
Title I Comprehensive Schoolwide Plan
PALM BEACH LAKES HIGH SCHOOL (1851)

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?

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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?

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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?

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- Students

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- Parents

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- 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?

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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?

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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, PBLHS had 59% of students enrolled on Industry Certification classes, and 100% enrolled student in an AICE class. -41% of students passed, compared to 29% the previous year -Additional AICE/AP classes will be offered -Photoshop and Illustrator had 91% an pass rates -Cyber Security has a 44% pass rate -National CDA 75% pass rate -Medical (EKG) 43% pass rate and Allied Health 73% pass rate -Additional Industry Certification classes will be offered

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

-New teachers and teachers new to subjects lack training necessary to implement differentiated instruction -Additional personnel needed for more detailed training in PLC's -Teachers lack knowledge and understanding of teaching with rigor within the standards -Teachers lack the knowledge and tools needed to infuse ELL strategies in their instruction -Lack of prior knowledge is a challenge as well as limited real-world experiences, the teachers need to learn to scaffold -Transportation does not allow for students to stay after school for extra help -Students lack the fundamentals of SLL skills and have limited vocabulary -Lack of student efficacy, as students do not feel they can pass, and they have not had enough experience with success throughout their matriculation. -The lack of consistent family engagement causes a school-to-home gap -The Lack of parental participation

3. Share possible solutions that address the root causes.

-Extended learning opportunities (resource teachers/academic tutors to support reading/tutorial programs/SAT/ACT/CLT test prep) will further support the scaffolding of lessons in the classroom by allowing targeted skill instruction to continue to close the achievement gap. -Providing transportation for students struggling with tutorial attendance due to lack of transportation after school and/or Saturdays. -Providing opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (texts, workbooks, study guides). -Access to technology resources that support classroom instruction (Chromebooks). -The continuation of PLC's that are supported by district specialists and embedded professional development. Additionally, continuing to cross-train teachers to incorporate literacy strategies across our advanced classes. Teachers will continue to be trained. Teachers will be mentored and monitored on the depths of the standards to create, as well as implement, standard-based lessons with research-based strategies and a variety of resources to support differentiated instruction. Teachers will receive continued PD and opportunities for teachers to collaborate and plan together to analyze and discuss results to develop lessons customized to support the needs of students (Provide subs for teachers). -Teachers will provide hands-on lab experiences to increase students' overall schema, background knowledge, as well as vocabulary expansion/enhancement as a result of project-based, inquiry learning opportunities. -Students have opportunity to transfer knowledge through application and high-order thinking.

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

- **Communication**

Parent Universities & Meetings that provide academic information, strategies, etc. Guidance Counselors reach out to Parents and have an Open Door policy when meeting with parents. Social Service Facilitators make home visits when needed for parents to be more involved in educational conversations. Bi-lingual BIA's and support services to help with translation for students and parent communication.

- **Parent Training**

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Guidance Counselors and teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards which will give them a better foundation to work with in order to assist their children in academic and social emotional areas. The Parent Resource room will also be available with resources that will allow parents the opportunity to interact with the standards based lessons and will be left in rooms the community and parents can occupy throughout the year.

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

- **School**

The school will work with students and their families to support students' success in accelerated course work by providing parents with strategies, explanations of curriculum and assessments, and performance results. The school will also make sure the parents are aware and informed of anything that may be necessary for their students' success with the accelerated coursework.

- **Students**

Students will engage with the school staff and their parents to enroll in accelerated course work. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments in accelerated courses.

- **Parents**

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed.

- **Staff Training**

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at parent meeting throughout the year, Teachers will learn communication techniques to strengthen parent relationships, and be trained on progressive discipline to assist with the SBT system and streamlining it to help students who may need additional services. Staff will be trained in AICE and IB areas; both current teachers and teachers who may teach that in the future.

- **Accessibility**

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed. Communication will be sent home in native languages. Disabled parking spaces are also available.

