
Title I Comprehensive Schoolwide Plan
PALM BEACH LAKES HIGH SCHOOL (1851)

ELA

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Math

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Science

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

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

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- Students

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- Parents

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- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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- School

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- Students

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- Parents

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- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

1. List prioritized needs statements.

In FY25, PBLHS had 59% of students enrolled on Industry Certification classes, and 100% enrolled student in an AICE class. Adobe (77%) Cyber Security (38%) - increase to two teachers this year IT Fundamentals (96%)--One teacher; this year, there are two. National CDA (94%) Medical (50%)-- Allied Health IC (41%), the EKG IC (30%), and the Pharmacy IC (79%) Increased AP/AICE student enrollment (all incoming 9th graders took AICE General Paper) and number of sections offered from FY25 to FY26

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

There are limited opportunities for advanced coursework and industry certification programs. New teachers and those teaching unfamiliar subjects need additional training to effectively differentiate instruction. Additional staff support is needed to provide more in-depth training and guidance within PLCs. Teachers need a stronger understanding of how to implement standards-based instruction with appropriate rigor. Teachers require more knowledge and resources to effectively integrate ELL strategies into daily instruction. Gaps in students' background knowledge and limited exposure to real-world experiences present challenges, highlighting the need for teachers to strengthen scaffolding practices. Transportation limitations prevent some students from remaining after school for additional academic support. Students demonstrate weaknesses in foundational social and lifelong learning (SLL) skills and possess limited academic vocabulary. Many students exhibit low academic self-efficacy, lacking confidence in their ability to succeed due to limited prior experiences with achievement. Inconsistent family engagement contributes to a disconnect between school and home. Limited parental involvement remains a concern.

3. Share possible solutions that address the root causes.

Increase access to industry certification programs and broaden the availability of advanced and accelerated course options. Expand extended learning supports—including resource teachers, academic tutors, reading intervention, tutorial programs, and SAT/ACT/CLT preparation—to provide focused skill development that reinforces classroom instruction and helps reduce achievement gaps. Offer transportation solutions for students who are unable to attend after-school or Saturday tutorials due to transportation barriers. Provide students with interactive, hands-on learning experiences through the use of instructional materials and supplemental resources such as texts, workbooks, and study guides to strengthen content mastery. Ensure access to instructional technology, including Chromebooks, to enhance and support classroom learning. Continue strengthening PLCs with district specialist support and job-embedded professional development. Expand cross-training efforts to integrate literacy strategies across advanced coursework. Provide ongoing training, coaching, and monitoring to help teachers unpack the depth and complexity of standards and implement standards-aligned lessons using research-based strategies and differentiated resources. Maintain structured collaboration time for data analysis and lesson planning, including substitute coverage to support teacher participation. Incorporate hands-on lab activities and project-based, inquiry-driven learning experiences to build students' schema, deepen background knowledge, and expand academic vocabulary. Provide students with meaningful opportunities to apply learning through higher-order thinking tasks and real-world application.

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

- Communication

Parent Universities and informational meetings will be provided to share academic updates, effective strategies, and relevant resources with families. School counselors will maintain proactive communication with parents and uphold an open-door approach to encourage collaboration and support. Social Services Facilitators will conduct home visits when appropriate to increase family involvement and promote meaningful educational discussions. Additionally, bilingual staff and support services will offer translation assistance to ensure clear and accessible communication for students and families.

- Parent Training

We will offer parent engagement opportunities using multiple formats and covering a range of topics to encourage broader family participation. These sessions will be incorporated into Parent Universities and meetings held throughout the year. Guidance counselors and teachers across content areas will facilitate interactive activities and share practical strategies to help families better understand academic standards, equipping them with the tools needed to support their children's academic growth and social-emotional development. An open-door approach will also be maintained, providing parents with ongoing access to resources and standards-based materials available in designated spaces for family and community use throughout the year.

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

- School

The school will collaborate with students and their families to promote success in accelerated coursework by providing parents with instructional strategies, clear explanations of curriculum expectations and assessments, and updates on student performance. The school will also ensure that families are fully informed about requirements, supports, and any necessary steps to help their students thrive in advanced courses.

- Students

Students will collaborate with school staff and their families to pursue enrollment in accelerated coursework. They will strengthen the home-school connection by sharing school communications with their parents, maintaining consistent attendance, and completing all assignments required in their advanced classes.

