

---

**Title I Comprehensive Schoolwide Plan**  
**ROYAL PALM BEACH HIGH SCHOOL (2331)**

---

# 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.

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 Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

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 Acceleration Success?

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

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

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.

## **Graduation Rate**

## 1. List prioritized needs statements.

9 / 10 ELA & Reading - On FAST PM, the Reporting category makes up the following % of the test: Reading across Genres & Vocab 35-50%, Reading Informational Text 25-35%, and Reading Prose & Poetry 25-35%. Reading across Reading Prose & Poetry includes the following standards: ELA.10.R.1.1: Literary Elements 48% Incorrect ELA.10.R.1.2: Theme 70% Incorrect ELA.10.R.1.3: Perspective and Point of View 56% Incorrect ELA.10.R.1.4: Poetry 43% Incorrect Algebra 1 - We used our midterm scores to calculate "predicted levels" that correlate each student's midterm grade to an EOC level. There were a total of 370 students tested and 131 of them are predicted to drop a level. Our biggest area of need is within those 131 students that are predicted to drop. Of the 131, 74 of them were former level 3's, 4's and 5's that now have a level 1 or 2 midterm score. This is 56% . Geometry - We used our midterm scores to calculate "predicted levels" that correlate each student's midterm grade to an EOC level. There were a total of 539 students tested and 213 of them are predicted to drop a level. Our biggest area of need is within those 213 students that are predicted to drop. Of the 213, 96 of them were former level 3's, 4's and 5's that now have a level 1 or 2 midterm score. This is 45% Proficiency: PM1 9: 169 / 509 = 33% 10: 207 / 576 = 36% PM2 9: 203 / 506 = 40% 10: 239 / 580 = 31% Reading across Genres & Vocab PM1 9: 14% 10: 13% PM2 9: 18% 10: 19% Reading Informational Text PM1 9: 10% 10: 11% PM2 9: 16% 10: 13% Support 9/10 to pass to graduate with cohort SY24 IB diplomas: 14 / 18 = 78% SY24 AICE Diplomas: 37 / 96 = 38.5% SY25 Retake AICE Diploma: 3 / 16 = 19% 8.4% of seniors have discipline referral(s) resulting in missing class (in or out of school suspension) 27.5% of seniors have Poor attendance (10+ missed days) SY25 - 100 seniors received 1 or more Fs for Semester 1 which makes reaching graduation more difficult

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

Teachers and students are continuing to learn and understand the academic language of the new standards. Algebra 1 - Several factors can contribute to this, including insufficient remediation, limited independent practice, gaps in foundational mathematical problem-solving skills, and lack of stamina to stay focused throughout the test. One last contributor and challenge we face is that students taking Algebra 1 in high school are the lowest level so we have to change their outlook and confidence in math along with understanding the content. Geometry - Many students haven't developed the habit of studying at home, making it hard to retain knowledge over time. Some struggle with basic thinking skills and problem-solving strategies, while others lack motivation or don't see the immediate value in academic success. Additionally, many prioritize work over school, focusing on making money rather than long-term education goals. Addressing these challenges requires building strong study habits, boosting engagement, and helping students see the lasting benefits of their education. Gaps in teacher preparation: Educators may not have received training in differentiated instruction or culturally responsive teaching. Language and cultural barriers: Since we have a large population of students whose English is not their first language, families may struggle to communicate with schools due to language differences or unfamiliarity with the education system. Teachers need ongoing professional development focused on evidence-based instructional strategies, including culturally responsive teaching. Families need accessible communication about student progress, available support, and ways to reinforce learning at home. Several factors contribute to student absenteeism and hinder academic success, many of which stem from both external and internal challenges. Historical patterns of absenteeism throughout a student's school career can create a cycle that is difficult to break, especially when coupled with a lack of parental involvement. Socioeconomic status often impacts attendance, with families facing financial hardships that limit access to transportation or other resources needed to support consistent attendance. Students living outside of school boundaries may experience additional transportation barriers that affect their ability to arrive on time or attend regularly. A lack of time management skills, emotional self-regulation, and self-monitoring can further prevent students from meeting daily expectations. In the classroom, disengagement and failure to follow school-wide expectations often stem from difficulty connecting with content or a lack of supportive relationships with staff. Barriers to building relational capacity between students and staff further contribute to feelings of isolation, making it harder for students to invest in their education and overall success. Addressing these complex issues requires a holistic approach that supports both students and families.