Graduation Rate

1. List prioritized needs statements.

-According to the FY24 and FAST ELA data, our top priorities are to increase student achievement, student learning gains of the lowest 30%. Student achievement increased from 20% to 26% from PM1 to PM 2, and to 30% for PM 3. -ELA SWD data was 6%(PM1), 10% (PM2) and 18.7% (PM3), while ELL proficiency was 6% (PM1), 12% (PM2), 16% (PM3) 17.4%. - Our goal of 35% in B.E.S.T Algebra1 was not reached. For FY24, overall proficiency was at 24% while SWD was 13% and ELL was 24.2%. Our top priorities in all math, both Algebra 1 and Geometry are to raise student achievement, especially in the lowest 30% and in our ESSA subgroups, and support exposure to upper level math courses. - In Geometry, overall proficiency was 35.3%. SWD in Geometry was 18.6%, while ELL was 35.1%. - FY23 B.E.S.T Biology data decreased by 6% from the previous year, with 46.3% overall proficiency. Our SWD subgroup was 28.9%, while our ELL subgroup was 17.6%. Our goal is 52% FY24. -On the B.E.S.T US History, our overall proficiency decreased by 4% at 51.5% proficiency. Our SWD group performed at 37.8% while ELL performed at 14.8%

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

- Students lack vocabulary and comprehension skills -Student need to be retaught basic math skills -Teachers lack knowledge and understanding of teaching with rigor within the standards -Teachers need reteach strategies -Teachers lack the knowledge and tools needed to infuse ELL strategies in their instruction -Lack of prior knowledge is a challenge as well as real world experiences -Students lack the fundamentals of SLL skills -The lack of consistent family engagement. -The Lack of parental participation leads to a disconnect from school to home.

3. Share possible solutions that address the root causes.

The continuation of PLC's that are supported by district specialist and embedded professional development. Teachers will continue to be trained. - Teachers will be mentored and monitored on the depths of the standards to create as well as implement standard-based lessons with research based strategies and a variety of resources to support differentiated instruction. -Teachers will receive support for continued PD which will create opportunities for teachers to collaborate and plan together to analyze and discuss results to develop lessons customized to support the needs of students (Provide subs for teachers) -Extended learning opportunities (resource teachers/tutors to support reading /tutorial programs/SAT-ACT test prep) will further support the scaffolding of lessons in the classroom by allowing targeting skill instruction to continue to close the achievement gap. In addition, technology and subscriptions to use the technology -Lower class sizes to better differentiate instruction -Additional resources can be purchased to supplement the need for reteaching and provide extra practice.

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

- **Communication**

School staff will continue to reach out/communicate with families on a regular basis to increase the school-home partnership. We will continue to conduct home visits to support our families in making success unavoidable for our students and address any social-emotional needs when needed. We will continue to conduct Parent Universities, which provide strategies, demonstrations of how to maximize academic technology platforms, and resources for parents to utilize with their students.

- **Parent Training**

We will provide Parent Engagement activities at various times on various topics that will allow more participation from the parents. The activities will be set up during Parent Universities & meetings at various times during the year. Teachers of the various academic areas will share hands on activities and strategies with parents so that they are better able to understand the standards and academic technology platforms which will give them a better foundation to assist their children in academic and social emotional areas.

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

- **School**

The school will work with students and their families to support students' success in reading by providing parents with strategies, explanations of curriculum and assessments, performance results, as well as technology platforms and helpful web sites to increase students' success.

- **Students**

Students will engage with the school staff and their parents to work for success in reading. Students will connect learning between school and home by bringing home communication from school, attending school every day, and completing all assignments on time.

- **Parents**

Parents will work with school staff and their child to reach for success in reading. Parents will connect learning between school and home by ensuring their child attends school every day, monitoring completion of homework, checking SIS frequently for progress reports, weekly grades and on-time completion of assignments.

- **Staff Training**

Teachers will be trained in various SEL topics that will be related to state mandated academic lessons as well as topics that will be covered at Parent University including demonstrations of various technology platforms, strategies and frequent SIS progress reports used to increase academic achievement.

- **Accessibility**

All PFEP meetings and events will be take place on the first floor of any building at Palm Beach Lakes High School. The PBLHS campus is fully handicap accessible. Interpreters will be arranged for whenever they are needed.

