
Title I Comprehensive Schoolwide Plan
GLADES CENTRAL HIGH SCHOOL (2301)

ELA

1. List prioritized needs statements.

According to our PM2 ELA assessment, the 9th grade students test score shows that 32% of our students met or exceeded threshold compare to 27% meeting threshold on PM1 assessment. Which is an 5% increase. According to our PM2 ELA assessment, the 10th grade students test score shows that 30% of our students met or exceeded threshold compare to 23% meeting threshold on PM1 assessment. Which is a 7% increase.

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

Our students are entering high school performing at least two years below grade level. Teachers lack the content and necessary skills to full implement standard base lessons with out discipline interruptions. ELA teachers face challenges in effectively differentiating instruction and managing small group teaching. Additionally, the MTSS framework (Tier 1, Tier 2, and Tier 3) is not being consistently implemented with fidelity. Parents lack the knowledge of how to support or understand the importance of monitoring their child's performance on a more consistent basis.

3. Share possible solutions that address the root causes.

Possible solutions include offering targeted Professional Development (PD) to build teachers' capacity and equip them with a variety of instructional strategies that promote student progress and growth. Implementing small group differentiated instruction will allow students to learn at their own pace and instructional level, increasing their chances of success. Establishing Professional Learning Communities (PLCs) will provide educators with collaborative opportunities to analyze data, plan lessons, and share best practices to enhance student learning. Additional supports could include pull-out and push-in interventions, writing and reading simulations, weekly data discussions, parent nights for 9th and 10th grade families, and home visits to strengthen family engagement. Provide resources or online programs to support small group/differentiated instruction.

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

• Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. School marquee postings. Home Visits.

- Parent Training

Raider Roadmap to Graduation, 9th & 10th grade ELA/PM3 assessment training night, 11th & 12th grade SAT/ACT, CLT, FASA night, Dual Enrollment training night, (Google Meet, Google Classroom), Khan Academy/Khanmigo, AVID and AICE parent night.

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

- School

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- Students

Try to do their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- Parents

Send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- Staff Training

Data analysis to assist with differentiate instruction (small group instructional). Also assist teachers in understanding how to better engage parents/families with technology and understanding data at different check points. The MTSS process (Tier 1, Tier 2, and Tier 3).

- Accessibility

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

Math

1. List prioritized needs statements.

According to the end of Semester 1 assessment data the average percentage of Algebra 1 students that are proficient is 34%. According to the end of Semester 1 Midterm assessment data the average percentage of Geometry students that are proficient is 37%.

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

Students are entering our school performing at least three years below grade level in mathematics. This school year, four new teachers are instructing math in the EOC-tested courses, these teachers lack the necessary skills to full implement standard base lessons with out discipline interruptions. Students lack sufficient time to fully master fundamental skills necessary to effectively show their work when solving math problems due to lack of practice time to solve multi-select problems. Additionally, teachers face challenges with the pacing of the lesson as students are required to demonstrate their work in interactive notebooks. Teachers are also struggling to implement effective small group instruction due the number of groups that require mediation. Parents lack the knowledge of how to support or understand the importance of monitoring their child's performance on a more consistent basis.

3. Share possible solutions that address the root causes.

Possible solutions include providing Professional Development (PD) to support teachers in differentiating instruction, particularly through small group teaching. Academic tutors could offer push-in or pull-out support for students. After-school tutoring sessions twice a week would provide additional practice, focusing on intensive review of math vocabulary and skills using technology. Increasing opportunities for teachers to participate in full-day curriculum planning twice per semester would allow for collaborative lesson design and the development of targeted re-teaching strategies. Utilizing Khan Academy and Khanmigo assignments can help address current topics and target student weaknesses identified through assessments, such as midterms. It is also important to ensure that “looping” or spiraling back to areas of weakness occurs during Academic Data Chats (ADCs) and Common Planning sessions. Teachers should incorporate benchmark assessment data into their re-teaching plans as they progress through new units or instructional cycles. Mathematics parent night for 9th and 10th grade students, which should consist of demonstration of on online programs.

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

- Communication

Monthly newsletter, SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits.

- Parent Training

Raider Roadmap to Graduation, 9th & 10th grade Algebra and Geometry EOC assessment training night, 11th & 12th grade SAT/ACT, CLT, FASA night, Dual Enrollment training night, (Google Meet, Google Classroom), Khan Academy/Khanmigo Lumio Math App, and Texas Instrument T-30 (Calculator) training night.

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

- School

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

Try to do their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

Send their child to school regularly and on time, communicate regularly with their child's teachers, encourage their child to read at home and to monitor the use of technology. Parents should also encourage their child to participate in extracurricular activities, and support their child, teacher, and school. Provide a home environment that encourages children to learn. Show respect and support to children, teachers, and the school. Attend and participate in their child extracurricular activities.

