
Title I Comprehensive Schoolwide Plan
BOYNTON BEACH COMMUNITY HIGH (2361)

ELA

1. List prioritized needs statements.

During FY25, 47% of 9th and 10th grade students demonstrated proficiency on the Florida Assessment of Student Thinking (F.A.S.T), with 67% of incoming 9th graders performing below grade level. The school aims to increase overall ELA achievement by 3% while sustaining current proficiency rates.

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

A. Students struggle to synthesize information, cite evidence, and respond to text-dependent questions on assessments. Additionally, limited academic vocabulary reduces comprehension and the ability to demonstrate mastery. B. Chronic absenteeism or lack of student engagement reduces exposure to instruction and skill-building practice. C. Students may have minimal experience with complex, grade-level texts needed to meet F.A.S.T. proficiency standards.

3. Share possible solutions that address the root causes.

A. Offer content clinic training and planning before each unit. And assist in creating small groups (intentional) and planning of lessons. B. Monitor attendance closely and provide targeted interventions for chronically absent students. C. Maximize how students read. And create book clubs and partner with the local library.

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

• Communication

Ensure parents are regularly informed about their child's academic needs and available resources through Parent Link.

• Parent Training

Host parent training sessions to help families understand question types and stems used in class, and provide guidance on effective reading strategies to implement at home.

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

- School

The school will provide tutorial opportunities and incentives to promote student attendance and improved assessment performance.

- Students

Students will demonstrate responsibility for their learning by attending class daily, participating in tutorials, and engaging in class discussions.

- Parents

Parents will attend training sessions and support their child’s learning by ensuring daily reading at home.

- Staff Training

Provide staff training on research-based reading strategies and how to effectively use small-group instruction to meet diverse student learning needs.

- Accessibility

Provide necessary physical accommodations to ensure all parents can fully participate in meetings, training, and school events.

Math

1. List prioritized needs statements.

In SY25, student performance in Algebra I and Geometry was below expectations, with only 37% achieving proficiency on the EOC Exam. Additionally, 57% of Algebra I students and 42% of Geometry students scored below proficiency on the Midterm Exam.

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

A. Students may lack prerequisite skills from previous math courses, such as operations with fractions, decimals, or basic algebraic reasoning. B. Chronic absenteeism or frequent tardiness reduces exposure to instruction and practice. C. Low engagement in class and tutorials leads to insufficient reinforcement of key concepts. D. Students struggle with test-taking strategies, time management, or interpreting problem wording on exams.

3. Share possible solutions that address the root causes.

A. Provide district math specialist pull-out support for students in the lowest 25% of Algebra I performance and provide remediation sessions targeting prerequisite skills (fractions, decimals, basic algebra). B. Monitor attendance and follow up on absences with personalized support. C. Incorporate interactive and collaborative math activities to increase engagement and provide pull-out or push-in support for struggling students during class. D. Encourage participation in tutorials and after-school support sessions.

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

• Communication

Continue to keep parents informed about their child's academic needs and available resources through Parent Link.

• Parent Training

Offer parent technology training sessions focused on navigating SIS, using Edia to monitor student progress, and accessing Google platforms that support student learning.

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

• School

The school will support professional development by sending teachers to content clinic trainings and offer after-school tutorial opportunities to reinforce student learning.

- **Students**

Students will demonstrate responsibility for their learning by being prepared for class, attending tutorials, and engaging with study materials consistently throughout the school year.

- **Parents**

Parents will help their student come to school prepared to learn and regularly update their contact information, including telephone and email, in SIS.

- **Staff Training**

Facilitate staff training to strengthen classroom management skills and promote a positive, productive learning environment.

- **Accessibility**

Provide necessary physical accommodations to ensure all parents can fully participate in meetings, training, and school events.

Science

1. List prioritized needs statements.

In SY25, Biology was offered in 11th grade with only 5 sections serving 89 students, achieving 85% proficiency on the End-of-Course (EOC) Exam. For SY26, enrollment has increased to 234 students. The goal for SY26 is to achieve 64% proficiency on the EOC Exam.

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

A. Students may lack prior foundational knowledge in biology and scientific practices. B. Increased class sizes may limit individualized instruction and support. C. Some students may not consistently attend class, tutorials, or engage with study materials.

3. Share possible solutions that address the root causes.

A. Implement targeted small-group instruction to address gaps in foundational concepts. B. Provide pull-out support from a district or content specialist for struggling students. C. Establish incentives for attendance and participation in tutorials.