Action Step: Classroom Instruction

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students' academics and skills for lifelong learning.

Budget Total: \$820,318.25

Acct Description	Description																
Mobile devices	<table border="1"> <thead> <tr> <th data-bbox="436 212 1472 293">Item</th> <th data-bbox="1472 212 1619 293">Quantity</th> <th data-bbox="1619 212 1759 293">Rate</th> <th data-bbox="1759 212 1892 293">Type</th> <th data-bbox="1892 212 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 293 1472 529">Chromebooks for tutorial use. They will be kept in a tutorial lab and used for afterschool and Saturday tutorial. It will allow use of Title I paid online programs for extra practice while in the lab. It will focus on ELA, Biology, and Math. They will not leave the lab and will be housed in a charging cart and inventoried and locked up during the day.</td> <td data-bbox="1472 293 1619 529">30</td> <td data-bbox="1619 293 1759 529">\$365.00</td> <td data-bbox="1759 293 1892 529">Original</td> <td data-bbox="1892 293 2024 529">\$10,950.00</td> </tr> </tbody> </table>					Item	Quantity	Rate	Type	Total	Chromebooks for tutorial use. They will be kept in a tutorial lab and used for afterschool and Saturday tutorial. It will allow use of Title I paid online programs for extra practice while in the lab. It will focus on ELA, Biology, and Math. They will not leave the lab and will be housed in a charging cart and inventoried and locked up during the day.	30	\$365.00	Original	\$10,950.00		
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Social Service Facilitator	Social Service Facilitator will provide social services to students with academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for identified students Bachelor Level made the position a 216 duty days.																
Classroom Teacher	Classroom Teacher to offer smaller class sizes in Intensive Reading to grades 9-12 and allow for remediation.																
Social Service Facilitator	Social Service Facilitator will provide social services to students grades 9-12 with academic and/or behavioral barriers, connect students with resources as needed, provide SBT support services, home visits dealing with attendance, student conferences, and parent resources for identified students. Associates Level made the position a 216 duty days.																
Extra Periods	14 daily extra periods for students grades 9-12 will be built into the Masterboard to reduce class size for ELA, Biology, Algebra, Geometry and US History for differentiated instruction. We will also offer enrichment through Dual-enrollment course, AICE or AP. This allows students to obtain college credits. Salary= \$75,180 In School, extra periods will be for small group, remediation for ELA, Alg I, Geometry, Biology and US History for grades 12, starting in Jan. 2026. 15 teachers, 2 periods per week, 1 period per day for 15 weeks. Salary=\$16,650																
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 1339 1129 1421">Item</th> <th data-bbox="1129 1339 1287 1421">Quantity</th> <th data-bbox="1287 1339 1472 1421">Rate</th> <th data-bbox="1472 1339 1745 1421">Supply Type</th> <th data-bbox="1745 1339 1885 1421">Type</th> <th data-bbox="1885 1339 2024 1421">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1421 1129 1490">Copy paper, pencils, and dry erase markers</td> <td data-bbox="1129 1421 1287 1490">1</td> <td data-bbox="1287 1421 1472 1490">\$662.26</td> <td data-bbox="1472 1421 1745 1490">General Supplies</td> <td data-bbox="1745 1421 1885 1490">Original</td> <td data-bbox="1885 1421 2024 1490">\$662.26</td> </tr> </tbody> </table>					Item	Quantity	Rate	Supply Type	Type	Total	Copy paper, pencils, and dry erase markers	1	\$662.26	General Supplies	Original	\$662.26
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Copy paper, pencils, and dry erase markers	1	\$662.26	General Supplies	Original	\$662.26												

