
Title I Comprehensive Schoolwide Plan
SLAM ACADEMY HIGH SCHOOL PALM BEACH (4111)

ELA

1. List prioritized needs statements.

Based on the FAST PM2 ELA Proficiency Data, our students currently have a proficiency rate of 27% with a projected proficiency rate of 56% for FAST PM3. This would be an increase 15% from last year, however our goal is to achieve a 64% or higher.

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

- Students lack foundational vocabulary and reading comprehension skills and need remediation - Retaining certified teachers and training them - Students need reinforcement through small group

3. Share possible solutions that address the root causes.

- Instructional Coach - Interventionists - Tutoring Program to provide small group - Resources for tutoring - Technology Platforms

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Literacy Night

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

• School

hire certified teachers

- Students

read daily

- Parents

collaborate with teachers and staff

- Staff Training

Supporting ELL families

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Math

1. List prioritized needs statements.

Math EOC Proficiency was 29% for FY24 which was a decrease from 43% for FY23. Our goal is to attain a minimum of 50% in this category.

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

- Lack of technology resources - Students need instruction in small group settings and extra practice - Teachers need more training in differentiated instruction - Students need targeted interventions

3. Share possible solutions that address the root causes.

- Instructional Coach for PD opportunities - Interventionists - Technology Platforms - Tutoring Program - Additional resources for hands-on projects and labs

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

Training on supporting students with college readiness math

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

• School

provide resources for all students

• Students

complete assignments and study for assessments

• Parents

attend meetings

- Staff Training

Parent Conferencing Strategies

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Science

1. List prioritized needs statements.

Biology EOC proficiency has was 53% for FY24 which was an increase from 37% for FY23. Our goal is to attain a minimum of 55% in this category.

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

- Support needed for reading application in relation to science topics - more standardized test prep - more labs and hands on activities

3. Share possible solutions that address the root causes.

- Science Interventionist - Tutoring Programs - Lab Supplies - Technology Platforms

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

At home lab activities

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

- School

provide materials for hands on learning

- Students

attend classes and be on time

- Parents

volunteer at the school

- Staff Training

strategies to motivate parents to volunteer

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Social Studies

1. List prioritized needs statements.

US History EOC Proficiency was 64% for FY24 which was an increase from 57% for FY23. Our goal is to attain a minimum of 70% in this category.

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

- Real World Applications - Need Social Studies Interventions - Tutoring Program for Social Studies - Reading Comprehension Deficiencies

3. Share possible solutions that address the root causes.

- Test Prep Materials - Instructional Coach - Tutoring Program

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

- Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- Parent Training

using news articles to support reading comprehension

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

- School

explain to students and parents intricacies of statewide testing

- Students

check grades and follow up with their teachers

- Parents

encourage students to engage in class

- Staff Training

Parent Communication

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Acceleration Success

1. List prioritized needs statements.

College and Career Readiness for FY24 was 47%. Our goal is to be at 75% or higher.

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

- Lack of technology - Lack of training for CTE Teachers - Lack of resources for CTE courses

3. Share possible solutions that address the root causes.

- Technology Platforms - Test Prep Materials

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

- **Communication**

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

- **Parent Training**

College and Career Readiness

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

- **School**

offer rigorous courses

- **Students**

apply skills taught in every day life

- **Parents**

attend meetings

- **Staff Training**

Motivating families to engage in their child's post secondary plans

- **Accessibility**

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Graduation Rate

1. List prioritized needs statements.

Graduation Rate increased by 19%. Our goal is to attain 100% by next year.

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

- Students not achieving course requirements by senior year. They lack stamina and need encouragement. -Students not completing course recovery
- Low reading proficiency in 10th grade and students need remediation

3. Share possible solutions that address the root causes.

-CAP Counselor - Technology program for course recovery - Technology program for reading proficiency and college and career readiness - Test prep resources

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

• Communication

Communicate Title 1 information, Curriculum and Student Progress through Gradebook Bulletins, Push Notifications, Website Announcements and Flyers sent home in carline and backpacks. Meetings will be conducted at varying times both in person, virtual and hybrid sessions.