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

- Communication

Communicate regularly with parents through Parent Link about academic expectations, tutorials, and resources.

- Parent Training

Offer parent trainings on academic resources, reading strategies, and technology platforms (Performance Matters).

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

- School

The school will offer after-school tutorials and incentive programs for attendance and assessment performance. And will conduct data chats.

- Students

Actively participate in class discussions and hands-on learning activities.

- Parents

Update telephone and email addresses in SIS to maintain communication. And attend parent trainings on academic expectations, reading strategies, and technology platforms.

- **Staff Training**

Implement research-based instructional strategies to maximize student engagement and mastery of biology concepts.

- **Accessibility**

Provide physical accommodations when needed.

Social Studies

1. List prioritized needs statements.

During SY25, 64% of students enrolled in U.S. History demonstrated proficiency on the End-of-Course assessment.

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

A. All U.S. History teachers were new to teaching the content. B. Student attendance issues impacted academic performance. C. The curriculum was covered too quickly, limiting opportunities for mastery.

3. Share possible solutions that address the root causes.

A. Provide classroom coverage to allow teachers to participate in U.S. History content clinic trainings. B. Coordinate district-level instructional support within U.S. History classrooms through pull-out or in-class assistance. C. Review instructional units prior to midterm and End-of-Course (EOC) assessments to reinforce priority standards and concepts. D. Identify students requiring additional academic support and provide targeted tutorials and reteaching opportunities.

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

- **Communication**

Continue to keep parents informed about their child's academic needs and available resources through Parent Link.

- **Parent Training**

To increase parent capacity by providing an overview of the U.S. History scope and sequence and training on research-based study strategies that support student achievement at home.

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

- **School**

The school will provide professional development and academic support through teacher content trainings, parent workshops, and extended learning sessions for students before and after school.

- **Students**

Students will come to school ready to learn, actively engage with classroom materials, and maintain consistent study habits throughout the academic year.

- **Parents**

Parents are responsible for maintaining current contact information in SIS and supporting their child's readiness to learn by ensuring regular attendance and preparation for school.

- **Staff Training**

Provide unit-based U.S. History content clinics for staff that deepen content knowledge, strengthen standards alignment, address common student misconceptions, and equip teachers with effective instructional and assessment strategies.

- **Accessibility**

Provide necessary physical accommodations to ensure all parents can fully participate in meetings, trainings, and school events.

Acceleration Success

1. List prioritized needs statements.

During SY25, only 42% of students passed industry certification and acceleration programs, placing the school last in the district. Additionally, only three students pursued the AICE Diploma.

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

Students are underperforming on AICE and industry certification exams, partly due to insufficient preparation in class caused by attendance and engagement challenges.

3. Share possible solutions that address the root causes.

Seniors are enrolled in the Entrepreneurship for Business program, while students in Pre-AICE courses replace regular-level classes. Level 2–4 students are tested in Culinary programs, and teachers enhance their expertise by attending AICE trainings and technology conferences.

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

• Communication

Maintain regular communication with parents regarding their child’s academic needs and available support resources by utilizing Parent Link.

• Parent Training

Provide a parent workshop titled “What is Acceleration and Why It Matters for My Child” to explain acceleration programs, benefits, and ways parents can support their child’s academic growth.

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

- **School**

The school will offer targeted lunch and after-school tutorial sessions and implement incentive programs to encourage and reward academic success.

- **Students**

Students are expected to attend tutorials regularly and arrive to class prepared, equipped with all required materials and technology, ready to engage in learning.

- **Parents**

Parents are expected to partner with the school in fostering student readiness by ensuring their child comes to class prepared and engaged in learning.

- **Staff Training**

Provide staff trainings through content area clinics to deepen teacher knowledge, strengthen instructional strategies, and align classroom instruction to standards.

- **Accessibility**

Provide necessary physical accommodations to ensure all parents can fully participate in meetings, trainings, and school events.

Graduation Rate

1. List prioritized needs statements.

For the Class of 2025, the graduation rate was 92.7%, falling 0.8% below the district average of 93.5% and 2.3 percentage points short of the school's targeted goal.

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

A. There is a need for credit recovery due to course failures in core subject areas. B. Chronic absenteeism is impacting students' ability to successfully pass their classes. C. Delays in completing credit recovery courses are affecting academic progress. D. Limited parental involvement is contributing to reduced student support and accountability.