Acct Description	Description								
	Item	Quantity	Rate	Supply Type			Type	Total	
	Adjustment - benefits credit and final allocation.	1	\$19,595.25	General Supplies			Other	\$19,595.25	
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Subs for Title I classroom teachers	2	\$21.00	7	7	1	Original	\$2,009.00	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will tutor afterschool, Saturday, and summer tutorial for Core content areas and CTE for grades 9-12 remediation and extra practice for all grade levels beginning in August and on-going through the year.	15	\$37.00	2	3	30	Certified	Original	\$99,900.00
	Non-certified will work in afterschool, summer, and Saturday tutorial grades 9-12 ELA, Math, CTE, US History and Biology. They will assist with reducing small group size and work on remediation skills. This will begin in August.	15	\$15.00	2	3.5	30	Non-Certified	Original	\$47,250.00
Classroom Teacher	Classroom Teacher to provide Math Instruction in Algebra 1 for grades 9-12. This will allow for smaller class sizes and rigorous instruction.								
Social Service Facilitator	Social Service Facilitator will provide social services to families with students who may experience academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent								

Acct Description	Description				
	resources for identified students. Bachelors Level made the position a 216 duty days.				
Online subscription	Item	Quantity	Rate	Type	Total
	Kami renewal to help students annotate reading selections and utilize graphic organizers for increased comprehension in grades 9-12 for all content areas.	2665	\$3.60	Original	\$9,594.00
	Quizzizz will be used for CTE classes, as well as academic areas. This program will provide increased student engagement and study tools. Used for grades 9-12 in all content areas.	1	\$8,800.00	Original	\$8,800.00
	Edia will be used for Alg I and Geometry students that is a prescriptive AI program for remediation and extra practice to be used both at home and in class for all grade levels.	1517	\$30.00	Original	\$45,510.00
	Kahoot! site license. Program will allow interactive learning to increase student engagement for all content areas, grades 9-12.	1	\$6,000.74	Original	\$6,000.74
	Prisms will allow students to apply Math concepts through a virtual experience to enhance engagement. This will also include MDM service and site support for headsets. Grades 9-12.	1500	\$20.00	Original	\$30,000.00

Action Step: Professional Learning

Provide professional learning opportunities for teachers to learn, analyze, and discuss results from student data, implement standard-based instruction, and develop rigorous lessons to increase student achievement in all content areas of instruction in grades 9-12 and help increase our graduation rate.

Budget Total: \$167,863.00

Acct Description	Description										
Consultants	Item							Quantity	Rate	Type	Total
	EDIA will provide professional learning on their program for teachers on how to use reports and analyze data as well as implement the program with fidelity. They will also learn how to monitor student usage and show how to prescribe lessons. Two full days will be in-person (August/Sept) and 3 half days will be online and then monthly online support for the remainder of the school year.							1	\$7,900.00	Original	\$7,900.00
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Collegial planning for core academic areas including CTE and Foreign Languages to collaboratively plan and analyze trends and data. We will also use it with new teachers and their mentors to ensure support and understanding of data. We have a large number of teachers within their first 3 years of teaching.		59	\$25.00	1	2	40	Certified	Original	\$118,000.00	
	Pre school planning for department heads, new teachers and mentor teachers to analyze data and plan focus calendars. They will also create lessons using standards.		15	\$25.00	1	4.5	1	Certified	Original	\$1,688.00	

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: \$60,519.00

Acct Description	Description
Social Service Facilitator	Social Service Facilitator will provide social services to students and their families with academic and/or behavioral barriers, provide SBT support services, home visits, student/parent conferences, and link parent to resources for identified students. Associate level 216 duty days.

Mission Statement

1. Mission Statement

Palm Beach Lakes Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. Our school strives to empower parents and families to support their children's cognitive and social development by strengthening district, school, family and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Name	Title
Angela Jones	Teacher, SAC Chair
Quida Littles-Rawls	Parent
Tammatha Proby	Assistant Principal
Preshus Woods	Parent
Laura Yaun	Teacher
Portia Newton	Teacher
Kyra DeLoach	Student
Rosalind McCray	Principal
Charlyn Lowery	Assistant Principal

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

All stakeholders are invited to participate in Stakeholders meetings. No one is ever turned away.

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

All Staff stakeholders were invited to jointly develop CNA/SWP at the January 15, 2025 faculty meeting. All stakeholders were invited to develop the PFEP at the February 10, 2025 SAC meeting. We will have monthly SAC meetings this year also.

