
Title I Comprehensive Schoolwide Plan
PB MARITIME ACAD SECONDARY (3924)

ELA

1. List prioritized needs statements.

Student performance and reading and writing need improvement. According to the PM 1 F.A.S.T. assessment, grades 6th-8th are at 26% proficiency. Our 9th and 10th graders were at 28%. The PM 2 F.A.S.T. assessment for 6th-8th grade are at 33% proficiency. Our 9th and 10th graders are at 39%. The lowest 25% of students need more support in order to accelerate achievement.

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

Teachers lack support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Teachers struggle to effectively differentiate and provide ELL strategies across the curriculum. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps. Comprehension and vocabulary are notable deficiencies.

3. Share possible solutions that address the root causes.

Staff reading support personnel to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on effective de-escalation strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Staff support to continue to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. Staff reading support personnel to support student sub groups and students in need of intervention. Provide professional development to build capacity in effectively implementing best practices and utilizing differentiated materials to accelerate student achievement. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional intervention support staff to target students in need of supplemental and intensive support.

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

- Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

- **Parent Training**

Additional training on semester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Have a school-wide dedication to reading and create opportunities to implement reading instruction beyond the mandated 90-minute block. Extend writing opportunities cross-curricular. Reward and celebrate student achievement. Support parents on how to extend learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Encourage reading at home, help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Math

1. List prioritized needs statements.

According to the F.A.S.T. PM 1 assessment, 9% of the students enrolled in 6th - 8th math are proficient. According to the F.A.S.T. PM 2 assessment, 21% of the students enrolled in 6th - 8th math are proficient. According to the B.E.S.T. EOC Algebra 1 assessment, 13% of the students enrolled in Algebra 1 are proficient. According to the B.E.S.T. EOC Geometry assessment, 0% of the students enrolled in Geometry are proficient.

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

Teachers lack ongoing support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Teachers struggle to effectively differentiate and provide ELL strategies across the curriculum. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps.

3. Share possible solutions that address the root causes.

Staff math support personnel to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on effective de-escalation strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Staff to continue to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. Retain personnel to support student sub groups and students in need of intervention. Provide professional development to build capacity in effectively implementing best practices and utilizing differentiated materials to accelerate student achievement. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional intervention support staff to target students in need of supplemental and intensive support.

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

- Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

- **Parent Training**

Additional training on semester expectations, how to progress monitor, and how to help your child at home

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

- **School**

Have a school-wide dedication to math and create opportunities to implement math instruction beyond the master board schedule. Reward and celebrate student achievement. Support parents on how to extend learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Science

1. List prioritized needs statements.

According to the Mid-term Exam data, students enrolled in Biology are at 46% proficiency which is an increase from the previous year. The 8th grade Winter Diagnostic showed 30% proficiency. Student performance in Science needs to increase. The lowest quartile of students need more support in order to accelerate achievement. ELL students are not making adequate progress and are in need of additional support.

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

Teachers lack ongoing support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Teachers struggle to effectively differentiate and provide ELL strategies across the curriculum. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps. Students struggle with the complexity of Science related content and have difficulty dissecting questions.

3. Share possible solutions that address the root causes.

Have instructional personnel provide professional development in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have more supplemental materials and hands-on activities to make science instruction more engaging. Create a science lab. Make Fine arts science programs more engaging and more standard based to increase student achievement. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional support staff to target students in need of supplemental and intensive support.

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

- Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

- **Parent Training**

Additional training on semester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Have a school-wide dedication to science and marine science in particular per our Charter and create opportunities to implement science instruction beyond the master board schedule. Reward and celebrate student achievement. Opportunities for participation in extra –curricular science events.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Social Studies

1. List prioritized needs statements.

The world history midterm shows 65% average. The US history midterm shows 63% average. Students in Civics show a 59% proficiency. Student performance in reading and writing needs to increase. Lowest 25% of students need more support in order to accelerate achievement. ELL students are not making adequate progress and are in need of additional support.

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

Teachers lack ongoing support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Teachers struggle to effectively differentiate and provide ELL strategies across the curriculum. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps. Comprehension and vocabulary are notable deficiencies.

3. Share possible solutions that address the root causes.

Staff instructional personnel to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on effective de-escalation strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning.