3. Share possible solutions that address the root causes.

A. Expand structured credit recovery labs by B. Increase post-secondary opportunities (college tours and career tours) C. Continue conducting mandatory senior checks at the of the semester. C. Host parent workshops to increase parent knowledge and engagement.

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

- Communication

Ensure ongoing communication with parents regarding their child's academic needs and accessible support resources by effectively using Parent Link.

- Parent Training

Offer graduation pathway workshops to advise families on graduation requirements, utilizing Parent Gateway for progress monitoring, tracking credits, and exploring post-secondary education and career pathways.

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

- School

The school will offer mandatory senior status conferences to assess each student's progress and ensure they remain on track for graduation.

- **Students**

Students are expected to attend school consistently and participate in credit recovery or tutoring programs when necessary to ensure academic progress.

- **Parents**

Parents are expected to engage in Graduation Pathway workshops and maintain consistent communication with teachers and counselors to ensure their child remains on track for graduation.

- **Staff Training**

Conduct professional development for staff focused on graduation pathways and effective practices to guide students toward timely graduation.

- **Accessibility**

Provide necessary physical accommodations to ensure all parents can fully participate in meetings, training, and school events.

Action Step: Classroom Instruction

Enhance student opportunities for differentiated and individualized instructional support and intervention by decreasing class size, providing tutorial programs, supplying students with targeted instructional materials, and adding support staff to case-manage student progress toward, and up to, graduation.

Budget Total: \$354,486.00

Acct Description	Description								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Biology Teacher Sub Coverage - #20007126	1	\$21.00	7	7	1	Original	\$1,005.00	
	ELA Teacher Sub Coverage - #20007125	1	\$21.00	7	7	1	Original	\$1,005.00	
	AVID Elective Teacher Sub Coverage - #10034389	1	\$21.00	7	7	1	Original	\$1,005.00	
	Reading Teacher Sub Coverage - #20007124	1	\$21.00	7	7	1	Original	\$1,005.00	
Classroom Teacher	Biology Teacher will provide instruction to students in grades 9–11 enrolled in Biology to ensure they achieve proficiency on the Biology End-of-Course (EOC) Exam. Job code 51750 - secondary biology.								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Reading teacher will provide after-school instruction for 9th and 10th grade students from March 30, 2027, through April 30, 2027.	1	\$37.00	2	3	4.5	Certified	Original	\$999.00
	Certified ELA teacher will provide after-school instruction for 9th and 10th grade students from March 30, 2027, through April 30, 2027.	1	\$37.00	2	3	5	Certified	Original	\$1,110.00
	Certified Geometry teacher will provide after-school instruction for 9th and 10th grade students from March 30, 2027, through April 30, 2027.	1	\$37.00	2	3	5	Certified	Original	\$1,110.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Algebra 1 teacher will provide after-school instruction for 9th and 10th grade students from March 30, 2027, through April 30, 2027.	1	\$37.00	2	3	5	Certified	Original	\$1,110.00
Classroom Teacher	ELA Teacher will provide instruction in 10th grade Writing and Language to ensure students are on track for graduation and prepared to meet proficiency on the FAST ELA assessments.								
Classroom Teacher	AVID Elective Teacher will implement AVID courses in grades 9–12 to promote college readiness and provide academic support for students.								
Classroom Teacher	Reading teacher will provide instruction to 10th-grade students in a small class setting to ensure they achieve proficiency.								
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Final Allocation Differential	1	\$964.00	General Supplies			Original	\$964.00	

Action Step: Professional Learning

Increase teacher capacity in increasing academic outcome for at-risk students through side-by-side professional staff member support and collaboration.

Budget Total: \$101,388.00

Acct Description	Description
Coach	Math Coach will implement a coaching model to develop and support groups of teachers in strengthening their ability to deliver rigorous, standards-based instruction in grades 9–12 and will model targeted interventions for the lowest-performing 25% of students in mathematics.