• Parent Training

how to fill out FAFSA and offer financial support for graduates at home

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

• School

provide access to GPA and college entry prerequisites

- Students

complete all course work related to graduation requirements

- Parents

complete parent portions for student financial aid and attend parent meetings for college and career readiness

- Staff Training

How to communicate graduation requirements to parents and families

- Accessibility

Large print presentation, bilingual session, childcare for younger children, flexible meetings in handicap accessible areas, counseling for homeless families and resources for migrant families

Action Step: Classroom Instruction

Provide differentiated, small group, and individualized instruction and the opportunity for engaging educational and enrichment activities to increase achievement while building students as a whole.

Budget Total: \$83,692.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	BT 4111.1 Amendment 40 Created - Achieve 3000 for classroom and home use and additional practice of skills taught - Reading	1	\$15,788.40	Amendment	\$15,788.40

Acct Description	Description									
	<table border="1"> <thead> <tr> <th data-bbox="510 154 1383 232">Item</th> <th data-bbox="1383 154 1533 232">Quantity</th> <th data-bbox="1533 154 1707 232">Rate</th> <th data-bbox="1707 154 1892 232">Type</th> <th data-bbox="1892 154 2030 232">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	BT 4111.1 Amendment 40 Created - Prograss Learning for classroom and home use for remediation and enrichment - ELA, Math, SS, Science	1	\$6,121.70	Amendment	\$6,121.70					
	BT 4111.1 Amendment 40 Created - IXL for classroom and home use for differentiated instruction and extra practice - ELA, Math, SS, Science	1	\$8,531.25	Amendment	\$8,531.25					
	BT 4111.1 Amendment 40 Created - Imagine Learning for classroom and home use and additional practice of skills taught - ELA, Math, SS, Science	1	\$5,884.65	Amendment	\$5,884.65					
Paraprofessional	Paraprofessional will push into Intensive Reading classes to work with the lowest 30% of students in grades 9-12.									
Paraprofessional	Paraprofessional will push into Intensive Reading classes to work with the lowest 30% of students in grades 9-12.									

Action Step: Professional Learning

Teachers will be provided job embedded professional learning for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: \$37,984.00