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

• Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

• Parent Training

Additional training on semester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Implement cross curricular instruction utilizing social studies content. Reward and celebrate student achievement. Opportunities for participation in extra –curricular social studies events.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Acceleration Success

1. List prioritized needs statements.

Based on current data, 5% high school students are enrolled at Palm Beach State College for Dual Enrollment, which includes Early Admission. Student performance in reading and vocabulary needs to increase. ELL students are not making adequate progress and are in need of additional support.

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

Teachers lack ongoing support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Teachers struggle to effectively differentiate and provide ELL strategies across the curriculum. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps.

3. Share possible solutions that address the root causes.

Staff instructional personnel to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on effective de-escalation strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning. Additional support needed to support college and career readiness initiatives.

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

• Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

• Parent Training

Additional training on semester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Provide opportunities for acceleration and enrichment. Have more support for teachers to improve instruction and classroom management. Continue to implement tutorial. Provide training for parents on how to support their child's learning at home and what resources to use.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Graduation Rate

1. List prioritized needs statements.

Based on our prior school grade data, the past graduation rate was at 93%. ELL students are not making adequate progress and are in need of additional support.

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

Teachers lack ongoing support for differentiating instruction. A large population of our teachers are new or long term subs. Teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions. Our teachers need ongoing professional development in regards to utilizing classroom data effectively to guide instruction and close instructional gaps.

3. Share possible solutions that address the root causes.

Staff instructional personnel to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on effective de-escalation strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Provide more supplemental support to students in a small group setting. Provide more supplemental resources, tutorials, and online programs to better support learning. Additional support needed to support college and career readiness initiatives.

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

• Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

• Parent Training

Additional training on semester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Provide opportunities to review progress and track progress towards graduation. Provide support on post secondary education and college and career readiness.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn. Take accountability for completing all coursework and meeting graduation requirements.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home

- **Accessibility**

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Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standard-based, and meaningful instruction.

Budget Total: \$148,116.25

Acct Description	Description										
Resource Teacher	Resource teacher will provide supplemental math support to identified students through interventions using the push-in/pull-out model.										
Classroom Teacher	HS (9-12) Intensive Reading Teacher Provide targeted support for students who need to improve their reading comprehension, fluency, and vocabulary to meet grade-level expectations										
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>IXL Learning will be utilized with all grade levels (6th-12th), across all content areas, to supplement classroom instruction.</td> <td>1</td> <td>\$13,553.25</td> <td>Original</td> <td>\$13,553.25</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	IXL Learning will be utilized with all grade levels (6th-12th), across all content areas, to supplement classroom instruction.	1	\$13,553.25	Original	\$13,553.25
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IXL Learning will be utilized with all grade levels (6th-12th), across all content areas, to supplement classroom instruction.	1	\$13,553.25	Original	\$13,553.25							
Classroom Teacher	Middle School Intensive Math Teacher. This role focuses on strengthening foundational math skills, closing learning gaps, and preparing students for success in advanced coursework through differentiated, data-driven instruction.										
Resource Teacher	Resource teacher will provide supplemental reading support to identified students through interventions using the push-in/pull-out model.										

Action Step: Parent and Family Engagement

Enhance students' academic learning by providing effective and meaningful communication and conducting academically focused and relevant parent trainings.

Budget Total: \$3,326.00

Acct Description	Description																																	
Parent Support by School Staff	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified teachers will provide parent support during two different parent engagement events (Science Night and Literacy Night)</td> <td>18</td> <td>\$35.00</td> <td>1</td> <td>2</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$1,260.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide parent support during two different parent engagement events (Science Night and Literacy Night)	18	\$35.00	1	2	1	Certified	Original	\$1,260.00						
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Action Step: Professional Learning

Teachers will participate in ongoing professional learning to build instructional capacity to improve student outcomes.

Budget Total: \$32,295.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will provide coaching, support, and professional learning strategies to teachers in effort to improve classroom instruction and ensuring social competence and responsiveness is embedded in instructional practices. SSCC will also assist in overseeing our SWPBS.
Coach	Math coach will provide professional learning, instructional support, data analysis, and on-going monitoring of our campus's instructional programs to ensure the validity of the math department.
Coach	Reading coach will provide professional learning, instructional support, data analysis, and on-going monitoring of our campus's instructional programs to ensure the validity of the Reading department.