- **Parents**

All PFEP meetings and activities will be conducted on the first floor of designated buildings at Palm Beach Lakes High School. The PBLHS campus is fully accessible to individuals with disabilities, and interpretation services will be provided whenever necessary to ensure inclusive participation.

- **Staff Training**

Teachers will engage in professional development focused on a range of SLL topics aligned with state-required academic instruction, as well as themes addressed during parent meetings throughout the year. They will also receive training in effective communication strategies to strengthen partnerships with families and in progressive discipline practices to support and streamline the Student-Based Team (SBT) process for students requiring additional services. In addition, staff will participate in training related to AICE, AP, and Industry Certification programs to build capacity among both current instructors and those who may teach these courses in the future.

- **Accessibility**

All PFEP meetings and activities will be held on the first floor of designated buildings at Palm Beach Lakes High School. The PBLHS campus is fully accessible to individuals with disabilities, including designated accessible parking spaces. Interpretation services will be provided as needed, and all communications will be distributed in families’ native languages to ensure equitable access.

Graduation Rate

1. List prioritized needs statements.

According to FY25/26 data, our top priorities are to increase student achievement, student learning gains of the lowest 30%, learning gains for our ESE and ELL subgroups, and acceleration opportunities. ELA- achievement 34.5%; Lowest 25=53% (FY25)| FY26 PM2; 28.6% 9th=26.9%, 10th=30.5%; Math- achievement 30.9% Lowest 25=62%| FY26 Alg 1 USA2-19.9%, Geo USA4- 52.6% Science- Biology EOC (FY25) Achievement 52%|FY26 USA4-32.2% Social Studies- US History EOC (FY25) Achievement- 63.2%| FY26 USA3- 47.3% Acceleration-AICE/Dual Enrollment/CTE- 80.2% (FY25) Graduation rate- 93.6% (FY25) ESE - PM2; Achievement- 12.8% 9th=14.6%; 10th=10.1% (FY26) ELL - PM2; Achievement- 8.5% 9th=3.9%; 10th=13.1% (FY26)

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

Students demonstrate limited academic vocabulary and struggle with reading comprehension. Students require additional instruction to strengthen foundational math concepts and skills. Teachers need deeper understanding of how to deliver standards-based instruction with appropriate rigor. Teachers would benefit from enhanced strategies for reteaching and reinforcing content. Teachers need greater knowledge and practical tools to effectively integrate ELL instructional strategies. Gaps in background knowledge and limited real-world experiences present learning challenges. Students show weaknesses in foundational social and lifelong learning (SLL) skills. Inconsistent family engagement continues to be a concern. Limited parental involvement contributes to a disconnect between home and school. Attendance issues reduce students' consistent access to instructional content.

3. Share possible solutions that address the root causes.

Professional Learning Communities (PLCs) will continue with guidance from district specialists, incorporating job-embedded professional learning to strengthen instructional practices. Ongoing teacher training will remain a priority. Teachers will receive coaching and oversight focused on unpacking the depth and complexity of the standards to design and deliver standards-aligned lessons that incorporate research-based practices and diverse resources to support differentiated learning. Continued professional development will provide structured opportunities for teachers to collaborate, co-plan, and analyze student data to design targeted instruction that addresses specific student needs (including coverage through substitute teachers to allow for planning time). Expanded learning supports—including resource teachers, tutoring programs, and SAT/ACT preparation—will enhance classroom instruction by providing focused skill development aimed at closing achievement gaps. Investments in instructional technology and digital subscriptions will further support this work. Reducing student-to-teacher ratios will allow for more intentional differentiation and individualized support. Additional instructional materials and resources will be secured to support reteaching efforts and provide students with extended practice opportunities. Teachers will participate in training focused on advanced and accelerated coursework to expand course offerings. The school will examine and implement accelerated pathways and targeted intervention models to promote higher levels of student achievement.

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

• Communication

School personnel will maintain consistent communication with families to strengthen the home–school connection. Staff will continue conducting home visits to provide individualized support, remove barriers to student success, and address social-emotional needs as they arise. Additionally, Parent University sessions will continue to be offered, equipping families with practical strategies, hands-on demonstrations for effectively navigating academic technology platforms, and accessible resources to support student learning at home.