Acct Description	Description																											
Tch Res Staff Development	Math/Science PD Coach/Staff developer will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Math and Science teachers for Grades 9-12.																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="449 297 1014 373">Item</th> <th data-bbox="1014 297 1163 373">Quantity</th> <th data-bbox="1163 297 1287 373">Rate</th> <th data-bbox="1287 297 1386 373">Days</th> <th data-bbox="1386 297 1499 373">Hours</th> <th data-bbox="1499 297 1621 373">Weeks</th> <th data-bbox="1621 297 1770 373">Certified</th> <th data-bbox="1770 297 1900 373">Type</th> <th data-bbox="1900 297 2022 373">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 373 1014 529">PrePlanning Leadership Workshops to analyze data and prepare professional learning sessions for opening of school.</td> <td data-bbox="1014 373 1163 529">2</td> <td data-bbox="1163 373 1287 529">\$38.00</td> <td data-bbox="1287 373 1386 529">4</td> <td data-bbox="1386 373 1499 529">8</td> <td data-bbox="1499 373 1621 529">1</td> <td data-bbox="1621 373 1770 529">Certified</td> <td data-bbox="1770 373 1900 529">Original</td> <td data-bbox="1900 373 2022 529">\$2,452.00</td> </tr> <tr> <td data-bbox="449 529 1014 722">PrePlanning PLCs to use data and collaborate on lesson plans, instructional focus calendars, small group templates, etc for the new school year.</td> <td data-bbox="1014 529 1163 722">5</td> <td data-bbox="1163 529 1287 722">\$35.00</td> <td data-bbox="1287 529 1386 722">2</td> <td data-bbox="1386 529 1499 722">8</td> <td data-bbox="1499 529 1621 722">1</td> <td data-bbox="1621 529 1770 722">Certified</td> <td data-bbox="1770 529 1900 722">Original</td> <td data-bbox="1900 529 2022 722">\$2,833.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	PrePlanning Leadership Workshops to analyze data and prepare professional learning sessions for opening of school.	2	\$38.00	4	8	1	Certified	Original	\$2,452.00	PrePlanning PLCs to use data and collaborate on lesson plans, instructional focus calendars, small group templates, etc for the new school year.	5	\$35.00	2	8	1	Certified	Original	\$2,833.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
	PrePlanning Leadership Workshops to analyze data and prepare professional learning sessions for opening of school.	2	\$38.00	4	8	1	Certified	Original	\$2,452.00																			
PrePlanning PLCs to use data and collaborate on lesson plans, instructional focus calendars, small group templates, etc for the new school year.	5	\$35.00	2	8	1	Certified	Original	\$2,833.00																				
Tch Res Staff Development	Reading/Social Studies PD Staff Dev Teacher- will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Reading and Social Studies teachers for Grades 9-12																											
Single School Culture Coordinator	A Single School Culture Coordinator will work with teachers to ensure that instruction will occur through data analysis. They will work through common planning and do professional learning with staff and families. She will model lessons and monitor instruction. This is a 260 day position. Deanne Webb																											

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: \$1,700.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper for Family Engagement Event Activities (10 pack)	5	\$135.10	General Supplies	Original	\$675.50
	Paper for Family Engagement Event Deliverables	5	\$45.00	General Supplies	Original	\$225.00
	Dry Erase Paddle (25 Pack)	4	\$30.00	General Supplies	Original	\$120.00
	Ink (black and colored) to Print Family Engagement Event Deliverables	8	\$85.00	Technology	Original	\$680.00

Mission Statement

1. Mission Statement

Parents play an integral role in assisting their child's learning. Therefore, Slam's faculty and staff will encourage parents to be actively involved in their child's education through the following: - Participation in decision making on advisory committees - Timely invitations to parent meetings, events and workshops - Opportunities for volunteering - Opportunities to learn how to support their child's learning at home - Collaboration with the community and all stakeholders

Involvement of Stakeholders

Name	Title
Maria Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator
Angie Calvacca	Assistant Principal
Aurora Zohovetz	Teacher
Carlo Settecase	Teacher
Veronica Rodriguez	Teacher
Jason Stocks	Teacher
Darlene Diaz	Interventionist
Carine Charles	Teacher
Bolikoko Kabwasa	Teacher
Henesy Moore	Teacher
Lynn Alisetti	Substitute Teacher
Kenvy Cheveulon	Instructional Coach
Shawnte Wells	Teacher
Nadine Gordon	Teacher
Lisette Leal	Teacher

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

Members are chosen through invitation to a range of gatherings, including but not restricted to Comprehensive Needs Assessment Meetings, School Advisory Council Meetings, and community outreach sessions. Participation is open to all stakeholders, irrespective of demographic considerations. Members reflect the school community and are nominated and selected based on active participation in schoolwide initiatives.

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

Stakeholders are given the opportunities to develop the SWP through parent input meetings, CNA Meetings, SAC meetings, and other parent meetings. The Spring Parent Input Meeting, Title 1 Annual Meeting in the Fall, Parent University Meetings every 2 months, and Quarterly SAC meetings. Times and dates of meetings vary morning, afternoon, evening, and weekends. Parents have the option of attending meetings virtually in person, and through the submission of parent feedback/input questionnaires.