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

Reading/ELA Continue PLC work with ELA and Reading. Common planning amongst teachers. Reading will continue to “piggyback” on ELA standards and pacing to assist with remediation/support. Reading will use FSQ’s to test; ELA will continue to test students using the USA’s. Data will be utilized collectively. Host parent educational / support night, as well as technology resources for ELA/US History/Biology and Math & BEST teacher training. Continue to use data to drive instruction in ELA / Reading across Genres & Vocab, Reading Informational Text, and Reading Prose & Poetry. Continue to offer SAT/ACT/CLT bootcamp and tutoring for non-passers. Implement AVID strategies with AVID binders. Avid strategies would support all these solutions. Algebra 1 - The most effective solution would be offering and enforcing after-school tutoring. Providing incentives like candy or snacks to boost motivation can help and we can use these for tutoring attendance also. For teacher support, we can get them better trained on AVID strategies, conducting effective data chats, constantly reviewing foundational math skills while teaching new content, and differentiating instruction to meet diverse learning needs Geometry - We must focus on and implement more AVID strategies within our lessons so students can develop strong study habits. We need to provide PD to our teachers on how to encourage critical thinking and spiral review when teaching new content. To help with motivation, we can start implementing “motivation chats” included with data chats. Celebrating progress in content and also life will help keep students on board and dedicated to their own learning. To support student success and improve academic outcomes, several initiatives will be implemented to enhance communication, intervention, and support systems. Efforts will be made to update contact information for families not currently on file to ensure consistent communication. Teachers will maintain regular contact with parents regarding student attendance and academic performance, while school counselors will provide ongoing support through regular check-ins. An increased number of home visits will be conducted for students facing chronic attendance issues or behavioral concerns. Raising awareness of school initiatives will be prioritized to foster greater family and community engagement. Additional credit recovery labs will be offered both during and after school, along with after-school tutoring to provide academic support. The Teacher/Student Mentor Program and individualized Behavior Intervention Plans will offer targeted guidance for students in need. Positive Behavior Interventions and Support (PBIS) will be implemented, including incentive programs to encourage positive behavior. Alternative approaches to traditional discipline will be explored to promote restorative practices. Additionally, the Graduation Coach will actively support and monitor students, providing personalized guidance to help them stay on track for graduation.

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

- Communication

Using parentlink for updates regarding the importance of attendance Student Conductor infraction alerts per instance

- Parent Training

Supporting parents with student attendance issues/additional contact

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

### • School

Conduct Home Visits Conduct parent conferences Principal's Weekly Parent Newsletter Create a Math Newsletter and share out at the beginning of each Unit. So the parents know exactly what their child is working on in math class. Can be sent out using parent link. Coaches and DIL's will provide data chats with teachers to train them for completing their own data chats with students. School will provide data chats with students to see where they stand on major tests continuously throughout the school year. Coaches and DIL's will assist in making sure teachers know how to send Bi-Weekly progress reports to both students and parents.

### • Students

Take ownership of their learning by setting incremental academic goals and actively engaging in acceleration opportunities such as advanced coursework, tutoring, or enrichment programs. Utilize available resources, including digital learning tools and teacher support, to strengthen their skills and knowledge. Communicate their progress and challenges with teachers and parents to seek additional support when needed. Students will take these data chats and progress reports and reflect on their learning. They will use them to set future goals for areas of improvement. They will also share this with parents.

### • Parents

Partner with the school by attending workshops, parent-teacher conferences, and family engagement events focused on student acceleration strategies. Monitor student progress through the parent portal and support learning at home with provided resources and strategies. Parents will check google classrooms to receive updates on upcoming assessments. Discuss the data chats with their child and support them to prepare for improving on the next assessment and ways to focus better during that assessment.

### • Staff Training

Encouraging teachers to make positive contact with parents early Utilization of the digital reward system

### • Accessibility

Providing translated materials in all communications

## Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, well-rounded educational opportunities, and a literacy rich environment to build academic, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: **\$526,027.00**