Mission Statement

1. Mission Statement

Our mission at Palm Beach Maritime Academy High School is to empower parents and families to support their child's cognitive and emotional development. To bridge the gap between parent, school, and community and to improve relationships between home and school. Additionally, we are committed to a robust academic rigor, while preparing our students for college, career and life beyond high school.

Involvement of Stakeholders

Name	Title
Shari Cooper	Parent Liaison
Christina Olson, Kara Gogan, Joedi-Ann Hart	Parents
Kathleen Dominguez	Town Clerk, City of Lantana
Tony Martinez	Kona Ice, Vendor
Commander Thomas Mitchell	Lantana Police Department
Karen Lythgoe	Mayor of Lantana
Steve Casenza	CFOO of Palm Beach Maritime Academy
Dionte Perry	Principal
Chelsea Smith	Elementary Principal
Rictoia Coleman	Single School Culture Coordinator/Dean of Students

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

Notices are sent to families and teachers to assist in the development of the CNA. Data from the CNA is analyzed and used to create representation for stakeholders. Stakeholders are selected based off request to administration and parent liaison. Administration also seeks out input and representation from parents who are observably highly involved with the school. Representation from members of the Town of Lantana are solicited by administration as well as the Lantana PD.

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

Stakeholders - parents, staff, community members - met to discuss schoolwide data, needs, and any ideas to best support student achievement. Stakeholder input has been incorporated into the CNA, the SWP, the School-Parent Compact, and the PFEP. Staff will meet on 01/29/2026 at 3:45 PM. Parents and community members will meet on 02/11/2026 at 5:00 p.m.. A similar process will be utilized for the 2026-2027 school year but meetings are planned for in person and will be recorded for stakeholder accessibility.

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

Outcome: Additional trainings to support staff for increased student achievement, improve school culture, improve communication/school to home connection, and support parents in building their capacity to support at home learning- reading, math, and technology coaches, reading interventionist, Single School Culture Coordinator, and parent liaison staffed. Targeted hands on training to be provided to parents.

Name	Title
Steve Casenza	Director of Operations
Dionte Perry	Principal
Rictoia Coleman	Dean of Students/SSCC
Chelsea Smith	Elementary Principal

Annual Parent Meeting

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

Annual Meeting will take place on October 2, 2025 @ 5:00 PM in the school cafeteria.

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

Parents will receive an email and invitations will be sent via Jupiter Ed, in multiple languages. They will also be notified via our weekly video, Facebook, and calls to parents without email access.

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

Resources will include an Invitation, Sign-In Sheets, Agenda, PPT, copy of FY26 PFEP summary, copy of FY26 Compact, parent evaluations, and reflection notes template.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Understanding Student Data

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

Staff will learn best practices on disseminating data to students and their families, this will include but is not limited State Testing Data, Classroom Data and SIS.

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

Increased communication between the school and parents along with a more complete understanding of data and how it affects student progression.

- What will teachers submit as evidence of implementation?

Teachers will submit evidences of students and parents using the data to make decisions in the form of schedule and class requests. Any communication home will include student data and its impact on the student in the classroom daily.

- Month of Training

August

- Responsible Person(s)

Dionte Perry and Rictoya Coleman

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication and Early Warning Signs

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

Teachers will learn the best way to communicate and share information with families especially students that have multiple early warning signs.

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

Promotes positive collaboration amongst families and staff in effort to create a strong culture and climate that will seal our communication gap. This will also help teachers in identifying risk factors that sway student achievement.

- What will teachers submit as evidence of implementation?

Call logs, 1051 Conference Notes, and copies of emails.

- Month of Training

October

- Responsible Person(s)

Dionte Perry and Rictooya Coleman

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

STEAM Night

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

To support student at home learning, in conjunction with the the South Florida Science Museum families will engage in various science and STEM related activities and project based learning.

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

Families will engage in progress based learning and take a hands on approach to the scientific method by utilizing manipulatives and projects.

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

Increase student achievement through hands on, project based learning and use of the scientific method to problem solve.

- Date of Training

10/02/25

- Responsible Person(s)

TBA

- Resources and Materials

Experiment materials. Scientific manipulatives. Sign-in sheets

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Strategies to Support at Home Learning

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

Navigating through clever and identifying selected the selected apps to assist with home learning and navigating through JupiterED to provide insight of how to check messages and grades

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

Parents will be provided a Chromebook to explore online supplemental programs. Staff will be circulating to provide scaffolded support.