- **Staff Training**

Data analysis to assist with differentiated instruction (small group instructional). Also assist teachers in understanding how to better engage parents/families with technology and understanding data at different check points. The MTSS process (Tier 1, Tier 2, and Tier 3).

- **Accessibility**

Translate documents and interpreters for academic reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Glades Central Beyond the Walls Community Outreach Events. Community/Business Partners with Migrant Education, and SBT meetings for homeless students.

Science

1. List prioritized needs statements.

According to our Science/Biology Midterm assessment data our students' average test score is 48%

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

Teachers are not engaging their students in a lot of hands on activities or the use of virtual labs. There is a need to incorporate more academic games and using interactive re-teaching methods like escape room activities and online activities. Additionally, after each interim assessment, science teachers need dedicated time to analyze test questions and data in depth, allowing them to effectively plan targeted re-teaching strategies. Students need a variety of lesson delivery to increase their level of engagement.

3. Share possible solutions that address the root causes.

Students are more engaged in lessons when the lessons use hand-on or hard copies. Increase the use of hands-on and virtual labs. Use of technology to supplantation instruction. Plan engaging activities that address the varying learning styles of all students. (Board Games, Escape Rooms, WebQuests, Virtual Labs, Station Labs, Dominoes Loop Games. Weekly Data chats with the Science Coach. Analyze data to determine areas of strengths and concerns. Create reteach lessons and assessments based on data analysis. Science Coach to support teachers with planning of delivery with differentiate instruction.

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

- Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

- Parent Training

Raider Roadmap to Graduation, Biology EOC assessment training night, Dual Enrollment training night, (Google Meet, Google Classroom), Khan Academy/Khanmigo, and Wayground training night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- **Students**

Try to their best in their work and with their behavior work cooperatively with their classmates, show respect for themselves, their school, and other people, take pride in their school, come to school prepared with my homework, supplies, and proper dress code. Believe that they can and will learn and abide by district/school policies.

- **Parents**

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- **Staff Training**

Data analysis to assist with differentiated instruction (small group instructional). Also assist teachers in understanding how to better engage parents/families with technology and understanding data at different check points. The MTSS process (Tier 1, Tier 2, and Tier 3).

- **Accessibility**

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Social Studies

1. List prioritized needs statements.

According to the Social Studies assessment data, our students' average test score is 60%.

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

The teachers needs support with data analysis, small group instruction, and individualized attention to fully implement standard base instruction. A large number of ELL students require language support.

3. Share possible solutions that address the root causes.

Professional development (PD) to present best practices, and tutors to assist with data chats, data retrieval, push-in/pull-out, and co-teaching. Increase teacher opportunity to participate in all day curriculum planning twice a semester and to plan re-teaching activities. Use of programs/resources to assist with focused notes; Interactive Learning Games and remediation. Language support for ELL students.

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

• Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

• Parent Training

Raider Roadmap to Graduation, 11th grade US History EOC assessment training night, Dual Enrollment training night, (Google Meet, Google Classroom), Khan Academy/Khanmigo, Pear deck History App, AVID, and AICE training parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs.

- **Students**

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- **Parents**

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- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional). Also assist teachers in understanding how to better engage parents/families with technology and understanding data at different check points. The MTSS process (Tier 1, Tier 2, and Tier 3).

- **Accessibility**

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Acceleration Success

1. List prioritized needs statements.

Current acceleration data for FY 25 is 63 %.

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

Personnel needs support in enrollment of our various sub-groups. Students are not motivate to complete course requirements. Break down in communication regarding testing protocols. Data chats with teachers or students was not taking place to to scheduling constraints.

3. Share possible solutions that address the root causes.

Administration will monitor/ provide support for personnel increase enrollment of sub-groups in High School Accelerate Courses. Closely monitor student's acceleration. Provide instructional support for all accelerated courses. Administrator/Teacher Data Chats with targeted students. Develop & implement a plan for preparing targeted students for exam, develop an exam timeline to afford all students 3 opportunities to take IC exams, AP-AICE and EOC exams. Biweekly Admin. Data chats to discuss student's performance with an emphasis on the targeted students. Request accommodation from Cambridge and College Board. Teachers attend Cambridge Professional Development trainings in and out of county. AICE-AP Summer Planning

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

• Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

• Parent Training

Raider Roadmap to Graduation, 11th & 12th grade SAT/ACT, FASA night, Dual Enrollment training night, and AVID and AICE parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

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- **Parents**

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- **Staff Training**

Data analysis to assist teachers in understanding how to better engage and support parents/families during the Dual Enrollment process, the Choice Programs, and focus calendars with designated check points

- **Accessibility**

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Graduation Rate

1. List prioritized needs statements.

Our current graduation rate is 99.5%

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

Due to time constraint and scheduling issues graduation Cohort meetings were not taking place monthly with administrators and school counselors and data chats were not taking place every 3 weeks during a 9-week grading period. Limit support with various content areas. Limit support with Differentiate Instruction. Keep personnel did not consistently monitoring. Inconsistent parental involving through out the school year.