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="413 565 1016 651">Item</th> <th data-bbox="1016 565 1163 651">Quantity</th> <th data-bbox="1163 565 1283 651">Rate</th> <th data-bbox="1283 565 1381 651">Days</th> <th data-bbox="1381 565 1493 651">Hours</th> <th data-bbox="1493 565 1619 651">Weeks</th> <th data-bbox="1619 565 1766 651">Certified</th> <th data-bbox="1766 565 1898 651">Type</th> <th data-bbox="1898 565 2030 651">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 651 1016 846">Certified teachers will provide Tutorial for students in grades 9-12 to target students requiring CLT/PM3/ACT/SAT preparation in ELA/Math. Tentative start date is July 2025.</td> <td data-bbox="1016 651 1163 846">7</td> <td data-bbox="1163 651 1283 846">\$37.00</td> <td data-bbox="1283 651 1381 846">4</td> <td data-bbox="1381 651 1493 846">5.5</td> <td data-bbox="1493 651 1619 846">2</td> <td data-bbox="1619 651 1766 846">Certified</td> <td data-bbox="1766 651 1898 846">Original</td> <td data-bbox="1898 651 2030 846">\$11,396.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide Tutorial for students in grades 9-12 to target students requiring CLT/PM3/ACT/SAT preparation in ELA/Math. Tentative start date is July 2025.	7	\$37.00	4	5.5	2	Certified	Original	\$11,396.00								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
Certified teachers will provide Tutorial for students in grades 9-12 to target students requiring CLT/PM3/ACT/SAT preparation in ELA/Math. Tentative start date is July 2025.	7	\$37.00	4	5.5	2	Certified	Original	\$11,396.00																			
Classroom Teacher	Biology and Physical Science classroom teacher will work with identified 9-12 students (low 25%) to provide support in teacher directed small groups that provide opportunities for hands-on lab experience to impact student success.																										
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="413 1042 1457 1128">Item</th> <th data-bbox="1457 1042 1604 1128">Quantity</th> <th data-bbox="1604 1042 1772 1128">Rate</th> <th data-bbox="1772 1042 1898 1128">Type</th> <th data-bbox="1898 1042 2030 1128">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 1128 1457 1279">Latinos in Action - To empower youth in The School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy. 9th-12th Grades</td> <td data-bbox="1457 1128 1604 1279">1</td> <td data-bbox="1604 1128 1772 1279">\$2,500.00</td> <td data-bbox="1772 1128 1898 1279">Original</td> <td data-bbox="1898 1128 2030 1279">\$2,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Latinos in Action - To empower youth in The School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy. 9th-12th Grades	1	\$2,500.00	Original	\$2,500.00																
Item	Quantity	Rate	Type	Total																							
Latinos in Action - To empower youth in The School District of Palm Beach County, specifically at these schools and its feeder elementary schools around self-efficacy, self-esteem, and self-identity, and literacy. 9th-12th Grades	1	\$2,500.00	Original	\$2,500.00																							
Extra Periods	9 everyday extra periods (5 ELA & 4 Math), across all grade levels, to lower student-teacher ratio to provide smaller group instruction.																										

<b>Acct Description</b>	<b>Description</b>																																									
Classroom Teacher	Algebra classroom teacher will work with identified 9-12 students to provide Algebra support in smaller groups for more effective impact on student success																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 342 1178 418">Item</th> <th data-bbox="1178 342 1325 418">Quantity</th> <th data-bbox="1325 342 1486 418">Rate</th> <th data-bbox="1486 342 1696 418">Supply Type</th> <th data-bbox="1696 342 1892 418">Type</th> <th data-bbox="1892 342 2026 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 418 1178 532">Box of pencils</td> <td data-bbox="1178 418 1325 532">1</td> <td data-bbox="1325 418 1486 532">\$5.46</td> <td data-bbox="1486 418 1696 532">General Supplies</td> <td data-bbox="1696 418 1892 532">Original</td> <td data-bbox="1892 418 2026 532">\$5.46</td> </tr> <tr> <td data-bbox="422 532 1178 646">Copy Paper</td> <td data-bbox="1178 532 1325 646">14</td> <td data-bbox="1325 532 1486 646">\$44.61</td> <td data-bbox="1486 532 1696 646">General Supplies</td> <td data-bbox="1696 532 1892 646">Original</td> <td data-bbox="1892 532 2026 646">\$624.54</td> </tr> <tr> <td data-bbox="422 646 1178 760">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1178 646 1325 760">1</td> <td data-bbox="1325 646 1486 760">\$9,540.00</td> <td data-bbox="1486 646 1696 760">General Supplies</td> <td data-bbox="1696 646 1892 760">Other</td> <td data-bbox="1892 646 2026 760">\$9,540.00</td> </tr> <tr> <td data-bbox="422 760 1178 873">BT 515643- Reduced classroom supplies to add 1 day-to-day extra period supplement</td> <td data-bbox="1178 760 1325 873">-1</td> <td data-bbox="1325 760 1486 873">\$7,177.00</td> <td data-bbox="1486 760 1696 873">General Supplies</td> <td data-bbox="1696 760 1892 873">Budget Transfer</td> <td data-bbox="1892 760 2026 873">-\$7,177.00</td> </tr> <tr> <td data-bbox="422 873 1178 987">BT 516575- Reduced classroom supplies to purchase SMORE</td> <td data-bbox="1178 873 1325 987">-1</td> <td data-bbox="1325 873 1486 987">\$1,050.00</td> <td data-bbox="1486 873 1696 987">General Supplies</td> <td data-bbox="1696 873 1892 987">Budget Transfer</td> <td data-bbox="1892 873 2026 987">-\$1,050.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Box of pencils	1	\$5.46	General Supplies	Original	\$5.46	Copy Paper	14	\$44.61	General Supplies	Original	\$624.54	Adjustment - benefits credit and final allocation.	1	\$9,540.00	General Supplies	Other	\$9,540.00	BT 515643- Reduced classroom supplies to add 1 day-to-day extra period supplement	-1	\$7,177.00	General Supplies	Budget Transfer	-\$7,177.00	BT 516575- Reduced classroom supplies to purchase SMORE	-1	\$1,050.00	General Supplies	Budget Transfer	-\$1,050.00
Item	Quantity	Rate	Supply Type	Type	Total																																					
Box of pencils	1	\$5.46	General Supplies	Original	\$5.46																																					
Copy Paper	14	\$44.61	General Supplies	Original	\$624.54																																					
Adjustment - benefits credit and final allocation.	1	\$9,540.00	General Supplies	Other	\$9,540.00																																					
BT 515643- Reduced classroom supplies to add 1 day-to-day extra period supplement	-1	\$7,177.00	General Supplies	Budget Transfer	-\$7,177.00																																					
BT 516575- Reduced classroom supplies to purchase SMORE	-1	\$1,050.00	General Supplies	Budget Transfer	-\$1,050.00																																					
Classroom Teacher	Algebra I classroom teacher will work with identified 9-12 students to provide support in teacher directed small groups that provide opportunities for collaborative learning to impact student success.																																									
Classroom Teacher	Classroom teacher for English for Grades 9-12 as well as an non-native speaking class. Students will be provided small group support for the lowest 25%.																																									
Classroom Teacher	Liberal Arts math classroom teacher will work with identified 9-12 students (Low 25% to help meet graduation requirements) to provide math support in teacher directed small groups that provide opportunities for collaborative learning and focus on foundational skills for student success.																																									