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

Increase capacity to effectively use supplemental online programs at home to increase student achievement.

- Date of Training

TBA

- Responsible Person(s)

TBA

- Resources and Materials

Chromebook, teacher created handouts, PPT, translators

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

0

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

McKinney Vento

- Describe how agency/organization supports families.

School Based Team coordinates with our guidance counselor to work with the school district's McKinney Vento Program to support migrants, and students experiencing homelessness, with a variety of needs.

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

School based team referrals, provide evidence of uniforms, school supplies, etc. provided to families in need and conference notes.

- Frequency

Ongoing as families are identified or more support needed

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

- Name of Agency

Chrysallis

- Describe how agency/organization supports families.

This agency provides counseling to families free of charge. Often, they will come to the school to offer services. They also make contact with the families to provide further services if needed.

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

A counseling schedule is needed.

- Frequency

As needed or if requested

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

- Name of Agency

Besharat Art Gallery in Atlanta, Georgia

- Describe how agency/organization supports families.

The museum donated and hung 200 photos per campus by a photographer featured in National Geographic. Teachers incorporate the photographs into lessons and students will be able to discuss media, reactions etc. Parents will be invited to view the exhibit. Also, students and their parents will work together to develop an appreciation of the arts.

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

Photos, students observations, lesson plans utilizing exhibit

- Frequency

ongoing

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

Families will learn about our Title I program through our Annual Meeting held in August. Throughout the year parents will receive information through our student planners, website, Facebook page, Jupiter Ed, email and text messages. Families will also receive information through handouts and grade level newsletters. Families will be invited to attend parent trainings throughout the school year.

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

Invitations, Jupiter Ed, screenshots of website that illustrated communication, and Facebook posts

- Description

PBMA will hold various parent nights to inform families of curriculum goals, grade level standards, and proficiency levels which include, curriculum night and hands on trainings. Parent conferences take place as needed or at the request of the parent or teacher. Board meetings are published on the school website and parents of students' in ESE/ESOL receive timely notices of meetings. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese.

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

Curriculum Night sign in sheets, JupiterED invitations, Curriculum Night Presentation

- Description

PBMA will hold various parent nights to inform families of academic assessments, such as how to progress monitor their child's academic performance. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese. Parents receive training on how to interpret the report card and what skills children need to meet. Parents will be invited to training on statewide progress monitoring assessments.

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

Facebook will be used to announce assessment dates and deadlines as well as make stakeholders aware that scores are available via JupiterED. Parents will receive handouts that will clearly show the step by step process on how to use JupiterED to access grades and assessments scores.

- Description

PBMA will hold various parent nights to inform families of academic assessments and how to progress monitor their child's academic performance. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese. Parents receive training on how to interpret the report card and what skills students need continued support in to show proficiency. Statewide assessment training and communication will be provided. Parents are provided with training and written step by step directions on how to login to Clever and Performance Matters to keep up to date on assessments and student performance.

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

Emails via JupiterEd will inform students of all events. Signup sheets will be available for conferences with teachers, Admin and other school staff as it relates to progress monitoring. Classroom and Schoolwide newsletters as well as the schoolwide monthly calendar will have important dates of note for all stakeholders.

- Description

Trainings will take a place at a variety of dates and times during the school year. We will offer both in person training, training via Google Meet, and recordings will be available. Presentations will be sent to families to remove barriers for attendance.

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

Simplybookme.com calendar printout. Google calendar print out from teacher conference calendar. Meeting recordings.

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

We have translators attending meeting. Parents have been instructed on how to translate the website, and Facebook and YouTube (where we publish our weekly video) are equipped with translation mechanisms.

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

Screenshots: This is the link to video on how to translate. <https://youtu.be/XhUm1TLw3ZU> Translated documents and meetings. Conference Note--- showing translator in attendance.

• Description

PBMA has ramps for accessibility of students that are in wheelchairs. Students with IEPs and 504s receive services and support. We have a Speech and Language Pathologist. The school offices are wheelchair accessible.

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

Photos of accessible bathrooms, disabled parking, and ramps.

• Description

If known, a referral to SBT will be made. Also, a discussion with the guidance counselor if recommended by SBT to discuss needs and what services are available to them. There is a brochure with information is available to them and the school assists with connectivity if necessary. We also work with the school district in working to provide services or with finding local services. If known, discussion with guidance or SBT as to family needs and referrals to community services available to them. Our guidance counselors reach out to assist and provide uniforms, school supplies etc. when needed. We also work with the school district Migrant department in working to provide services or with finding local services.