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: \$6,846.00

Acct Description	Description										
Supplies	Item		Quantity	Rate	Supply Type			Type	Total		
	Pens & Pencils		39	\$10.00	General Supplies			Original	\$390.00		
	Copy Paper		52	\$50.00	General Supplies			Original	\$2,600.00		
	Chart Paper		81	\$25.00	General Supplies			Original	\$2,025.00		
	Shipping		1	\$6.00	General Supplies			Original	\$6.00		
Non-Certified Parent Support by School Staff	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	CLFS will provide translation during Pathway to Graduation parent training.			2	\$27.00	1	3	1	Non-Certified	Original	\$162.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLFs will provide translation services during Literacy Training parent training.	2	\$27.00	1	3	1	Non-Certified	Original	\$162.00	
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teachers will plan and deliver Pathway to Graduation parent training to increase parent engagement.	8	\$25.00	1	3	1	Certified	Original	\$600.00	
	Teachers will plan and deliver Literacy Training parent training to increase parent engagement.	6	\$25.00	1	3	1	Certified	Original	\$450.00	

Mission Statement

1. Mission Statement

The faculty and staff of Boynton Beach Community High School will partner with families to support our students as they strive to become productive and contributing citizens.

Involvement of Stakeholders

Name	Title
Moody Fuller	Principal
LaTasha McBride	Assistant Principal
Lavada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Leslie Copper-Dunbar	Assistant Principal
Sonja Haywood	Math Coach
Charman Postel	Community Member
Adrienne Grace	Parent
Chad Parker	Assistant Principal
Deloris Ivery	Reading Coach
Nikita Young	LTF
Leola Horton	South Area SSCC

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

Members are selected to reflect the diversity of the school's population and to ensure broad representation of the entire school community. Each year, information about SAC membership opportunities is shared with stakeholders through multiple communication channels, including social media, faculty meetings, email, and SAC meetings. Interested individuals may self-nominate or be nominated by members of their stakeholder group. Nominees are then presented for election during a SAC meeting. Election results are reviewed to ensure the council reflects the school's demographic composition, as required by Florida Statute. If necessary, additional members are appointed to achieve balanced representation. The principal serves as a permanent member of the council and supports the election process while ensuring compliance with state and district guidelines. Newly elected members receive an orientation that outlines the responsibilities of SAC members, meeting procedures, Sunshine Law requirements, and their role in developing, monitoring, and evaluating the School Improvement Plan (SIP), as well as providing recommendations regarding the school's budget.

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

Stakeholders were provided an opportunity to give input at the Stakeholder Input Meeting which was held on Tuesday, February 10, 2026 @ 6:30pm. Stakeholders also had the opportunity to give input at meetings or through surveys given at SAC meeting on Tuesday, January 13, 2026 6:00 pm and at the CNA Leadership Committee Meeting in January and February. Input will be synthesized and implemented as appropriate.

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

The opportunity to provide input was extended to all parents through invitations to the January and February SAC meetings, as well as the CNA Leadership Committee meetings held on Tuesday, January 13, 2026, and Tuesday, February 10, 2026. During these meetings, committee members expressed concerns regarding overall student proficiency in U.S. History and Biology, as well as the need to increase the acceleration rate in industry certification courses.

Name	Title
Dr. Moody Fuller	Principal
LaTasha McBride	Assistant Principal
Fredrina Combs	Assistant Principal
Nikita Young	LTF

Annual Parent Meeting

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

The Title 1 Annual Meeting will be held on Tuesday, August 25, 2026 at 5:00pm in the Media Center.

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 be notified via weekly newsletters, school social media page, and call outs.

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

Power Point Presentation, hand out of resources, paper copies and QR code of evaluation and feedback.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Positive Relationships with Families in Challenging Times

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

Staff will explore the impact of trauma, stress, poverty, and family challenges on student learning and family engagement. In addition, staff will learn practical communication strategies to improve relationships and interactions with parents.

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

This training is expected to improve staff effectiveness in building positive, respectful relationships with families, particularly those facing trauma, stress, poverty, and other challenges. As a result, communication between school and home should become more consistent and supportive, leading to increased parent engagement and trust.

- What will teachers submit as evidence of implementation?

Teachers will submit one or more of the following as evidence of implementation: 1. A welcoming email chain or positive parent communication via Remind 2. Samples of student voice activities, such as journal entries or reflections 3. A student conference log documenting academic or behavioral discussions

- Month of Training

August, 2026

- Responsible Person(s)

Nikita Young, Choice Coordinator and PD team members

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Student-Led Conferences & Family Academic Planning

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

Training teachers to facilitate meaningful conversations involving students and families in goal setting and academic progress monitoring.