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Subs for Title I Funded positions (ELA, Math, & Science - 5 Teachers)	5	\$18.00	7	7	1	Original	\$4,288.00

### 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 reading and math instruction in grades 9-12 and help increase our graduation rate.

**Budget Total: \$116,073.00**

Acct Description	Description
Single School Culture Coordinator	260 Day Single School Culture Coordinator will work with grades 9-12 to foster collaboration, academic success, and a positive environment for personal and social growth.

### 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: \$10,866.50**

Acct Description	Description											
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	BT 516575- Smore supports the creation of interactive newsletters and flyers, which will enhance communication and engagement with parents and families. The platform supports the use of multimedia elements to ensure that important school updates and information are effectively conveyed. Additionally, Smore multi-language support and easy distribution via email and social media help reach a diverse parent population efficiently.						1	\$1,050.00	Budget Transfer	\$1,050.00		
Parent Support by Comm Language Facilitator	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Community Language Facilitators for SAC/After hours parent conferences (OT/ET)				2	\$27.00	10	2	1	Non-Certified	Original	\$1,060.00
	Community language facilitators for parent trainings in PFEP (OT/ET)				2	\$27.00	2	2.5	1	Non-Certified	Original	\$265.00
Parent Support by School Staff	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Teachers/Counselors to support parent trainings				7	\$25.00	5	2	1	Certified	Original	\$1,750.00
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Card Stock white and color					10	\$15.00	General Supplies		Original	\$150.00	
	Refreshments for parent trainings (2 trainings in PFEP)					75	\$3.00	Program Supplies		Original	\$225.00	
	Notebooks					325	\$2.50	General Supplies		Original	\$812.50	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper white (newsletters)	35	\$44.61	General Supplies	Original	\$1,561.35
	Chart Paper (parent trainings/ presentations)	21	\$26.39	General Supplies	Original	\$554.19
	Shipping	1	\$0.10	General Supplies	Original	\$0.10
	Color Expo Markers	10	\$8.06	General Supplies	Original	\$80.60
	MARKER SHARPIE ASSORTED 5PK	13	\$6.09	General Supplies	Original	\$79.17
	Colored Copy paper (newsletters, handouts/flyers)	120	\$4.00	General Supplies	Original	\$480.00
	Envelope for mailing out newsletters (500 pack)	11	\$13.19	General Supplies	Original	\$145.09
	Toner to print newsletters/handouts/flyers	30	\$44.00	Technology	Original	\$1,320.00
	Folders for training materials/personal data (100 pack)	50	\$5.08	General Supplies	Original	\$254.00
	Adjustment - benefits credit and final allocation.	1	\$44.50	General Supplies	Other	\$44.50

## Mission Statement

### 1. Mission Statement

Royal Palm Beach Community High School recognizes the importance of forming a strong partnership with parents; in order to promote effective parent involvement, the faculty and staff are committed to involving parents in shared decision-making and encouraging families to become active participants in their child's educational process, is the Royal Way.