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

We have Conference Notes, a brochure, Email communication with Migrant Dept, list of resources/agencies, and referrals for services.

- Description

If known, referral to SBT and discussion with a guidance counselor if recommended by SBT to discuss needs and what services are available to them. The school assists with connectivity if necessary. We also work with the school district in working to provide services or with finding local services. If known, referral to SBT and discussion with a guidance counselor if recommended by SBT to discuss needs and what services are available to them. A brochure with information is available to them and the school assists with connectivity if necessary. We also work with the school district McKinney/Vento Department in working to provide services or with finding local services. and sending families the Student Housing Questionnaire if applicable based on the application.

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

We have conference Notes, a student Housing Questionnaire, Email communication with McKinney-Vento Dept., list of resources/agencies, and referrals for services

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

The school has a two full time guidance counselors and mental health counselor. These counselors serve a variety of needs including career readiness, anti-bullying counseling and discussions, an anonymous mailbox, finding support services for students and parents, individual and group counseling, coordinating with outside agencies, involvement with the School Based Team and School Nurse, monitoring attendance, referring parents and students to appropriate outside agencies, and acting as a liaison for parents and students with difficulties, whether personal or academic. Emotional and social development is implemented through the Monique Burr Foundation. There is also a full-time School Nurse (RN) who takes care of children on a daily basis for everything from cuts and scrapes to obtaining additional medical care if needed, providing or finding support services for students and parents, making contacts regarding COVID concerns and so forth. They discuss healthy habits with students including hand-washing, dental care and so forth. They also coordinate with outside agencies including the Health Department and School District along with the school and the parent, are involved with the School Based Team and 504 Plans, monitoring attendance and monitoring/dispensing medications, and acting as a liaison for parents and students with difficulties, whether personal or academic. The Nurse keeps track of medications, student illnesses, allergies and special circumstances and does vision and hearing screenings. She acts as a liaison for parents to outside services. Some of the organizations we work with are Children's Home Society - CINS/FINS Youth and Family Counseling, Chrysalis Health, and the Mental Health Association. For mentoring and other special programs we work with the Listen to Children Mentoring Program through the Mental Health Association, and the Lantana Police Department. Part of our Title I funds are being utilized towards providing a mental health counselor to supplement the State allocation. Students participate in the Lantana and Palm Beach Coastal Cleanups, Plywood Regatta in Davie (building and racing boats). We have partnered with the University of Miami and Nova University, and our high school students join them for "shark tagging" several times a year. We have partnered with Marine Lab in the keys for an interactive experience with marine life and labs for our high school students. Students also go on a variety of field trips. Some of these include Jupiter Lighthouse, the Everglades, McArthur Park, Gumbo Limbo, Lion Country Safari, Sandoway Discovery Center, Miami Sea Aquarium, Palm Beach Science Center, Palm Beach Zoo, Jupiter Light House, FPL's Manatee Lagoon, and the Palm Beach Water District. These are then used in the classrooms as the basis for an integrated subject area approach. These are then used in the classrooms as the basis for an integrated subject area approach. A partnership with Florida Atlantic University Theater Lab enables students to attend plays at the university campus.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Our school based team processes initial and mandatory referrals, generate supplemental (tier 2) plans, and generate intensive (tier 3) plans. The primary role of the SBT is to investigate for underlying deficits in all areas including; academic, behavior, and social emotional that may be contributing to the academic or behavioral concern. Tier 2 is provided in addition to effective core instruction and behavioral supports to individual students or groups who need additional instructional and/or behavioral support and the team determines what those supports should be and the process/procedures for implementation. Progress monitoring data is collected either daily or weekly. Parents are notified and decisions made during problem solving. Our SBT evaluates a student's rate of progress and response to the intervention before developing a more intensive plan of action or modify the existing supplemental plan. If a student did not reach his/her goal, the SBT may decide to develop a tier 3 intervention plan. This intensive support is in addition to the core and supplemental supports. Progress monitoring and parent notification continues for 6-8 weeks. If the student is not progressing, the team decides if existing plans need to be modified or refer to the child study team. When referring to the child study team, the team is making a decision that a comprehensive evaluation is needed. Our school's ESE contact sets up a meeting to gain consent for this evaluation should it be determined that this would best meet the child's needs. We have a Single School Culture Coordinator who will work with the School Based Team. Tier II Interventions - Also, students at Tier 2 receive supplemental support are implemented as indicated in the district decision tree; students identified at this tier are provided with supplemental research based interventions via Intensive Reading. Our Intensive Reading courses are in addition to the mandated ELA course and the research based interventions suggested by the district are used. Those interventions are Teengagement and Reading plus. The students are monitored for progress and the SBT meets as scheduled to review data and make decisions based on the data. Tier III Interventions - Students at Tier 3 receive intensive interventions through small group instruction. The research based interventions used to support this intensive instruction are Reading Plus (as suggested by the district decision tree), Readworks and the Reading plus intervention toolbox. Students at this tier and is closely monitored by the SBT team.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Data is derived from a variety of sources. This includes FSQs, USAs, Diagnostics, EOCs, FAST and teacher assessments. Data chats occur between administrators/Coaches and Teachers, Teachers and Students etc. We insure alignment of standards to instruction by working with teachers on understanding/teaching the standards, check plan books, and note in observations which standard is being covered. We offer a well-rounded education at PBMA high school through our core classes and our varied non-core subjects. Students are engaged with a various elective science classes including but not limited to Marine Science 1 & 2, Environmental Science, and Integrated Science. Our students are also introduced to an in-depth look at career research through our Marketing Essentials classes, and also take Art and PE. We offer additional writing, reading and math classes to assist and prepare our students for college. Additionally we believe part of a well-rounded education involves hands on experiential learning as well as field trips designed for all learners. Field trips include local Theaters, Museums, and marine Wildlife Sanctuaries. Often our teachers predicate or follow up field trips with class assignments, showing how things in the real world connect with classroom activities. High School students can also sign up for after-school academic tutoring for further support.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