3. Share possible solutions that address the root causes.

Graduation Cohort meetings are taking place monthly with administrators, school counselors, and graduation coach. Graduation coach attends monthly Instructional Leadership Team meetings. During these meetings the graduation coach update administration regarding status of at-risk students. Counselors and graduation coach complete update records when students complete Edgenuity and FLVS courses as well as when records are received from other school districts/states.

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

• Communication

SAC meetings, increase social media posting, email blast, continue with call outs, post announcements in Google Classroom. Beyond the Walls Community Outreach Events. School website postings, SIS Gateway, phone calls from teachers, school counselors, administration, and our school behavioral health person. Home Visits

• Parent Training

Raider Roadmap to Graduation, Dual Enrollment training night, and 11th & 12th grade SAT/ACT, CLT, FASA night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate consistently, and maintain open lines of communication with student and his/her parent/guardian. Glades Central will also seek ways to involve parents in the school programs

- **Students**

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- **Parents**

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- **Staff Training**

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- **Accessibility**

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Action Step: Classroom Instruction

Rigorous standard-base differentiated instruction will be utilized to provide enriching instruction through whole group, small groups, push-in/pull-outs and extended learning tutorials/enrichment activities.

Budget Total: \$195,892.00

Acct Description	Description							
Resource Teacher	The Science Resource Teacher will provide small group push-in and pull-out remedial instruction to 9th through 12th-grade students who have previously performed below standard expectations on the Science End of Course (EOC) assessment.							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitutes for classroom teacher	1	\$21.00	7	7	1	Original	\$1,005.00
Resource Teacher	The Resource Teacher will provide small-group push-in and pull-out remedial instructional support for ninth (9th) through twelfth (12th) grade students who perform below standard grade-level expectations on the Florida Standards Assessment Eighth (8th) Grade Reading or Tenth (10th) Grade English Language Arts assessment.							
Resource Teacher	The Math Resource Teacher will provide targeted, data-driven intervention for students in grades 9–12 who are performing in the lowest 30th percentile in mathematics, with a primary focus on Algebra and Geometry. Through a push-in/pull-out model, the teacher will deliver small-group instruction, monitor student progress, and implement evidence-based instructional strategies to address learning gaps and improve student achievement.							
Online subscription	Item	Quantity	Rate	Type	Total			
	The EDIA Math Integration Package will allow students extended opportunities for practice, with question formats that mirror End-of-Course exams. Teachers will use the platform to reinforce skills, monitor progress,	1	\$150.00	Original	\$150.00			

Acct Description	Description								
	Item	Quantity	Rate	Type	Total				
	and support students in building proficiency aligned to assessment expectations. (site license - 150 students)								
	GoGuardian/Pear Deck Learning will be implemented across all content areas as an interactive, technology-enhanced platform to increase student engagement. Teachers will use the tool to collect real-time student responses, provide immediate feedback, and utilize the data to inform instruction and guide formative assessment. (site license - 900 students)	1	\$5,000.00	Original	\$5,000.00				
	The EDIA Math Program will be used to support instruction in Algebra and Geometry, aligned to tested standards. Its adaptive question sets mirror End-of-Course exam expectations, allowing teachers to target skill gaps effectively. (site license - 450 students)	450	\$12.00	Original	\$5,400.00				
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will target students in the lowest 25% and Levels 1–3 to provide EOC exam remedial sessions for grades 9–12 in ELA, Math, Science, and Social Studies. Instruction will focus on reinforcing the weakest standards identified through unit assessments and common assessments. Will begin in April.	10	\$37.00	2	1.5	1	Certified	Original	\$1,110.00
	Certified teachers will provide afterschool tutoring for 9-12 grade level 1 and level 2 students in ELA, Math, Science, and Social Studies to remediate classroom concepts. Will begin in January.	6	\$37.00	2	1	8	Certified	Original	\$3,552.00

Acct Description	Description
Classroom Teacher	The Mathematics Teacher will provide intensive instruction for 9th-12th grade students who require retakes o Algebra or Geometry End-of-Course assessments.
Supplies	

Action Step: Professional Learning

Conduct on-going professional learning opportunities that will build the capacity of staff as they engaged in data analysis, plan and implement best practices in all content areas.