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

Stakeholders provide input on Title 1 funding during the Spring Input Stakeholder Meeting, the Annual Title 1 Meeting, and other parent meetings that contain parent opportunities of parent feedback and evaluations. The outcome of supporting parent input for Title 1 funding is increasing student achievement and family involvement.

Name	Title
Pilar Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator

Annual Parent Meeting

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

Date: October 15th, 2025 Location: Room 238 Time: 5:30pm

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

Remind101 Messages, School Newsletter, Email Distribution, Flyers passed out in carline, Social Media Posts

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

PowerPoint Presentation, parent compacts, schoolwide data, agenda, parent evaluation forms

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Culturally Responsive and Inclusive Practices

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

Foster an understanding of how cultural backgrounds, socio-economic status, and family dynamics affect communication and relationships.

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

Teachers and support personnel will be equipped with tools to build stronger relationships with diverse families and ensure equitable access to school resources and support.

- What will teachers submit as evidence of implementation?

Parent Conference Logs

- Month of Training

September

- Responsible Person(s)

Deanne Chambers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Navigating Parent-Teacher Conflicts and Difficult Conversations

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

Train staff to handle challenging or conflict-filled conversations with parents in a productive and professional manner.

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

Staff will gain confidence and practical strategies to manage and resolve conflicts with parents, creating a healthier and more cooperative environment.

- What will teachers submit as evidence of implementation?

parent communication samples

- Month of Training

February

- Responsible Person(s)

Deanne Chambers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

How to Monitor and Track Your Child's Academic Progress

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

Equip parents with the skills to track their child's academic progress and communicate with teachers about concerns or successes.

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

Create a progress report based on gradebook and other platforms

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

Parents will have the knowledge to monitor their child's academic progress and take proactive steps when intervention is needed.

- Date of Training

September

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Supporting College and Career Readiness at Home

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

Provide parents with tools to help their child develop skills and knowledge necessary for post-secondary success.

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

Sample FAFSA and college applications

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

Parents will feel more confident in guiding their child through the college and career preparation process, ensuring they are well-equipped for their future.

- Date of Training

February

- Responsible Person(s)

Deanne Chambers

- Resources and Materials

Invitation, Agenda, Sign In Sheet, PowerPoint, Deliverables from Hands On Component, Evaluations

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

- **Date of Training**

This school has chosen to be exempt from this area.

- **Responsible Person(s)**

This school has chosen to be exempt from this area.

- **Resources and Materials**

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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.**

The McKinney-Vento program focuses on the needs of children experiencing homelessness who are enrolled in public schools. The program assists families by providing academic and other resources that would otherwise not be available to parents, enabling them to support their students at home.

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

Home surveys, MVP flyers, Parent University Agendas

- Frequency

Quarterly/ and or as needed

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

- Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

The SAFE Schools program monitors the implementation of the Fortify FL app. This app allows immediate reporting of suspicious activity in addition to other provisions of the Marjory Stoneman Douglas High School Public Safety Act. This opens up conversations at home with parents and children to have healthy conversations and remain safe.

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

Website instructions, Communication of App through Push Notifications/emails, meeting presentations

- Frequency

Quarterly and as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

IDEA is a support program for parents of students with disabilities that provides appropriate strategies for the needs of these students and refers parents to resources to assist them at home.

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

Student goals listed in Individual Education Plans (IEPs) and 504s, support facilitation logs, student goal reports, meeting notes.

- Frequency

Quarterly

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**

SLAM Palm Beach High will provide information regarding Title I programs in quarterly or bi-weekly using several methods of communication including the principal's newsletter, website announcements, emails, push notifications and flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Annual Meeting. Parents are given the opportunity to ask questions to better understand all items discussed at the Title I Annual meeting. All meetings will include translation and all documents provided in two languages.

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

Push Notifications, Emails, principal newsletter

- **Description**

Information regarding academic programs, Florida Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House, parent/teacher conferences, parent university nights, and any other time a parent requests such information. Progress Monitoring data and other types of assessments used to measure student progress during parent quarterly meetings, parent/teacher conferences, and parent data chats.