## Involvement of Stakeholders

Name	Title
Dr. Shakeica Robinson	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Brandon Gilbert	SSCCC
Daniel Snider	Assistant Principal

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

Asking for volunteers to be a part of the process through callouts throughout the year. SAC members are selected from group of volunteers that represent the culture and population of the school. At SAC meetings stakeholders were briefed on the SWP, PFEP, and compact. Stakeholders who showed an interest in being a part of the group were then verbally asked if they would partake in the planning and development SWP, PFEP, and compact.

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

They will be involved in all parts of development such as giving input at meetings (Comprehensive Needs Assessment, ongoing monthly SAC meetings, being a part of special committees, parent training evaluations, and surveys) to ensure parent involvement and input. These meeting took place in the spring and also through ongoing SAC meetings.

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

Through a Comprehensive Needs Assessment, Stakeholder Input Meetings and ongoing SAC meetings. Evaluations will also be used. Parent feedback from trainings and family engagement surveys are also used for stakeholder input.

Name	Title
Shakeica Robinson	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Daniel Snider	Assistant Principal
Brandon Gilbert	SSCC

## Annual Parent Meeting

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

The Annual Title I Parent meeting will be held in October 2025 at 5pm in the media center. Royal Palm Beach will also be uploaded to the school website.

### 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 posted on the school website and through Parent Link and Smore's Newsletter, which will push out texts and phone calls in multiple languages.

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

Title I agenda, Parent and Family Engagement Plan, School-Parent Compact, PFEP, SAC dates, and PowerPoint. The language facilitator will translate.

# Staff Trainings

## 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent communication, Minga System & best practices

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

Teachers will learn about the various features of the SIS grade books to effectively communicate student progress and assessment data with parents and share best practices. Additionally, a new hall pass and tardy system will support Positive Behavior Support (PBS) through Minga.

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

Parents will then be able to have current grades, attendance, and progress from each class, and be able to have real-time communication with their child about school.

- What will teachers submit as evidence of implementation?

Snapshots of grade book/Google Classroom, Minga data, or other SIS features and possibly Call logs, conference notes

- Month of Training

August

- Responsible Person(s)

Barone

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

- Name of Training

Building Bridges: Family Engagement

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

Staff will learn how to use regular "Family Communication Logs." This is a simple way to keep in touch with families about student progress, needs, and successes.

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

Staff will learn how to set up and use a communication log, either on paper or on a computer, to keep track of messages with families. They will practice sharing both good news and concerns about students in a clear and positive way. Staff will also learn how to ask families for their feedback and questions, so families feel welcome to share their thoughts.

- What will teachers submit as evidence of implementation?

Snapshots of grade book/Google Classroom, Minga data, or other SIS features and possibly Call logs, conference notes

- Month of Training

February

- Responsible Person(s)

Cote

## Parent Trainings

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

- **Name of Training**

College A to Z

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

To support student learning at home, parents will be able to understanding the fundamentals of colleges, from applications, requirements, financial aid, and acceptances

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

Parents will receive detailed information on applying to colleges and have questions answered by guidance counselors. Parent will create sample essays and applications.

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

Parents will be able to support their child in preparing for colleges.

- **Date of Training**

September

- **Responsible Person(s)**

Guidance Department

- **Resources and Materials**

Powerpoint presentation and handouts

- Amount (e.g. \$10.00)

0

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

- Name of Training

Multicultural Parent Night

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

Parents will develop a thorough understanding of graduation requirements, assessments, technology tools for all grade levels, and learn about post-secondary opportunities.

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

Parent will be able to support their student by tracking the requirements needed for graduation. Parent will map out their student's plan for the next few years.

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

Parents will be aware of PBC graduation requirements and how to assist their students in obtaining a diploma. We will see an increase in graduation rates for ELL students.

- Date of Training

September

- Responsible Person(s)

Rivera

- Resources and Materials

PowerPoint presentation, refreshments, and handouts.

- Amount (e.g. \$10.00)

0

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

- Name of Training

TBA

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

TBA

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

TBA

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

TBA

- Date of Training

TBA

- Responsible Person(s)

TBA

- Resources and Materials

TBA

- Amount (e.g. \$10.00)

TBA

## Coordination and Integration

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

They partner with us by supporting families monthly parent meetings and sharing resources that will allow families to support their children. They also help our masterboard and monitoring the academic progress of English Language Learners through rigorous academics emphasizing critical thinking and creativity, students are prepared to effectively engage the global marketplace while embracing participatory citizenship.

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

ESOL Coordinator, will work to ensure a successful ESOL department as well as document emails, meeting notes, and agendas. An ESOL counselor will also be provided and trained to assist students in need.

- Frequency

Ongoing as needed

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

- Name of Agency

Take Stock In Children

- Describe how agency/organization supports families.

They partner with students and families monthly and provide resources that will allow students to receive scholarships and post secondary guidance.