Budget Total: \$221,682.32

Acct Description	Description
Coach	Science Coach will provide instructional support to ninth (9th) through twelfth (12th) grade science teache by implementing the instructional coaching cycle, conducting data chats, and planning and delivering professional learning activities.
Teacher Collaboration	Teacher Collaboration
Out-of-system PL Subs	Out-of-system PL Subs
Supplies	
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will support teacher learning and instructional practice through the facilitation of student data analysis, weekly lesson planning, model lessons, implementing the

Acct Description	Description
	instructional coaching model, and the planning and delivery of professional learning activities for all teachers, grades 9-12.
Travel out-of-state	
Coach	The Math Coach serves as the instructional leader for the Mathematics Department by building teacher capacity through job-embedded coaching, data-informed instructional leadership (DIL), and collaborative planning. The Math Coach provides ongoing professional development, models high-impact instructional practices, analyzes student achievement data with teachers, and supports the implementation of district curriculum, interventions, and evidence-based strategies. By facilitating PLCs, providing instructional resources, and coaching teachers through observation and feedback, the Math Coach promotes high-quality mathematics instruction that increases teacher effectiveness and student achievement.
Webinar /PL with Purchase	
Coach	Reading Coach will provide instructional support to 9th through 12th Grade by supporting teachers through the coaching cycle, facilitating PLCs, and delivering effective and relevant professional learning opportunities.
Computer HW; non-cap	Mobile devices

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: \$9,982.68

Acct Description	Description
Postage	
Mobile devices	Mobile devices
Supplies	Supplies
Non-Certified Parent Support by School Staff	Non-Certified Parent Support by School Staff

Mission Statement

1. Mission Statement

Our school is dedicated to empowering parents and families in fostering their children's cognitive and social-emotional skills for learning and life. We achieve this by offering training, resources, support, and information tailored to the unique needs of families and community partnerships, all in alignment with the School District of Palm Beach County's Strategic Plan.

Involvement of Stakeholders

Name	Title
Dr. Hansje Laguerre	Assistant Principal
Shirley McWilliams	School Secretary
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Eddie Lee Rhodes	Business/Community
Jra'Quanda Coney	Education Support Employee
Gerald Fields	Parent
Latorsha Green	Parent/Community
Angela Moody	Parent/Guardian Community Member
Jean Lestage	Parent/School Counselor
Brizia Rodriguez	School Counselor
Melanie Bolden-Morris	Principal

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

The principal has invited faculty and staff to volunteer for various initiatives. Additionally, during preschool callouts and emails, to parents and families encouraging them to join the School Advisory Council (SAC) and participate in our meetings and workshops. At SAC meetings, we present information to stakeholders, inviting them to join or to recommend others who may be interested. This invitation is also extended during our faculty meetings. When a parent, community member, or business representative expresses interest, we explain the process and extend a formal invitation for them to join.

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

The meeting was held February 2026 for stakeholders to review, discuss, and develop the CNA, SWP, and PFEP. Revisions will be made based on stakeholders feedback. Additional SAC meetings held during the school year to further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.

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

Stakeholders provided input by attending monthly SAC meeting face to face and Google Meet in February and face to face and Google Meeting in May. Input was obtain and documented on the Stakeholder input recording template. On-going input will be asked for during our monthly SAC meetings. Funds will be utilized to purchase parent resource materials, paper, postage to involve parents through parent meetings, training, parent link callouts.

Name	Title
Dr. Hansje Laguerre	Assistant Principal
Sherry Canty	Choice Coordinator
Bernita Cox	Business/Community
Eddie Lee Rhodes	Business/Community
Gerald Fields	Parent
Latorsha Green	Guardian/Community
Jean Lestage	Parent/School Counselor
Melanie Bolden-Morris	Principal

Annual Parent Meeting

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

Tuesday October 20, 2026 at 5:30 pm 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.).

Stakeholders (teachers, parents/families, and business/community members) will be notified of our Annual Title I Meeting thru our marquee, call-outs, various social media sites, invitations, and morning/afternoon announcements.

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

Meeting Agenda, copy of the Title I PowerPoint presentation, Evaluations (in various languages), copy of FY 27 Compact and FY27 PFEP, sign-in sheets, FY 27 school calendar, ACT/SAT dates for FY 27, After school tutoring information, SIS gateway parent information sheet with directions.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

1. ELL/ESE Strategies

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

Staff will learn to implement culturally responsive family engagement strategies that support ELL and ES families through clear communication, collaborative problem-solving, inclusive parent partnerships, and the use of translated resources and support tools. Through AVID, parents will learn strategies to support their child's academic success, organization, college and career readiness, goal setting, and effective school-home communication.

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

The expected impact of this training is increased family engagement through stronger communication, greater trust, and more meaningful partnerships between schools and ELL and ES families. Families will become more informed and confident in supporting their child's academic success, while staff will be better equipped to provide inclusive, culturally responsive support that increases participation in school activities, improves collaboration, and promotes positive student outcomes. Attendance, access, and graduation rate will all increase as a result.

- What will teachers submit as evidence of implementation?