PBMA takes several field trips to local colleges i.e. FAU and PBSC where they visit a variety of programs, including Nursing, public safety, Health Sciences, Cosmetology, Automotive, etc. We also host a college fair on our campus. Students also view a presentation by faculty on financial aid and the application process. Presenters discuss various degrees along with options for an AA, BA and Vocational career diplomas. Presenters and representatives will also be on campus from PBSC. Students are also informed of events in the community such as College Fair at the south Florida fairgrounds. Offered at our school are A.P. courses World Human Geography, World History, U.S. History, Psychology, A.P. English Lit and Composition, and A.P. Biology, and A.P. Environmental Science. We have an honors program (with advanced courses in 6-8) for the high school. We offer dual enrollment and early admissions at Palm Beach State College and University of South Florida. Our students can take the PSAT and SAT on campus. We also collaborate with the Lantana Police in team-building with our students. We hold several joint sports events annually and are involved in a mentoring program.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This is not applicable to our secondary campus.

Professional Learning

1. Professional Learning

Teachers and administrators participate in a variety of staff development, both at the school, the district, and at the state level. There is a Single School Culture Coordinator to assist with Professional Development, teacher mentoring, common language, and work with teachers, students and administration. The school gives its Title II money to the School District and we participate in some of their staff development in a variety of subjects. Teachers are awarded in-service points for attendance and follow-up for both district and school-based workshops. PLCs are held regularly. All staff has been trained in understanding an IEP and 504 plan, how to write a student's Present Level of performance, and how to meet the needs of ESE and 504 students via their accommodations. We also have teachers participating in the Educator Support Program.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

PBMA recruits from a variety of sources including Indeed, Teachers-Teachers, and various advertisements. Upon completion of the interview process, if the school is interested, the applicant is pre-cleared by the School District regarding certification and fingerprinting and then completes all final District and school clearance including drug testing. Teachers receive a series of benefits including health insurance at no cost with the availability of paying for upgrades, a life insurance policy is provided at no cost, and a matched 403B retirement plan. All new teachers receive a mentor and are enrolled in the educator support program, if applicable. Team meetings, department meetings, and Professional Learning Community meetings gives teachers the opportunity to collaborate with their peers and administrators. Administrators maintain an "open door" policy and teachers are free to come to "chat" when the need arises. We also have a full-time Human Resources Director and have begun using a user-friendly online system to streamline HR and provide easy accessibility. Professional Development is ongoing for our staff.