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

Push messages/emails, proficiency level parent letters, parent meeting presentations describing student progression that includes graduation requirements and promotion criteria

- **Description**

School will inform parents regarding the different forms of academic assessments that are used to measure student progress through Parent University Meetings and teacher/parent conferences. Classroom teachers will explain and discuss the school's curriculum/technology platforms that measure the progress of Florida Standards in parent meetings and student/parent data chat meetings. Information regarding FAST/FCAT/EOC Achievement Levels and proficiency percentages, and types of assessments used to measure student progress are discussed in Parent University Nights.

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

Push messages/emails, Assessment Calendar, parent university presentations regarding state assessments

- Description

Information regarding parents about opportunities to participate in decision-making process during regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent- Input Meeting) and SAC meetings to formulate suggestions and to participate in decisions relating the education of their children.

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

Push messages/emails, SAC minutes, Annual Title 1 Meeting minutes

- Description

The school will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends and offer all meetings in a hybrid format both in person and virtual via Zoom. School website, flyers, school calendar, and invitations will depict flexible times to increase attendance along with special accommodations provided, such as free child care during meetings, large print, special needs accommodations, translations, and individual parent meetings for those families that request additional assistance.

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

Electronic and paper invites with accommodations/special services listed, virtual zoom parent logins depicting flexible times, school campus facilities to accommodate physical disabilities

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All school communication in the form of letters, invites, school announcements, and parent meetings will be made available in both English and Spanish. Translators will be present at all school events, in addition to holding separate sessions for families with limited English. Messages and all communication will be written in multiple languages. The school's website is translated into many languages through a drop-down menu. Parent surveys in multiple languages. School personnel will assist families in navigating online websites that are in English, such as FAST portal.

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

Push notifications in Spanish/English, Parent invites in Spanish/English, parent support logs from our ELL parent liason

- Description

Families are surveyed at the beginning of the year and before every parent university night to determine accommodations needed for families with disabilities. Our campus is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Physical copies of the presentations and activities will be provided in large print to further reduce barriers. All parent training flyers have a list of accommodations provided, such as hearing, vision, and physical limitations. Parents and families are given the option to attend virtually, in person, or seek an individual meeting based on need. Presentations available in large print with audio.

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

Flyers/invites with special accommodations provided, parent support emails if needed, photos of ADA items - parking lot, etc

- Description

We provide multi-lingual communication in flyers/invites, push notifications, and parent letters. Flexible meeting times will be provided as needed and requested. Meetings are announced with anticipation. Parents and families are given the option to attend virtually, in person, and individually. Assistance with programs that aid in the academic success of their child.

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

Flyers/invitations depicting flexible times and accommodations, parents contact logs, program flyers shared with families

- Description

Families experiencing homelessness will be provided with transportation if needed. We provide families experiencing homelessness with free uniforms, supplies, access to all activities and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with agencies, such as the McKinney-Vento Program to promote the different initiatives carried throughout the school year.

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

Home surveys, meeting agendas that describe and promote the MVP, flyers .

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

To meet the needs of our students outside of academic subjects areas we also provide students with counseling support whenever needed through our in house mental health counselors. Through one and one as well as group sessions, our students can focus, feel supported, and work on building skills that will benefit their overall success. Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses ALMA for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "3R's Responsible, Respectful, and Ready to Learn" are evident throughout the school. Positive praise and classroom incentives are used to reinforce behaviors. The school implements a school-wide PBIS using LiveSchool to build and reinforce social-emotional skills to aid in building healthy mental self-awareness and habits. The school has also adopted the Leader in Me program to promote resiliency, social and emotional character building, and a comprehensive curriculum to build student efficacy. WIN (What I Need) periods are used to implement the social emotional lessons as well as school-wide events. High school students are encouraged and set with community partners to complete service hours and participate in global-local initiatives.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data analysis and collaboration, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and Fast Bridge. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where the analysis of academic data and behavioral concerns are discussed. Students are tiered according to data concerns. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through HMH Study Sync and HMH Into Math, students participate in Achieve 3000 literacy program for reading and IXL for math. In order to ensure a positive learning environment students are expected to adhere to the "3 R's" expectations (Responsible, Respectful, and Ready to Learn). Tier 2 Implementation: Identified students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention 3 times a week. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Tier 3 Implementation: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. They receive services 30 minutes daily, 5 days a week in a targeted area identified by the SBT.