Parent conference notes, ppt presentation with sign-in sheets

- Month of Training

September

- Responsible Person(s)

Hansje Laguerre, Sherry Canty & Professional Development Team members

3. Staff Training for Parent and Family Engagement #2

- Name of Training

2. AVID Core Strategies & Note Taking

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

Through AVID, parents will learn strategies to support their child's academic success, organization, college and career readiness, goal setting, and effective school-home communication.

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

The expected impact of AVID strategies training on family engagement is increased parent involvement, improved school-home communication, and stronger family support for student learning. Families will gain tools to support organization, academic planning, college and career readiness, and goal setting, leading to greater confidence in participating in their child's education and stronger partnerships between families and schools.

- What will teachers submit as evidence of implementation?

Parent conference notes, ppt presentation with sign-in sheets, AVID Binders

- Month of Training

October

- Responsible Person(s)

Hansje Laguerre, Sherry Canty & Professional Development Team members

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Navigating through SIS Gateway & khanmigo

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

Parents will learn to use Student Information Systems and Khanmigo to monitor academic progress, track assignments and attendance, communicate with teachers, and support learning at home through personalized tutoring, goal setting, study support, and college and career readiness activities with their children.

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

The interactive hands-on component will provide parents with guided practice using the Student Information System and Khanmigo through live demonstrations, step-by-step activities, and real-time support from staff. Parents will practice logging in, monitoring grades and attendance, communicating with teachers, accessing academic resources, and using Khanmigo tools to support homework, tutoring, goal setting, and personalized learning activities with their children at home.

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

The expected impact of this training on student achievement is improved academic performance, increased student engagement, and stronger home-school collaboration. By using Student Information Systems and Khanmigo, parents will be better equipped to monitor progress, support learning at home, reinforce academic goals, and communicate with teachers, leading to increased accountability, improved study habits, and greater student success.

- Date of Training

September

- Responsible Person(s)

Hansje Laguerre, Sherry Canty, Jennifer Hall, Marie Alexis

- Resources and Materials

Chromebook carts, handouts , writing materials, worksheets,

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Raider Roadmap to Graduation: Graduation Requirements for Students in Grades 9-12

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

Parents will learn to use the Raider Roadmap to Graduation program to support their child's academic planning, graduation requirements, goal setting, course selection, attendance monitoring, and college and career readiness planning at home while strengthening ongoing communication with school staff about student progress and postsecondary opportunities.

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

The interactive hands-on component will provide parents with guided practice using the Raider Roadmap to Graduation through live demonstrations, small-group activities, and individualized support from staff. Parents will practice reviewing graduation requirements, tracking credits and academic progress, exploring course selection and postsecondary pathways, setting student goals, and accessing school resources to support college and career readiness planning with their children at home.

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

The expected impact of the Raider Roadmap to Graduation training on student achievement is improved academic planning, increased student motivation, and greater family involvement in monitoring progress toward graduation and postsecondary goals. By equipping parents with tools to support course planning, goal setting, attendance, and college and career readiness, students are more likely to stay on track academically, improve performance, and successfully meet graduation requirements.

- **Date of Training**

November

- **Responsible Person(s)**

Hansje Laguerre, Sherry Canty, Professional Development Team members

- Resources and Materials

Chromebook carts, handouts , writing materials, worksheets,

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

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

Title I Migrant Education

- Describe how agency/organization supports families.

Parent informational meetings/workshops, College tours, student one-on-one academic monitoring meetings, home visits, and community awareness for migrant families. The Migrant Education representatives are on our campus at least 4 days a week. The Migrant Education representatives makes home visits to meet with parents/families to get signatures for college tours paperwork, academic awareness, and the different community agencies.

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

Sign-in sheets from front office log book, workshop flyers, monitoring meeting notes/ student interactions, student rosters, email correspondence, and parent conference notes from home visits.

- Frequency

Weekly

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

- Name of Agency

Community Partners

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on therapeutic services for families with children and youth up to age 22 years old. Palm Beach County Youth Services' community focused services include assessments; family and individual therapy, parent education and school based behavioral health services. Counseling issues addressed bullying, self-esteem, school concerns, behavior concerns, grief, and trauma.

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

Sign-in sheets from front office log book, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.

- Frequency

Weekly

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

- Name of Agency

DATA: Drug Abuse Treatment Association School Based Intervention Counselor.

- Describe how agency/organization supports families.

Multiple intervention programs and services for individuals and families that focus on reducing risk factors generally associated with the progression of substance abuse and mental health programs. Counselor is on campus daily to meet with parents/families. Outside agencies, referrals are also presented to the parent/families.

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

Sign-in sheets from front office log book, parent conference notes, parent/guardian consent form.