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

They partner with our Guidance Department and RPBHS Administration to provide resources for families and students as needed. They offer our students one-on-one support services, college scholarships, caring volunteer mentors to support out of school needs.

- Frequency

On-going as needed

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

- Name of Agency

VIP

- Describe how agency/organization supports families.

For children in foster care, educational achievement is the greatest counterweight to the negative effects of abuse and neglect. VIP removes many barriers and offers the guidance and advisement needed for educational success. Their programs works with RPBHS to ensure foster families and students have the same tools and support afforded to children in traditional homes. Through one-on-one attention and the following strategies, high school graduation is within reach for every foster care youth in our program. Best Foot Forward uses the following strategies that lead to academic success: -Analysis of Diploma Options -Comprehensive Education Plans -Test Taking & Study Skill Development -Organizational Skills -Graduation Tracking -Online/Virtual Education Support -Individual Academic Tutoring -EOC and Assessment Preparation -SAT/ACT Preparation -Core Course Remediation -Communication & Self Advocacy Development -Post-Secondary Placement Plan

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

Guidance Department and Best Foot Forward Log and SBT team notes

- Frequency

On-going as needed

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will provide information and invitations for Parent Trainings/Information Nights, meetings, tutorial programs, mentoring, etc. on the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, at the annual Title 1 Meeting, at SAC Meetings, Flyers, and Quarterly Newsletters.

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

1. The school's S'mores/Parentlink newsletters will highlight Title I programs, meetings, and other activities. 2. Flyers will include the information agendas and sign-in sheets from the events.

- Description

Parent Training/Information Nights, Open house, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about the curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. Open House at the start of the school year flyer. Teachers will present an overview of the curriculum and expectations for the year. 2. The school's S'mores/Parentlink newsletters will highlight upcoming topics and important academic initiatives and keep parents informed about curriculum changes and proficiency expectations. 3. Parent-teacher conferences, IEP meetings, or ESOL parent meetings will provide an opportunity for the school to inform parents and discuss their student's progress and the curriculum directly with staff.

- Description

Parent Trainings/Information Nights, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. The school's S'mores/Parentlink newsletters will include information about upcoming assessments, their importance, and how they align with State standards. 2. Parent-teacher conferences, IEP meetings, or ESOL parent meetings will explain the different types of assessments used and how they relate to State academic standards.

- Description

We will provide information at parent conferences, Graduation checks with students, reports to parents, and information given through the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers. We will have a FAFSA night and parent training sessions, also. We also hold SAC meetings, Title I annual meetings, and stakeholders meetings for the CNA.

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

1. Our School Advisory Council (SAC) members advise the school principal and assist in preparing, implementing, monitoring, and evaluating the School Improvement Plan. The SAC monitors and discusses areas for improvement and success and assists the school in creating and analyzing climate surveys. 2. The school's S'mores and Parentlink newsletter updates that inform parents about upcoming meetings, volunteer opportunities, and ways to get involved in school decision-making. 3. Title I - SWP Stakeholder Input Meeting

- Description

The school will provide training at 6:00 pm which is when parents have expressed the best time to attend. We also offer a place for students/children to go on computers as the majority of the training are held in the RPBHS Media Center. Parents are in the same room so child care is not necessary. The school will also conduct home visits if needed to share information with parents. IEP/LEP/SBT meetings are scheduled at a time that is convenient for families to attend. Recordings can also be posted to the website.

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

Agendas with time and location of meeting, Minutes, home visit logs, invitations to IEP/LEP/ SBT meetings.

## 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

RPBHS will do it's best to translate letters, agendas, sign-in sheets, flyers, transportation logs, parent evaluations and any other written documentation parents are provided. Additionally, CLFs will be available during parent conferences and training as needed. School-parent compacts in all languages, and academic reports (mid-term and report cards) are in all languages.

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

School-parent compacts in all languages, parent link messages, and newsletters in English, Spanish, and Haitian Creole.

- Description

Meetings will be easily accessible, an elevator is available, and additional accommodations will be made upon request. The ESE department will be contacted if the need for an Sign-language interpreter should be needed. Amplifiers are available upon request for meetings. 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. 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.

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

Photos of elevators and parking accommodation. In addition, emails to the District ESE department if services are requested to support.

- Description

School staff will reach out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc. Making everyone feel welcomed. The school will provide home visits as needed to share information and connect families with the migrant program and multicultural department to provide additional support to migratory working families as needed. A log of home visits will illustrate that home visits occurred and meeting invites and emails will show that flexible meeting times were given as an option for migrant families who may not be able to attend traditionally timed events.

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

Migrant flyer to show services available, Notes, emails of support provided, home visit notes

- Description

RPBHS has an assigned Guidance Counselor who knows the ins and outs of resources available for homeless teens and families. The Guidance Counselor reaches out to families to see how the school can remove barriers, such as flexible meeting times, transportation, and home visits. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Documentation that flexibility regarding meeting times and locations will include emails, agendas, and phone logs. Sample evidences: Student Housing Questionnaire, notes, emails of support provided, flyer of services available.