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

The expected outcome is to strengthen communication between home and school, build student ownership and accountability, and ensure that parents and/or guardians have a clearer and more meaningful understanding of students' strengths, challenges, and next steps.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy of the goal-setting document signed by students and parents/guardians.

- Month of Training

November 3, 2026

- Responsible Person(s)

Nikita Young, Choice Coordinator and PD team members

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Pathway to Graduation

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

9th grade parents and/or guardians will learn about the graduation requirements process and gain information about the school's academic expectations, programs, and available student support services.

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

Parents will participate in an academic game, Kahoot!, to test their knowledge of graduation requirements.

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

Parents will be able to actively engage in their child's academic success throughout high school and monitor their progress toward graduation.

- Date of Training

Thursday, August 6, 2026

- Responsible Person(s)

Benny Everett, School Counselor Chairperson and Nikita Young, Choice Coordinator

- Resources and Materials

Presentation, Projector, Kahoot, QR code for evaluation and feedback, and handouts, pencils and paper.

3. Parent and Family Capacity Building Training #2

- **Name of Training**

College, Career, and Financial Aid Readiness

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

Parents and/or guardians will learn about FAFSA, scholarships, college applications, technical schools, apprenticeships, military options, and career certification opportunities.

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

Parents will begin the process of completing the FAFSA online.

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

The expected impact of this training on student achievement is increased parent involvement and awareness of postsecondary opportunities, which will support students in meeting graduation requirements, improving academic performance, and increasing college and career readiness. Students will also be more likely to complete the FAFSA, apply for scholarships, and pursue postsecondary education or workforce certification opportunities after graduation.

- **Date of Training**

October 13, 2026

- **Responsible Person(s)**

Megan Bellody, School Counselor and Bethany Gray, School Counselor

- **Resources and Materials**

Laptops, handouts, pencils and pens, presentation.

5. Parent and Family Capacity Building Training #3

Coordination and Integration

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provides translation of documents and on site language support during events.

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

Translated documents, SIS Comment log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

Provides one-on-one support and representative will be present to give families academic strategies that can be used at home.

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

Copy of SIS Comment Log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

College Representative from Palm Beach State College will provide insight on admission. And a Financial Aid Representative will give detailed information on how to apply for financial aid.

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

Copy of presentation, and emails that reflect planning.

- Frequency

One-time

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

Parents will learn about Title I programs through the Title I Annual Meeting. In addition, the school website includes a dedicated Title I section that provides information on how funds are allocated. The school's weekly newsletters share announcements of parent engagement activities, schedules for after-school tutorials, and opportunities for providing parent feedback. All information will be communicated to families in appropriate languages. Notifications will also be distributed through social media platforms and automated callouts.

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

Through copy of weekly newsletters, and virtual and/or in person sign in sheets.

- Description

Parents will receive this information during Pathway to Graduation parent involvement events. School counselors' email addresses will be provided to support ongoing parent communication, and counselors will be available to answer questions as needed. Families will also have access to student grades through SIS, and the schedule for midterm progress reports and report card distribution will be clearly posted. All information will be shared with families in appropriate languages and reinforced through weekly newsletters.

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

Through copy of presentation, and virtual and/or in person sign in sheets, and newsletters.

- Description

Parents will receive this information through parent involvement events, trainings, newsletters, and social media platforms. The Assessment Coordinator will be available to review testing procedures and plans, while school counselors will be present to address questions related to academic standards. Families will also have access to student grades through SIS, and the schedule for midterm progress reports and report card distribution will be shared. All information will be communicated to families in appropriate languages to ensure accessibility and understanding.

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

Through copy of weekly newsletters, and callout notification.

- Description

Meetings will be advertised through callouts, and flyers sent home in multiple languages, social media and weekly newsletters.

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

Through screenshots from the social media, newsletters, and samples of flyers that are sent home.

- Description

Meetings will start later at 6:00pm or 5:30pm instead of 5:00pm to ensure parent parent participation.

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

Through screenshots from weekly newsletters, and samples of flyers that are sent home.

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

Key documents and information will be translated to major languages (handouts & callouts). Language facilitators will be available at parent engagement events.

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

Translated materials include School-Parent Compact, and flyers.

- Description

Provide RSVP with provision to request specific support such as physical disability, hearing impairment, etc. Provide photos of disabled parking spaces and location of elevators. We will reach out to the appropriate district resources to provide hearing support, sign language, closed caption on google meets, etc. We will also ensure preferential seating and/or a staff member to work one on one with any individual who has a need. Additionally, we always have a golf cart available for those who need assistance getting around the building.