- **Parent Training**

We will offer parent engagement opportunities at varied times and on diverse topics to encourage broader family participation. These activities will be incorporated into Parent Universities and scheduled meetings throughout the year. Teachers from multiple content areas will facilitate interactive sessions, sharing practical strategies and demonstrations to help families better understand academic standards and instructional technology platforms. This approach will strengthen parents' capacity to support their children's academic progress as well as their social-emotional development.

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

- **School**

The school will collaborate with students and their families to promote reading achievement by equipping parents with effective instructional strategies, clear explanations of curriculum expectations and assessments, student performance data, and guidance on using academic technology platforms and supportive online resources to enhance student success.

- **Students**

Students will actively collaborate with school staff and their families to strengthen their reading achievement. They will reinforce the connection between home and school by sharing school communications with their families, maintaining consistent attendance, and completing assignments in a timely manner.

- **Parents**

Parents will partner with school staff and their child to support reading achievement. They will help strengthen the connection between home and school by promoting daily attendance, monitoring homework completion, and regularly reviewing the Student Information System (SIS) for progress updates, weekly grades, and timely submission of assignments.

- **Staff Training**

Teachers will participate in professional development on a range of social and lifelong learning (SLL) topics aligned to state-required academic standards, as well as content highlighted during Parent University sessions. Training will include demonstrations of instructional technology platforms, effective teaching strategies, and the use of regular SIS progress monitoring to support and improve student achievement.

• Accessibility

All PFEP meetings and activities will be held on the first floor of designated buildings at Palm Beach Lakes High School. The campus is fully accessible to individuals with disabilities. Interpretation services will be provided as needed to ensure inclusive participation.

Action Step: Classroom Instruction

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students' academics and skills for lifelong learning.

Budget Total: \$721,133.00

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitutes for Title I funded classroom teachers	3	\$21.00	7	7	1	Original	\$3,014.00
Classroom Teacher	The Classroom Teacher will allow smaller class sizes in Intensive Reading to grades 9-12 and provide differentiated instruction for level 1 and 2 students in need of remediation.							
Extra Periods	(Intermitent) Certified teachers will provide small-group tutorials for grades 9-12 to level one and two students ELA, Math, Science, and Social Studies through push-in and pull-out intensive interventions beginning in January 2027. (\$37 hr). 20 teachers will tutor 2 periods per week, one period per day for 16 weeks.							
Online subscription	Item	Quantity			Rate	Type		Total
	Wayground (school-wide access through a site license) will be used for all students in CTE classes as well as core academic areas and it will provide	1			\$9,680.00	Original		\$9,680.00

Acct Description	Description									
	Item					Quantity	Rate	Type	Total	
	increased student engagement and study tools. It will be used for grades 9-12 in all content areas in the classroom.									
	XL (Math, ELA) will provide extra practice, both at home and in the classroom for students in grades 9-10 in Math and ELA .					1300	\$19.50	Original	\$25,350.00	
	Kami will provide extra practice in the classroom and it allows teachers to grade, annotate and create teacher lessons and students assignments for all academic areas in grades 9-12. This is a site license for 2700 students.					1	\$10,393.50	Original	\$10,393.50	
Non-Certified Tutorial										
	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified, non-degreed staff will work in afterschool and Saturday tutorial for grades 9-12 in ELA, Math, CTE, US History and Biology. They will assist with reducing group size and will work on remediation skills. This tutorial is open to all students in levels 1 and 2. They will begin in September.		5	\$15.00	2	3	30	Non-Certified	Original	\$13,500.00
Social Service Facilitator	The Social Service Facilitator will provide social services to families with students who may experience academic and/or behavioral barriers, provide SBT support services, home visits, student conferences, and parent resources for identified students.									
Classroom Teacher	The Classroom Teacher will provide science instruction to students in grades 9-12, allowing for a smaller class size and, in turn, more rigorous instruction.									