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

McKinney Vento flyer, emails to MVP staff, SBT notes for homeless students, Questionnaires

## 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

We provide counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. Mentors are assigned to students identified with skills for learning and life (SLL) concerns. Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. There are various campus activities that address social/emotional needs of students such as Activity Fairs and assemblies from SwPBS Expectations to programs such as Social Media Awareness. We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Students 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). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need; • Guidance counselors are available to students in the morning and during lunches to address student needs which certainly include social-emotional needs; • Small group and individual counseling after school for students who are recommended for and seeking out help. In addition to the services and organizations listed above, we will also survey all of our students to determine if they have an adult who they can confide in, on campus. Students who do not have an adult (or Advisor) on campus that they can go to in times of distress will be identified. Specific group meetings will occur with faculty members who volunteer to be Advisors. Advisors will establish positive nurturing relationships in an effort to foster a culture of support to all students. Advisors will guide students in developing healthy habits and provide strategies so that students can cope with the challenges they face on a daily basis.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic, behavioral, and Skills for Learning for Life instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (tiers) based on student needs. The goal of this "needs driven" decision making is to ensure that available resources are allocated and matched to the appropriate students at the appropriate levels in order to accelerate the performance of all students to achieve or exceed proficiency. This seamless system requires a commitment from all stakeholders in the school community. The most essential components of a MTSS Framework include:

- multiple tiers of evidence-based instruction/intervention
- a problem solving method that is designed to successfully match evidence based interventions to area(s) of need
- an integrated data collection and assessment system to inform decisions at each level of support
- parental involvement and engagement in each child's education

All students receive Core instruction in this framework. Students that are struggling academically or behaviorally, may be referred to the Problem Solving/School Based Team. This team is charged with identifying area of need, identifying evidence based interventions and progress monitoring tools and monitoring fidelity of implementation. Students that may be in need of additional intervention, may be provided this (Supplemental/Tier 2) support in their intensive reading or math course, which is provided in addition to and in alignment with core instruction. If they continue to need academic intervention, it may be determined that they are in need of Intensive (Tier 3) support. This can be provided through the tutorial if needed. Some of the programs provided for both Supplemental (Tier 2) and Intensive (Tier 3) are Reading Plus and Achieve 3000. Math intervention is provided with the use of evidence based strategies or programs through the tutorial. Behavioral interventions that are used to remove barriers for students include but are not limited to mentoring, Check In Check Out, Behavior contacts. Etc. RPBHS' Instructional Leadership Team (ILT) and Response to Intervention team meets second and fourth Wednesdays of each month. The team's first priority is to discuss academic and behavior progress. The area of need is identified and an action plan is designed to target each area to try to meet the student's needs. Each plan includes who will be servicing the students. The team will identify students who are not meeting academic targets once Tier 1 Core Instruction is implemented and Tier 2 supplemental progress isn't made. Tier 1 support includes a campus wide Advisor program by which all students are provided with access to an adult who they can confide in and learn strategies for coping with individual hardships. Additional Tier 2 support includes more face time with advisors who can develop healthy habits along with a counselor who will actively monitor students progress in academics and behavior through weekly monitoring sheets. Tier 3 students will be referred to School Based Team (SBT). Plans will identify the student's area of deficiencies and will include research based interventions that are put in place. Instructional leaders are responsible for supporting the teachers throughout the process. Additional counselors are provided at this level who have specific expertise regarding the students core issues. Strategies will be provided during regular counseling sessions and a detailed log of a students progress is maintained so that a there is a full behavioral profile of the student.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