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

Invitations offering accommodations, 1 meeting on the first floor only, and 1 photo of accessible parking

- Description

Reach out to the parents and help them become familiarized and comfortable with the school using CLF's, translated letters, and later meeting times.

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

Comment Logs and translated letters, 1 sample migrant flyer sent home, 1 email communication with Migrant team.

- Description

A counselor will discreetly reach out to homeless families to assess needs and provide free school supplies.

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

Housing Questionnaire sample, sample McKinney-Vento flyers sent home, 1 email communication with McKinney-Vento team or school based team serving students experiencing homelessness.

Other Activities

1. Activity #1

- Name of Activity

n/a

- Brief Description

n/a

2. Activity #2

- Name of Activity

n/a

- Brief Description

n/a

3. Activity #3

- Name of Activity

n/a

- Brief Description

n/a

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Boynton Beach Community High School (BBCHS) is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework and provided meaningful opportunities for college and career readiness. Our mission is to empower every student to reach their highest potential by supporting both academic achievement and personal growth. Recognizing that success extends beyond academics, BBCHS places a strong emphasis on developing students' interpersonal, leadership, and social-emotional skills. The school intentionally provides opportunities for students to discover their passions, engage in community involvement, and build meaningful relationships that contribute to their overall development. To support these goals, BBCHS implements several schoolwide initiatives designed to foster positive behavior, strengthen connections, and provide individualized support for students. These initiatives include the ROAR (Respect, Ownership, Achievement, and Readiness) Behavioral Matrix, mentoring programs, Bound for College, Scholar Career Coaching, and a variety of student clubs and organizations. BBCHS also encourages students to participate in extracurricular activities that promote leadership, service, wellness, and positive peer relationships. Organizations such as Key Club, Mindfulness Club, Education Rocks, Bound for College, and numerous other student organizations provide opportunities for students to develop leadership skills, engage in community service, and build supportive peer networks. Students with identified social-emotional needs are paired with mentors who serve as trusted adults within the school community. Mentors may include teachers, administrators, counselors, or other trained staff members who provide encouragement, guidance, and regular check-ins. When additional support is needed, students may be referred to community partners Safe Schools Behavior Coach and a Behavioral Health Provider. Through these comprehensive initiatives, Boynton Beach Community High School remains committed to creating a positive school culture where every student feels supported, connected, and empowered to achieve success academically, socially, and emotionally. In order to measure the effectiveness of these programs, Boynton Beach Community High School will monitor student referral data and Positive Behavior points earned through the Minga program. These data points will be used to evaluate changes in student behavior, identify areas of need, and determine whether additional interventions or adjustments are necessary.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Boynton Beach Community High School (BBCHS) utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to address barriers to academic achievement and social-emotional success. The school has an operational School-Based Team (SBT) that meets regularly to review academic, behavioral, attendance, and social-emotional data to identify students in need of additional support. The team collaborates to develop, implement, and monitor individualized intervention plans designed to meet each student's unique needs. BBCHS provides three tiers of academic and behavioral support that supplement high-quality classroom instruction and ensure students receive timely interventions based on their level of need. Tier 1 Academic Supports are available to all students and include high-quality core instruction, standards-based curriculum, standardized assessments, Fast Bridge, and NoRedInk. Teachers regularly use formative and summative assessment data to differentiate instruction and monitor student progress. Tier 2 Academic Supports provide targeted interventions for students requiring additional assistance. These supports include differentiated instruction, small-group tutoring, Just Words reading intervention, instructional pull-out services, academic boot camps, and referrals to the School-Based Team for additional problem-solving and intervention planning. Tier 3 Academic Supports are individualized and intensive for students with the greatest academic needs. Interventions include individualized tutoring, frequent progress monitoring, credit recovery opportunities, and specialized services outlined in students' Individualized Education Programs (IEPs) when applicable. FastBridge is a progress-monitoring tool used to identify students who may need Tier 2 or Tier 3 supports. Students are monitored weekly to track their progress, evaluate the effectiveness of interventions, and determine whether they should remain in, move between, or exit intervention tiers. Behavioral and social-emotional supports are also provided through a tiered framework. Tier 1 Behavioral Supports promote positive school climate and proactive intervention through school counseling services, the Early Warning System for identifying at-risk students, universal behavior screenings, Schoolwide Positive Behavior Support (SwPBS) practices, and an electronic tardy prevention system. Tier 2 Behavioral Supports provide targeted assistance for students demonstrating behavioral or attendance concerns. Interventions include after-school programs, Graduation Coach