- Frequency

Monthly

Communication

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

- **Description**

Glades Central provides various opportunities to provide parents and families with timely information and updates that will assist them with helping their child be successful in school such as Title I Annual Meeting, Curriculum Nights, Stakeholders Input Meeting, Open House, SAC Meetings, Social Media Sites, Parent Link-Call-out, Flyers, Freshmen/Senior Orientation Meetings, Parent Conferences, Raider Road-map to Graduation Meetings and Parent Meetings/Training. These meeting will be held in-person. All meetings will have the Community Language Facilitators available to translate in Spanish and Creole. All agenda, evaluations, and materials to take home will be translated to Spanish and Haitian Creole. The Spanish and Creole version might or might not be recorded.

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

Glades Central High School will document parent and family engagement through invitations and flyers with ADA accommodation information, translated agendas, meeting presentations and handouts, photographs of events, and parent feedback surveys. These artifacts will demonstrate that Title I information is communicated in an accessible, inclusive, and understandable manner while providing opportunities for meaningful family participation.

- **Description**

Glades Central provides various opportunities to inform parents/families such as SAC Meetings, Open House - implementation of "Raider Road-map to a Diploma, " Curriculum Nights", grades uploaded weekly to SIS, Bi-weekly progress reports, and Report cards . These meeting will be held in-person parents meeting.

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

Agendas, conferences notes, goals of each content area, and sign-in sheets. Presentation documents, feedback as well as electronic copies of any progress/report cards, (documents in multiple languages when available).

- Description

Glades Central provides various opportunities to inform parents/families such as SAC meetings, Raider Road-map to Graduation meeting, Parent Conferences, 9th and 10th grade FAST, EOC night, and 11th and 12th grade SAT/ACT night AICE/Industry Certification Parent Meetings. These meetings will be held in-person. To ensure parents/families are aware of meetings dates, have access to meetings content, and information, flyers/invitations, parent-link callouts, and postings on GCHS website. Some other methods of communication with parents/families are emails, parent conferences, notes, social media postings, and phone calls. SAC meetings are held in person and via Google Meet.

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

Maintain documentation of each meeting such as parent conference notes, agendas, SAC meetings agendas. Presentation documents, feedback parent link call-outs, progress/report cards, (documents in multiple languages when available).

- Description

Glades Central provides various opportunities for parents to participate in decision-making of their children such as Parent-link call-outs (in all languages represented by student population), Social Media postings, and parent conferences, and the annual stakeholders input meeting. These meetings will be held in-person.

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

Maintain documentation of each meeting such as SAC agenda, notes/minutes, parent conference notes. Presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available).

- Description

We encourage all parents/families to attend meetings and events. At least one parent meeting will be held via google meet . Meetings will also be held later in the evening, so that parents who work late still have opportunities to attend meetings. Meetings will be recorded so that parents who is unable to attend can request the recordings. Language facilitators translate documents and interpreter during meetings. Accessible meetings space are available. GCHS encourage parents/families to notify the school if other assistance is needed.

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

Maintain documentation of each meeting such as home visits, PPN to show request for a different time, agenda showing options of remotely or face-to-face, and parent conference notes. Presentation documents, feedback as well as electronic copies of any progress/report cards, (documents in multiple languages when available).

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

Glades Central will utilize language facilitators for all communication, they will translate during parent conferences, SAC meetings, parent trainings, and IEP/LEP meeting. Initiate parent-link calls made in all languages (as represented within student population), School-Parent Compact in all languages, Academic reports in all languages, and distribute invitations/flyers which will include all languages (as represented within student population).

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

Glades Central High School will demonstrate its commitment to accessible and inclusive family engagement for parents with limited English proficiency, parents with disabilities, families engaged in migratory work, and families experiencing homelessness through translated and ADA-accessible communications(Flyers/Invitations, Agendas: meeting documentation, CLF sign-in logs, McKinney-Vento documentation (as applicable), meeting photographs, and parent feedback surveys.

- Description

Glades Central will provide assistance for parents and families with disabilities as follows: Google Meet to bed-ridden and/or wheel-chair bound parents to rely important parent information presented at meetings held on campus, Wheel-chair bound parents will be given special accommodations if coming to the school for meetings – i.e. meeting held in Media Center (close to front of school), If meeting/event is in the auditorium, wheelchair bound will be given special seating, support staff will be available to transport disabled by golf cart from parking lot when needed, Sign-language facilitator will be provided for hearing impaired as needed.

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

Evidence will include google meet invitations with various meeting times, photos of wheelchair ramps and handicapped parking signs. Meetings being held in the Media Center which is closer to the parking lot.

- Description

Provide new families/parents with a welcome packet, home visits as needed, share information about available services through Migrant Education Program. Parents will be encouraged to contact the Migrant Department as needed.

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

Evidence will include home visit notes, school staff referrals to Migrant Department, meeting notes, flyers of services offered, translated letters, CLF/sign language facilitators sheets.