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

Stakeholders used the Title I provided forms to provide input for the CNA. All interested stakeholders were part of a presentation and discussion about the FY25 PFEP . The budget and plan were formulated as a result.

Name	Title
Rosalind McCray	Principal
Tammatha Proby	Assistant Principal
Charlyn Lowery	Assistant Principal

Annual Parent Meeting

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

September 9, 2025 at 5:00 PM in the Palm Beach Lakes Principal Conference Room

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

Call-outs, Marquee, Weekly Newsletter

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

Smartboard Translated documents

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

ESE/SIS

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

Learning how to manage and send messages to parents through SIS and showing them how to access information. Also learning what the icons mean and the accommodations that must be given to the students.

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

Parents will have more access to their children's information.

- What will teachers submit as evidence of implementation?

SIS emails, parent conference notes, ESE logs

- Month of Training

August/September

- Responsible Person(s)

Tammatha Proby/Charlyn Lowery

3. Staff Training for Parent and Family Engagement #2

- Name of Training

ELL Training

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

ELL strategies, communication,

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

Teachers will know how to communicate with parents, and help students with strategies for academic success.

- What will teachers submit as evidence of implementation?

Parental SIS communication, logs, plans including strategies

- Month of Training

January

- Responsible Person(s)

Sarah Docekal/Charlyn Lowery

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Freshman Extravaganza

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

Access to SIS, clubs and activities, clubs, organizations, meeting guidance counselors

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

Parents will be given all SIS and account codes. Parents will log on to a computer in a session to learn how to access all information regarding grades, attendance, referrals, etc.

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

Increase in student achievement as the parents are empowered with information that will allow them to support their student throughout the year. Parents will know when students are absent and the status of their grades,

- Date of Training

August 2025

- Responsible Person(s)

Charlyn Lowery/ Sarah Docekal/Micheal Huggins/ Tammatha Proby

- Resources and Materials

Smart Boards Schedules

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Senior Meeting

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

Parents are given all information regarding what their students need to graduate and be ready by the end of the year.

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

All families have a graduation tracking sheet that they will map out so they know what their students have for credits and they need to graduate.

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

Knowledge. Parents will know the expectations of senior year academically and financially.

- Date of Training

September/February

- Responsible Person(s)

Wanda Thomas/Charlyn Lowery

- Resources and Materials

Powerpoint Computer

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

FAFSA night

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

Financial preparation and assistance with forms for college and beyond.

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

Computers where counselors go step by step with parents on how to fill out the forms

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

Collegiate Preparation

- Date of Training

January 2026

- Responsible Person(s)

Wanda Thomas

- Resources and Materials

Computers/ Space

- Amount (e.g. \$10.00)

0

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

- Describe how agency/organization supports families.

Link qualified families to needed services in the community. Provide them with resources. such as food, clothing and assistance with job searches.

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

Completed Student Residency Questionnaire, flyers, disseminating information to applicable families and emails to MVP liaison.

- Frequency

As needed

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

- Name of Agency

Take Stock in Children

- Describe how agency/organization supports families.

This program tracks students and provide mentors as well as other resources. Mentors meet with their mentees weekly. It provides resources and guidance to families and helps to fill the gap.

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

Program list of participants, or brochure, or pictures with mentors & mentees.

- Frequency

weekly

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

- Name of Agency

Johnson Scholars

- Describe how agency/organization supports families.

It helps families develop an appreciation and understanding of college and the benefits of attending. They offer financial assistance to the students at the end of the program.

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

Meeting dates and agendas, and lists of participating families. Brochure

- Frequency

monthly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will inform parents about timely information about the Title I programs through parent link, Remind, social media and letters/flyers to parents through student backpacks. Student also take home a weekly newsletter which will have pertinent information in it.

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

Copies of flyers and invitations and/or parent link messages

- **Description**

Parents will be informed about curriculum at the school and academic assessments used to measure student progress and proficiency levels students are expected to meet through parent conferences, progress reports, report cards, SIS Gateway, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.

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

Copies of flyers and invitations and/or parent link messages

- Description

Parents will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards through parent conferences, progress reports, report cards, SIS Gateway, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.