support, small-group mentoring, chemical dependency support groups facilitated by the DATA Counselor, School-Based Team interventions, and individualized student behavior contracts. Tier 3 Behavioral Supports provide intensive, individualized services for students with significant behavioral or social-emotional needs. These interventions include comprehensive School-Based Team case management, individualized support from the Positive Behavior Support Coach, behavior intervention plans, mental health counseling and referrals, chemical dependency treatment, and other individualized interventions based on student needs. School leadership continuously monitors academic, behavioral, attendance, and intervention data to evaluate the effectiveness of supports and make informed decisions regarding student placement within the MTSS framework. Schoolwide systems are designed to ensure that every student has access to the resources necessary for success. Multiple layers of support are available through collaborative programs and services, including Exceptional Student Education (ESE), the School-Based Team (SBT), school counselors, mental health professionals, Graduation Coaches, and community agency partnerships. Through this collaborative approach, BBCHS is committed to ensuring every student receives the academic, behavioral, and social-emotional support needed to achieve success.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Boynton Beach Community High School (BBCHS) provides a student-centered, personalized learning environment where students actively engage in their education and take ownership of their learning through voice, choice, and opportunities to demonstrate mastery. Instruction is designed to foster collaboration, critical thinking, and problem-solving while utilizing flexible learning spaces, technology, and research-based instructional strategies that maximize student achievement and prepare students for success beyond high school. To support the development of positive behaviors and healthy lifestyles, BBCHS offers a variety of programs and services that promote student well-being, engagement, and academic success. Programs such as Bound for College, school counseling services, mentoring opportunities, and Positive Behavior Support initiatives encourage students to build strong interpersonal skills, develop resilience, and establish meaningful connections with caring adults. A Safe Schools Positive Behavior Facilitator is housed on campus and works collaboratively with students, staff, and families to provide targeted behavioral interventions and promote a positive school climate. BBCHS offers a diverse selection of academic and career-focused elective programs that allow students to explore their interests while preparing for future careers. Students may participate in programs such as the Boynton Beach Academy of the Arts (BASA), Army JROTC, Medical Sciences, Culinary Arts, Information Technology, and other Career and Technical Education (CTE) pathways. These programs provide authentic, hands-on learning experiences that develop both technical and employability skills. To ensure students are prepared to learn each day, all students receive free breakfast and lunch through the federal school meal program. Students participating in after-school tutorial programs are also provided with nutritious snacks. After-school tutoring is available to support academic achievement, credit recovery, and preparation for state assessments. Graduation Coaches, provided through AmeriCorps, play an essential role in monitoring student progress toward graduation. They work closely with school counselors, teachers, administrators, students, and families to identify barriers to success, monitor academic performance, improve attendance, and develop individualized plans that keep students on track for graduation. Students also have multiple opportunities to earn industry certifications and graduate prepared for immediate entry into the workforce. Career pathways in Medical Sciences, Culinary Arts, Information Technology, and other technical programs provide students with hands-on instruction delivered by industry-trained educators. Business and industry partners regularly collaborate with BBCHS by providing specialized training, guest speakers, mentoring, internships, and real-world learning experiences that enhance classroom instruction. BBCHS expands college readiness through partnerships with Embry-Riddle Aeronautical University and Palm Beach State College, providing students with access to onsite Dual Enrollment courses that allow them to earn college credit while completing their high school diploma. Additionally, Advanced International Certificate of Education (AICE) courses offer rigorous academic opportunities that prepare students for postsecondary success. The school's Dance and Vocal Academies provide specialized arts education through an audition process that places students according to their skill level and experience. The Dance Academy develops students' technical skills, creativity, collaboration, and appreciation for the art of dance while preparing interested students for collegiate dance programs and professional performance opportunities. Likewise, the Vocal Academy focuses on developing proper vocal technique, music literacy, sight-singing, performance skills, and an understanding of vocal production through a comprehensive sequential curriculum. Boynton Beach Community High School uses FAST, EOC, common assessment, classroom performance, attendance, and intervention data to identify core instructional needs. Teachers analyze data during PLCs and common planning to identify achievement gaps, priority standards, and areas requiring reteaching or intervention. Progress-monitoring data are reviewed regularly to adjust instruction and determine appropriate Tier 2/3 supports. To ensure alignment, teachers use Florida B.E.S.T. and applicable content-area standards to guide lesson planning, pacing, and assessments. Instructional leaders and department teams review curriculum, assessments, and student work to ensure standards alignment, rigor, and consistency across all content areas.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