Provision of a Well-Rounded Education

1. Well-Rounded Education

It is important that high expectations and a well-rounded education is provided to all students. We provide a full academic discourse where students are exposed to a variety of courses during school such as the Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer courses in sports medicine, sports management, and sports leadership. Within the sports medicine track, we offer science courses in anatomy and physiology. During the day students also participate in ongoing novel studies, hands-on project based learning, and social skills events that help students not only develop the academic skills necessary to succeed in the 21st century, but also the social skills to excel. After school we provide students with opportunities to participate in sports teams, clubs, and music ensembles. Some of these activities are but not limited to fashion club, student government association, football, basketball, baseball, concert band, chorus, gaming club, cheer team, and student government. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP(Advanced Math Placement). Our AMP classes provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. We have a partnership with Doral College and Palm Beach State where students can complete college credits while they earn their high school diploma. We also offer the AICE Diploma through the Cambridge International Program. Specific data is also reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% for reading and mathematics. Students that scored a level 1 or 2 in FAST Mathematics and Reading are enrolled in an intensive math and/or reading course to bridge learning gaps and focus on specific skills.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Students are offered seminars educating regarding Dual Enrollment and AICE courses and acceleration options. Guidance counselors offer sessions regarding Dual Enrollment and technical/career courses are offered through our college partners specialized for each student's pathway. SAT and ACT prep courses are available. Global skills embedded in the curriculum and opportunities of internships with community partners. Project-based learning supported through our academic curriculum. Community service hours paired with partners allows for the development of college careers and enrollment into colleges and universities. Scholarship opportunities are communicated in a timely fashion with financial aid education.

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

Professional development is an ongoing goal on our campus. We survey all teachers at the beginning of the year to identify their personal needs and wants in professional development. Through numerous ongoing walk-throughs and classroom observations we further identify areas for growth and improvement which allows our coaches to engage in personalized coaching cycles with each teacher. This year we have allocated 4 hours a month on Wednesdays for Full Faculty Professional Development. Besides our weekly full faculty professional development meeting we also have a full-time instructional curriculum coach. The instructional coach provides professional growth feedback according to individual formal and informal observations. Through the coaching cycle, teachers are supported with a variety of coaching techniques, such as lesson modeling, co-teaching, and common planning. Common planning is available for all departments. We implement a mentor program for our new teachers, peer observation classroom walk-throughs, collaborative planning, and an open-door policy of support. We also participate in Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

To recruit effective educators we attend and host career fairs throughout the area at colleges and other venues. We also place ads on websites such as Teachers-Teachers and Indeed. We also have banners and sign at our school site and have openings posted on our website. In order to retain effective educators we use a variety of techniques such as compensation equivalent to the district, supplements, teacher recognition incentives, professional development, ongoing feedback and evaluation through our evaluation tool. We also have team building workshops and an open door policy of support and teamwork, thus increasing the retention rate of our staff. The retention of teachers is further solidified with the assistance of curriculum coaches that provide continuous feedback regarding planning, instruction, and professional growth. In addition, novice teachers are supported through our new teacher mentor program according to individual needs and observations. The new teacher mentor program provides targeted professional development in classroom management, instructional delivery, and lesson planning. They are guided and assigned a mentor teacher who serves as an instructional coach and professional development liaison.