By implementing the first Pillar (Standards), RPBHS students are immersed in rigorous tasks encompassing the full intent of the standards. Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. Additionally, students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. All members of the school staff participate in collaborative professional learning communities (PLCs) that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Prior to PLC meetings, the PLC Coordinator, and Reading Coach, gather appropriate instructional resources and strategies (data based) to be utilized for academic achievement. The information discussed in these meetings determines the upcoming plan of instruction. Our school addresses and incorporates academic and career planning with the following strategies: School counselors deliver career and academic planning information throughout the school day (Counselor Coffee Talk), parent information meetings, and individual counseling. Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org (information for planning and managing a student's secondary and post secondary education experience) and standardized tests for college admission. (SAT, ACT, CLT, PSAT) RPBHS promotes enrollment in career academies related to student's interests and abilities. We currently have the following college and career academies: Air Conditioning, Refrigeration, and Heating (HVAC), Medical Sciences, Global Business, S.T.E.M., and our new Navy JROTC Corps. These programs support students' abilities to learn job related skills while preparing them for post secondary schools, military service, and/or a career. The HVAC and Global Business entry level classes are also offered as electives for any students interested in these areas but did not apply for CHOICE programs. RPBHS also offers an array of elective classes specific to student individual interests: chorus, band, art, computers, and sports. CLT, ACT and SAT Preparation courses are promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBSC, and courses through Virtual School are pursued to provide convenient access to any interested student. Dual Enrollment is also offered to students who qualify. Students are encouraged to participate in clubs/organizations that compete in competitions as well as engage in building relationships with business partners. This provides students with real world applications as they prepare for post secondary success. RPBHS has over 30 different clubs and organizations that range from Gaming, Anime, and Chess Club to a Black Student Union, Student Council, and Latinos in Action. Students are able to stay after school and receive dinner prior to the start of the extracurricular activities. Students are encouraged to participate in a variety of organizations and clubs through numerous Activity Fairs held on campus throughout the year as well as advertising by the individual groups. Lastly, students are encouraged to participate in tutoring through the National Honor Society and Academic Tutoring program that focuses on EOCs (Algebra, Geometry, US History) and other critically tested areas such as Reading. CLT, ACT and SAT tutoring opportunities are also provided throughout the year for students who need additional support in those areas.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

The AVID (Advancement Via Individual Determination) program, which promotes student self-management and personal responsibility for academic success is an elective course that includes instruction in college readiness topics and strategies. In addition to the AVID program, students have the opportunity to enroll in AP (Advanced Placement), IB (International Baccalaureate) and AICE courses. RPBHS also offers Medical, Business, STEM, and HVAC career academies and most recently has added a Navy JROTC program. Many of the magnet courses require field experience and RPBHS also offers OJT to students who are not eligible for the academies. Our school addresses and incorporates academic and career planning with the following strategies: School counselors deliver career and academic planning information throughout the school day (Counselor Coffee Talk), parent information meetings, and individual counseling. Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org (information for planning and managing a student's secondary and post secondary education experience) and standardized tests for college admission. (SAT, ACT, PSAT) RPBHS promotes enrollment in career academies related to student's interests and abilities. We currently have the following college and career academies: Air Conditioning, Refrigeration, and Heating (HVAC), Medical Sciences, Global Business, S.T.E.M., and our new Navy JROTC Corps. These programs support students' abilities to learn job related skills while preparing them for post secondary schools, military service, and/or a career. The HVAC and Global Business entry level classes are also offered as electives for any students interested in these areas but did not apply for CHOICE programs. RPBHS also offers an array of elective classes specific to student individual interests: chorus, band, art, computers, and sports. ACT and SAT Preparation courses are promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBSC, and courses through Virtual School are pursued to provide convenient access to any interested student. Dual Enrollment is also offered to students who qualify. Students are also provided with opportunities to participate in several assemblies on campus with local community leaders of various organizations, such as Latinos in Action. Students are also able to gain knowledge from professionals in a variety of fields through an organized career fair held on campus. We also allow organizations to set up informational booths throughout the year, that promote their profession and recruit new participants in their field.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Learning

## 1. Professional Learning

Faculty members attend weekly PLC's where they are working collaboratively with their colleagues sharing best practices. In addition, all staff members have the opportunity to observe classrooms implementing best practices. Instructional coaches attend district supported PD that is specific to their individual content area, and paraprofessionals have time set aside to ensure their professional growth. Since we have numerous academies and organizations, adults leading those groups are able to attend professional development in those areas. The intent is that these teacher leaders are able to gain the knowledge in the area, and upon their return share them during Professional Development days and Faculty Meetings. School wide initiatives such as AVID is a good example of how teacher leaders are able to share experiences and knowledge from conferences during Pre-school PD, faculty meetings, and professional development days. Our academic coaches are lead by the instructional leadership team. They are aware of the strengths and weaknesses of each teacher within their respective department and will recommend PD for those needing support. Continuous PD involves both district-based (Regional and District Curriculum Support) and non-district based sessions and conferences. Additionally, teachers are also provided with opportunities to observe their peers in the Peer Observation Program that utilizes the Palm Beach Model of Instruction. Other teachers who need further support are provided with a curriculum coach who will utilize the Coaching Continuum to develop instructional skills and implement appropriate learning strategies for their students.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

The recruitment process involves attending job fairs, utilizing National Search Sites, screening resumes, and conducting targeted interviews all of which help to ensure the hiring of 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 are able to retain our teachers by providing continual support through a mentor program, weekly PLC's, and Instructional Coaches assisting teachers in the high need subject areas. Teachers are appreciated at RPBHS. Recently, based on results from the School Effective Questionnaire, we were rated as the "Happiest High School in the County". Our teachers feel supported by 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 are able to contribute positively in 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.