BBCHS is focused on increasing student participation and success in advanced coursework and preparing students for college, careers, and postsecondary opportunities. The school offers Cambridge courses and Dual Enrollment opportunities through Palm Beach State College and Embry-Riddle Aeronautical University. The AVID program further supports college and career readiness by developing academic skills, self-management, personal responsibility, and goal-setting. Workforce-ready skills, including critical thinking, problem-solving, communication, collaboration, time management, and personal responsibility, are intentionally embedded across classrooms and college- and career-readiness programs. Students are provided opportunities to work collaboratively, analyze information, solve real-world problems, communicate their ideas, and take ownership of their learning. AVID, Dual Enrollment, Cambridge coursework, TRIO services, and guidance activities provide additional opportunities for students to develop the skills needed for success beyond high school. BBCHS also administers the SAT during the school day to reduce barriers to college entrance testing, particularly for students who may have difficulty accessing Saturday testing. The school promotes participation through incentives. In addition, TRIO services and summer programs provide targeted support, including language development and ACT preparation for ELL students. Program effectiveness is monitored through participation and enrollment data, course completion and performance, SAT/ACT participation and results, graduation rates, postsecondary enrollment, and student progress toward college and career goals. The Comprehensive Guidance Department reviews student data with counselors, teachers, and families to identify students needing additional support and to ensure students remain on track for graduation and postsecondary success. Data are reviewed regularly to determine program effectiveness, identify gaps in participation or performance, and make adjustments to services and interventions as needed.

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

BBCHS provides ongoing professional learning to build the capacity of all instructional staff, including new and veteran teachers, paraprofessionals, and tutors. First-year teachers participate in the School District of Palm Beach County's Educator Support Program (ESP), while veteran teachers receive targeted professional development based on student performance data, instructional needs, and school priorities. Professional learning is data-driven and includes analysis of FAST, EOC, common assessment, classroom performance, and intervention data to identify standards and skills requiring additional support. Content-area teachers participate in PLCs, common planning, coaching, and professional development focused on effective instructional strategies, assessment, differentiation, and standards-aligned instruction. Math and reading coaches provide additional content-specific support and model strategies based on identified student needs. Paraprofessionals and tutors receive training and guidance to support classroom instruction and interventions. Training focuses on understanding student needs, implementing assigned interventions, reinforcing foundational skills, and using progress-monitoring data to track student growth. Tutors receive content-specific guidance to ensure their support aligns with classroom instruction and identified learning gaps. BBCHS monitors the effectiveness of professional learning through teacher participation, classroom observations, student performance data, progress-monitoring results, and feedback from staff. This continuous cycle of data analysis, professional learning, implementation, and monitoring ensures that staff development remains relevant, supports instructional improvement, and ultimately contributes to increased student achievement.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Boynton Beach Community High School (BBCHS) partners with the School District of Palm Beach County's Department of Recruitment and Retention to recruit and retain highly qualified teachers, with particular attention to high-need areas such as Math, Science, ESE, and ESOL. Recruitment strategies include participation in district job fairs, virtual and in-person interviews, and targeted outreach to qualified candidates. BBCHS also works with district departments and teacher preparation programs to identify candidates with certifications and expertise in high-need content areas. To support retention, educators new to BBCHS are paired with experienced mentors, preferably within their content area, and receive ongoing coaching and professional learning. Math and Reading Coaches, department leaders, and instructional coaches provide content-specific support, while PLCs and common planning give teachers opportunities to analyze student data, collaborate on instructional strategies, and address learning gaps. ESOL and ESE teachers receive additional support related to differentiated instruction, accommodations, and meeting the needs of diverse learners. BBCHS also supports teacher retention by providing professional growth opportunities, an open-door administrative policy, collaborative planning time, recognition of staff accomplishments, and targeted professional development. Administrators monitor staffing needs and teacher feedback to identify barriers to retention and provide additional support when needed. These strategies help BBCHS attract and retain effective educators in high-need areas while strengthening instructional quality and student achievement.