- Description

Glades Central will work closely with the Case Manager of the McKinney Vento Program, Mrs. V. Williams provides Glades Central with a list of our homeless students as well as providing the forms for referrals. McKinney Vento case manager makes phone calls and home visits. Homeless students and parents are provided with bus vouchers. Support is provided with registration, purchasing uniforms, book bags, and necessities as needed. Parents and families experiencing homelessness will be reached by Mrs. V. Williams. Mrs. V. Williams will make home visit to update phone numbers, as well as referral to School Based Team.

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

Evidence will include SBT referrals and meeting notes. Sign-in sheet and emails from McKinney Vento Case Manager.

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

Glades Central High School is committed to building students' skills outside of academic subject areas: SwPBS (School wide Positive Behavior Support) plan is in place. The team (made up of teachers, staff and administrators) meets monthly to discuss strategies that encourages positive behavior among students. The team also discusses incentives for students. SWAG Bucks are given to teachers each month. Teachers reward students with SWAG bucks when they meet one of the goals on the SWAG (Safety, Willingness, Achievement, Genuine) matrix. SWAG Bucks are also assigned via SIS for easier access to students. To get teacher and student buy-in, a door contest and/or video is encouraged for all to participate in. The SwPBS Committee judges the best presentations and sit-down, hot breakfast is awarded to the best class presentation. Students can use their Bucks to purchase snacks from the Snack Cart after school. During the 2nd semester, students are rewarded for having perfect attendance and getting to class on time with an Ice Cream Social. During the monthly admin. meeting we focus on team building activities, motivational speakers (video presentations), etc. Glades Central High School students are referred to School Based Counselors by teachers and admin. Tier 2 and Tier 3 behavior students are referred to School Based Team and School Based Counselors. Counselor meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin to provide updates. Glades Central High School also has a partnership with several outside agencies. Some include: The Cape Team. That agency provide Tier 2 and Tier 3 students with additional support and wraparound services. These Counselors meet with students (and their parents when needed) at least once a week to develop an academic and behavior plan. They discuss and celebrate any progress made, challenges students continue to face and talk through strategies that can be used to aid in the students' success. The Counselor also follows up with school based counselors or admin to provide updates.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Tier 1 Glades Central High School uses the Gradual Release (GR) Model of Instruction for Instructional Delivery. There are 4 components of the GR Model: I Do (Whole Group – teacher led instruction); We Do: (Guided Instruction – teacher and student working together); You Do It: (Student Collaboration); We Do It Alone: (Student working independently). The SwPBS plan is introduced to students during the first two-weeks of school. Teachers and Administrators review the SWAG (Safety, Willingness, Achievement, Genuine) Matrix and explain our behavior expectations. Referral to SBT to start interventions for academics or behavior. Tier 2 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following small group differentiated instruction: During small groups some students are on the computer working on Reading Plus and Spire which are used for Tier II intervention these small group instruction are done in a Google Meet break-out room or face to face instruction. Math small groups students are working the computer, Pull out tutoring for targeted students are pull-out or signed-up for after school tutoring. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency are made to provide support in school, home, or community centers. Tier 3 Glades Central High School is committed to addressing the needs of all students. In addition to Core Instruction/Behavior Support, some students receive the following: Small group differentiated instruction: During small groups a few students if needed are working with the classroom teacher or Pull out tutoring via Google Meet break-out room or face to face instruction: Targeted students are pull-out or signed-up for after school tutoring. Referral to Child Study Team (CST): Review progress monitoring data to see if the school psychologist will receive a referral for testing. Referral to Guidance: Guidance Counselors will conduct parent conferences and data chats with students. Referral to Outside Agency: To provide support in school, home, or community center. Alternative Placement for academics/behavior meetings are also scheduled if needed.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Glades Central High School currently has three Leadership Teams specifically focused on Instruction. These teams consist of teachers and administrators. The teams are: Admin, Instructional Leadership (ILT), and Guidance Cohort. They meet at least once a month (weekly and bi-weekly for Admin/ILT) to discuss and review data, discuss strategies, develop action plans, monitor progress and revise the plan when necessary. The School Counselors meet weekly to discuss the Graduation Status of students in grades 9-12. Data is a very important part of all discussions. Leadership Teams discuss school wide data. Examples of data analyzed: school based, district and state assessments, national standardized test (ACT/SAT), PSAT results, adaptive technology usage (Reading Plus, IXL, or Spire,). Glades Central High School has created a Master Schedule that allows time for teachers in Core Classes (Math, Science, English, Social Studies) to plan individually and with members of their team. All teachers have at least one period per day to plan; this includes Electives (Academy Courses, PE, Music, etc.). During CIP (Collaborative Instructional Planning) and common planning time, teachers develop lesson plans that are driven by the standards and their individual student data. Although there is a heavy focus on core classes and state/national assessments, we are committed to providing our students with a well-rounded education. Our Mission Statement says, Glades Central is committed to ensuring ALL students have options upon completion of high school. This means, students will be prepared for college, military and the workforce. We currently offer courses to provide students with on the job training. These courses/academies include: Medical Science Academy; students participate in clinicals at a Doctor's office in Pahokee, Lakeside Medical Center Hospital, Joe DiMaggio Children's Hospital, Walgreens, and CVS Drug stores. The Engineering Programs gives students an on-campus internship through their partnership with local Engineering Firms. The Agricultural Program provides students with opportunities to learn from local farmers and through their partnerships with the sugar cane industry. The students also go on field trips to local farms. This school year the Agricultural program has a food bank/pantry here on campus (Muck Market). Students needing additional support with their studies are encouraged to participate in our extended learning programs. We offer in class peer tutoring is provided to AVID students with AVID tutors. We also offer pushin and pullout tutoring opportunities during the day in select testing areas. In addition, we offer after school tutoring in all tested areas every Tuesday and Thursday from 3:00 – 4:00. In addition, we offer an open lab for homework, ACT/SAT registration and other assistance Monday – Thursday from 3:00 – 4:00. Glades Central High School also offers at least 30 extra-curricular opportunities to school. During the Fall and Spring Semester, we conduct Club 2.0 Rush Week. Club Sponsors and Members market their clubs the entire week with flyers, announcements, and other creative ways. On Friday of that week, each club has a booth setup to discuss their club and what it has to offer students. Interested students are able to ask questions and sign up if they would like to join. Through these extra-curricular opportunities, students are able to extend their learning beyond the classroom. They participate in college tours, team building activities community awareness events, and more.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Glades Central High School is committed to building students' awareness of and readiness for post-secondary opportunities and the workforce. We currently provide our students with: On-site college tours during the Fall semester for seniors and juniors. ACT, CLT, and SAT Test Prep is open to everyone in need of a concordant score or looking to increase their score for college entry. College tours available for students 9 -12 (Migrant, AVID, juniors/seniors), Annual College & Career Fair offered in the Spring for juniors, sophomores, and freshmen. A representative from Palm Beach State College meets weekly with the students on campus to discuss Dual Enrollment opportunities. GC has an ongoing partnership with West Technical School and Palm Beach State College for students interested in Megatronics, Construction and Welding. Additionally, GC partners with the Military branches and local agencies that support Agriculture, Criminal Justice, Engineering, Computer Science, Medical and AVID programs during the student lunch hours to provide informational sessions that prepare students for post-secondary opportunities. All students in grades 9-12 have the opportunity to meet with these partners.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable

