions, and making necessary adjustments to support strategies. By integrating these elements into its tiered model of support, Palm Beach Central effectively addresses the academic needs of its students, ensuring that every learner receives the appropriate level of intervention and support to thrive.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Palm Beach Central, we ensure that all students receive a well-rounded education by offering a diverse array of academic and enrichment opportunities. Our Career and Technical Education (CTE) courses, along with specialized academy classes in culinary arts, engineering, cybersecurity and our newly added medical program, provide practical skills and career readiness. Students can further advance their academic journey through Dual Enrollment courses, which allow them to earn college credits while still in high school, and through AICE and AP courses, which offer rigorous, college-level coursework. To connect classroom learning with real-world applications, we engage military recruiters and industry professionals who provide valuable insights into various career paths. Additionally, our robust extracurricular program—including band, athletics, theater, music, and honors societies—enriches students' education by fostering creativity, teamwork, and leadership skills. These activities not only enhance academic learning but also promote personal growth and a well-rounded educational experience.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At Palm Beach Central, we prepare students for post-secondary success and workforce readiness through a comprehensive, multifaceted approach. Military recruiters are regularly invited to campus to share insights into careers in the armed forces, while college and career fairs expose students to a broad range of academic and professional pathways. Career and Technical Education (CTE) students gain real-world experience through an internship fair and have the opportunity to earn industry certifications that boost employability. Our dual enrollment program enables students to earn college credits while still in high school, and we offer rigorous academic acceleration through AICE Thinking Skills, AICE subject courses, and Advanced Placement (AP) classes to build college-level competency. To support graduation requirements and college readiness, we provide in-school SAT, ACT, and CLT bootcamps, equipping students with the skills needed to achieve concordant scores. Additionally, the Executive Internship program allows students to gain off-campus work experience in professional settings. In partnership with Palm Beach State College, we host a dedicated advisor on campus weekly to assist students with dual enrollment, college applications, and post-secondary planning. This integrated strategy ensures that every student is equipped with the knowledge, experience, and support needed to confidently pursue their post-secondary goals and thrive in the workforce.

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

At Palm Beach Central High School, we prioritize continuous professional growth through weekly Professional Learning Communities (PLCs) and Common Planning meetings. Our Learning Team Facilitator collaborates with the ELA, U.S. History, and Biology teams, while the Resource Staff Developer supports the Algebra and Geometry PLCs. During these sessions, teachers analyze assessment data to plan targeted reteaching and remediation through strategies such as small group instruction, push-in/pull-out support, and tutoring. Ongoing professional development is embedded in PLCs and delivered during district Professional Development Days through various formats, including webinars and in-person sessions led by district, regional, AVID, Multicultural, and ESE experts. Our AP and AICE teachers receive specialized training, often out-of-county or out-of-state, to deepen content knowledge and enhance instructional practices. Additionally, all teachers have access to self-paced, subject-specific professional development through the district's eLearning portal. Leadership and guidance are also strengthened through national and state conferences. The administrative team attends the annual Model Schools Conference, while the School Counseling department participates in the Florida School Counselor Association (FSCA) Convention each fall. To support new educators, Palm Beach Central pairs each first-year teacher with both a mentor and a buddy teacher. These new teachers attend monthly Educator Support Program (ESP) meetings, where they receive guidance on implementing the Palm Beach Model of Instruction. All teachers are sup

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The recruitment process involves attending job fairs, referrals, screening resumes, and conducting targeted interviews all of which help to ensure the hiring of highly qualified teachers. We collaborate with HR and the regional offices when searching for qualified candidates that would be a good fit for our students. We can retain our teachers by providing continual support through a mentoring program, weekly PLCs, and Instructional Coaches assisting teachers in high-need subject areas. Teachers are appreciated at Palm Beach Central HS. Recently, based on results from the School Effective Questionnaire, PB Central teachers feel supported by the administration throughout the year, they have an Open Door Policy with the Principal and all administrators. They also have a say in school-wide initiatives and can contribute positively to discussions related to every aspect of the school. Our teachers are active participants in all of our school-wide initiatives and because they have a say in what goes on, buy into our vision of excellence. Our Vision is communicated to all stake holders through monthly SAC meetings as well as through ongoing communication sent through parent link.