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

Copies of flyers and/or parent link messages, progress reports, reports cards

- Description

Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children through SAC meetings and Stakeholders meetings.

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

Copies of flyers and/or parent link messages, SAC meetings

- Description

Our school community's best time to meet is in the evening. We offer our parent meetings in the evening. If necessary, there is a case manager that is available for home visits, I.E.P. and L.E.P. meetings are scheduled at the times that are convenient for the parents. When possible childcare is provided.

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

Meeting logs, agendas and fliers will show meetings are offered at staggered times

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 communication regarding Title I Programs (Annual Meeting, Tutorial programs, parent trainings, etc., is provided in English, Spanish, and Creole. Community Language Facilitator's from the district are available at meetings, trainings, conferences, and workshops. SIS Gateway also has the capability to translate in a number of languages. School Compact and Family Involvement Plan is also provided in various languages. The Policy/Plan is also addressed at IEP and ELL meetings with parents and students regarding parent participation in workshops, trainings and activities that will benefit students. Additional workshops are also conducted for parents in their home language. All students, those with disabilities, language barriers and migrant students are included in this process, and provided accessibility for participation with the appropriate accommodations.

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

Samples of information provided in families' home language.

• Description

Provisions are made for parents during school and district events. Materials for students or parents that need assistance with vision and/or hearing are modified accordingly. Sign-language interpreters and accessibility modifications are provided when necessary. Also, 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 needs are required. All meetings will be held on the first floor of each building.

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

photo of handicap signs & Agenda for meeting showing location of meeting

- **Description**

School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting through the Guidance department. If needed, we will contact the district Migrant Department for additional support for families.

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

Flyer for immunization van and lists of students or flyer for migrant department

- **Description**

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 personnel will assist families by connecting them with the district McKinney-Vento program. 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. The SBT team and the BHP.

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

Evidence might include copies of the SRQs and emails to Case manager and fliers provided to families.

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success; •Mentors assigned to students identified with SLL concerns; •Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day. •Connect students to agencies who have Cooperative Agreements or are on campus (DATA, Parent-Child center), Safe School Counselors and support team •Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, mental health and college-career equity gaps by connecting all students with the services they need. . Proactive and strategic interventions are implemented by the Crisis Intervention teacher to support ESE students with behavioral needs. The 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 school updates Action Plans during Leadership and Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Positive school-wide behavior is implemented through the use of PBIS Day. The staff has devised a set of RAM's expectations for student behavior in the classroom, cafeteria, hallways, etc. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our School Based Team will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, course curriculum including but not limited to: (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans In our African History and African-American Studies courses specifically, all ninth grade students engage in learning about the contribution of the African and African-American communities to instill a sense of pride within our student population. Lastly, we plan to create and 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 post secondary education). AVID I - IV is offered throughout the day to further instill college readiness skills.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: 1. Problem Identification entails identifying the problem and the desired behavior for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. 4. Evaluating is also termed MTSS. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and the idea of all students achieving benchmarks regardless of their status in general or special education. As a school, we have incorporated various levels of support for the ultimate success of our low performing students. 1. Built our master schedule to support our lowest level 1 students with research based reading interventions in their reading class. 2. Incorporate reading and writing strategies in our African American History Courses, and World History courses that align what is being taught in our reading and writing course. 3. Targeted school day tutorials to support our level 1, 2 and lowest 25%. 4. School day tutorials for content areas including our ELL and ESE students with teachers that are working on strategies to assist with practicing the various accommodations based on their IEP's, and LEP's. 5. Intensive reading course for our level 1 and content support with literacy strategies for level 2 students. 6. Study hall for all students in need of recovering credits during the school day and after school. 7. In school and after school tutorials in the format of boot camps for all of our EOC courses (Biology, Alg 1, Geometry and US History).