Professional Learning

1. Professional Learning

Glades Central provides a series of opportunities to improve the delivery of instruction and use of data. Opportunities include: Structured Data Days have been put in place to provide additional time for teachers to review data, collaborate, develop instructional focus calendars, etc. Monthly Mini Professional Learning activities have been scheduled to focus on school academic initiatives (i.e. Focused Note Taking, Rigor in the Classroom, Khan Academy, Identifying Critical Content, Monitoring Students, How to incorporate the AVID binder, etc.). Professional Learning Communities (PLC) are facilitated by Biweekly or weekly the Single School Coordinator, Instructional Coach, Magnet Coordinator and/or Administrator,. The Regional support team (2 people) are on campus weekly conducting walk through, providing feedback, and attending PLCs and/or ILT meetings.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Glades Central High School is committed to providing a quality education for all students. This begins with highly effective teachers. As a means to recruit highly qualified teachers, we attend district and out of county job fairs, collaborate with our Human Resources (HR), Regional Office and Tri-cities Education Committee. In the event that we are unable to secure a certified teacher for a position, we hold the long-term or day-to-day substitute to the same expectations as certified teacher. We also provide long-term substitutes with professional development, opportunities to plan and support from Instructional Leaders. Teachers working in any of our Glades Schools are offered a Glades Supplement and in some cases a signing bonuses and pay for performance. Once we have recruited the best and brightest teachers, we do everything we can to keep them employed as teachers at Glades Central High School. New teachers are brought in at least a week early for an orientation. They are assigned to Mentor Teachers and meet regularly, participate in Collaborative Planning, supported by Admin and Coaches and participate in Professional Development. In addition, teachers have opportunities to earn additional money as a tutor or club/sport sponsor. The Instructional Leadership Team has an open door policy. Teachers are free to ask questions and share their frustrations in a "judgement free" environment. Teachers, staff and students are also celebrated daily; however, the 3rd day of each month has been set aside to share accomplishments with the entire Raider Family during Celebrate a Raider Day. Teachers are given teacher packets that consists of paper, writing utensils and other trinkets. Students are given gift cards. At the end of each year, teachers and staff are awarded gift cards based on the number of Irreplaceable Stars they have received each month. These gift cards are donated by the Admin Team.