Provision of a Well-Rounded Education

1. Well-Rounded Education

School wide literacy plan to include: teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small professional learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Additionally, the follow programs are included to promote literacy as well:

- The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE)
- 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
- 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 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The High School Graduation Coach from America Corp which focuses on increasing the graduation rate by providing interventions and support to at-risk students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant-making assistance to seek out and obtain funding for many of these programs and initiatives
- Adaptive Technologies and programs such as Reading Plus and IXL.
- Intensive Reading Classes for all Level 1 students and Reading through the Content Area of Social Studies for Level 2 students with CLS-trained teachers

*Medical Program, Law Program, Early Childhood Program, ROTC, Biotech Program, Fire Academy, Grooming and Salon Services, AICE Travel & Tourism, Culinary Arts, eSports program and various computer courses that prepare students for industry certifications. These programs are designed to prepare students for an entry-level position to obtain a job in various industries upon graduation. Below is a brief snapshot of the plethora of courses offered during the four years at PBL. The courses listed below are some of the freshman-level courses offered to kick-start their interest in the various programs.

Digital Tech Education: This computer-based class perfects student skills in Microsoft Word, PowerPoint, and Excel. Students qualify to take an end-of-course industry certification exam to become Microsoft Office certified.

2-D Studio Art: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design.

Digital Design (Photoshop): This class is designed for students who are interested in animation, and digital art, while understanding the process of artwork in areas such as social media, the entertainment industry, promotion, and marketing. Students qualify to take an end of course industry certification exam to become Photoshop certified.

AICE Travel and Tourism: Students will explore the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies.

Culinary 1: Students will learn basic instruction in food safety, sanitation, and preparation introduced in this course. Some of the extracurricular opportunities offered to enrich students education are: AVID Club, Band, SECME, Chess, Drama club, Recycling, French and Spanish Honor Society, HOSA, Best Buddies, Pass the Knowledge, Black Student Union, Junior/Senior Art Club, FFEA, Key Club, National Honor Society, FCCLA and ROTC club just to name a few.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- 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
- 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

Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP, AICE, Dual Enrollment, or Industry Certification classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade-level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students. We use our school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. We offer several career academies including Pre-Law Academy, Early Childhood, Fire Academy, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education, JMROTC and select magnet programs. Students are also exposed to wide variety of college and career presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning. The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss "soft skills" important to success in the workforce via daily Teacher Advisory sessions. Health Science - CNA, CMAA, EKG, Pharmacy Technician, Bio-technician Assistant Information Technology - MOS Bundle, Dream Weaver, Photoshop, Illustrator, Cyber Security

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area as it is not applicable.

Professional Development

1. Professional Development

Positive working relationships are fostered between teachers through Professional Learning Communities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored, and instruction is adjusted when necessary, based on the decisions made through the collaborative planning and instruction process. Professional Learning Communities are held weekly for all CORE content areas. PBLCHS also: Provides staff with various professional learning opportunities that ensure they are equipped with an understanding of planning and delivering standards-based instruction grounded in the expectation that all students can succeed. Requests District and Regional specialists serve as mentors to provide support to new teachers to guide them with standards alignment. Provides a Teacher Ambassador who works with teachers new to Palm Beach Lakes. Each teacher is provided with a mentor teacher who works throughout the year with their mentee. Provides support and guidance to teachers in developing explicit standards-based lesson plans which embed appropriate scaffolds to meet students' needs identified after analyzing data. Implements literacy instruction focused on research-based core practices using complex, grade level texts. Provides teacher training and support on Adaptive Technologies (Reading Plus and IXL) that will be used in gauging students' progress in reaching mastery of identified standards Provides teachers with Professional Development in the various technology platforms to assist with engagement during instruction. Offers AICE teachers to attend professional development given by Cambridge.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Applicants are recruited through positions posted on the district website, we collaborate with the district's human resource office as well as our regional office for potential applicants. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. While in our employ at Palm Beach Lakes Community High School, all teachers are encouraged through professional learning offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties. Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Every department has an assigned Professional Learning Community leader that serves as a form of mentor and coach but also as a point person to assist with any questions with day to day routines and school activities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Also opportunities exist for teachers to earn extra pay for tutoring, club sponsorship and extra curricular activities. Partnering with high schools that have synonymous classes within the district to develop core content collegial relationships is also encouraged and supported. The Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training. Every administrator has an open door policy where teachers are able to see an administrator at any time for support.