Acct Description	Description									
Social Service Facilitator	The Social Service Facilitator will provide social services to students with academic and/or behavioral barriers provide school-based team support services, complete home visits, conduct student conferences, and provide resources for identified students.									
Extra Periods	(Daily) 6 daily extra periods for students in grades 9-12 will be built into the Masterboard to reduce class size ELA, Biology, Algebra, Geometry, and US History to allow for differentiated instruction. We will also offer enrichment through Dual-enrollment courses, AICE or AP. This allows students to obtain college credits.									
Mobile devices	Item						Quantity	Rate	Type	Total
	Chromebook - tutorial classroom set. For tutorial use and ICVE Ducks Certification (Industry certification that is for 9th grade in environmental science)						30	\$365.00	Original	\$10,950.00
Social Service Facilitator	The Social Service Facilitator will provide social services to students in grades 9-12 with academic and/or behavioral barriers, connect students with resources as needed, provide SBT support services, home visits dealing with attendance, student conferences, and parent resources for identified students.									
Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Tutorial pre-planning (data analysis, lesson development, and parent communication)		5	\$37.00	4	5	2	Certified	Original	\$7,400.00
	Certified teachers will provide tutorial for grades 9-12 afterschoool in the areas of ELA, math, science, social studies, CTE courses, and acceleration courses starting in September. This is open to all students that are not on track to meet proficiency.		10	\$37.00	2	2	15	Certified	Original	\$22,200.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide tutorial for grades 9-12 on Saturday in the areas of ACT/SAT test prep, ELA, math, science, social studies, CTE courses, and acceleration courses starting in September. This is open to all students that are interested.	25	\$37.00	1	5	7	Certified	Original	\$32,375.00
	Certified teachers will provide tutorial for grades 9-12 during the Summer (June 2027) focusing on in the areas of CLT courses, ACT/SAT test prep, and core academics (ELA, Math, Science and Social Studies). This will be open to all students.	11	\$37.00	4	5	3	Certified	Original	\$24,420.00
Supplies									
	Item	Quantity	Rate	Supply Type		Type	Total		
	Paper, pens, pencils, folders, student white boards, dividers, erasers, index cards, calculators, dry erase markers,colored paper, card stock, tape	1	\$4,700.50	General Supplies		Original	\$4,700.50		
	Final Allocation Differential	1	-\$964.00	General Supplies		Original	-\$964.00		
	BT 543535: FY26 Parent Support Deficit (O. Sierra)	-1	\$319.00	General Supplies		Budget Transfer	-\$319.00		

Acct Description	Description
Classroom Teacher	The Classroom Teacher will provide Math Instruction in Algebra 1 for students in grades 9-12. This will allow for a smaller class size and rigorous instruction.

Action Step: Professional Learning

Provide professional learning opportunities for teachers to learn, analyze, and discuss results from student data, implement standard-based instruction, and develop rigorous lessons to increase student achievement in all content areas of instruction in grades 9-12 and help increase our graduation rate.

Budget Total: **\$181,139.00**

Acct Description	Description																											
Extra Duty Days	The Literacy Coach will work 5 extra duty days to analyze data and plan for ELA teacher trainings and bootcamp for FY27. The 5 extra duty days will be in July 2026 and June 2027. Lucienne Gabriel (employee ID 1115454).																											
Coach	The Literacy coach will work with teachers in grades 9-12 to assist with lesson development, analyze data, lead Professional Learning Communities, provide professional learning, model lessons, and support developing teachers.																											
Teacher Collaboration	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Certified teachers that teach core academic areas (ELA, Math, Science, Social Studies, CTE, Reading and Accelerated teachers) will analyze data, conduct lesson development, curriculum</td><td>50</td><td>\$25.00</td><td>2</td><td>1</td><td>20</td><td>Certified</td><td>Original</td><td>\$50,000.00</td></tr></table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers that teach core academic areas (ELA, Math, Science, Social Studies, CTE, Reading and Accelerated teachers) will analyze data, conduct lesson development, curriculum	50	\$25.00	2	1	20	Certified	Original	\$50,000.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
Certified teachers that teach core academic areas (ELA, Math, Science, Social Studies, CTE, Reading and Accelerated teachers) will analyze data, conduct lesson development, curriculum	50	\$25.00	2	1	20	Certified	Original	\$50,000.00																				

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	implementation, share best practices and collaboratively grade. This will begin in July and carry on throughout the year.								
Travel out-of-county	Item					Quantity	Rate	Type	Total
	Model School June 2027 TBD- Orlando. Rent 1 vehicle, approx. \$75 day, (225), gas/tolls (150) split 3 ways, 250 a night x 3, 37 x 3 per diem plus parking is 100. 3 attendees will go to this conference that offers a high level of professional learning, grounded in real school success stories, with direct connections to improving literacy, closing achievement gaps, and using data to guide instruction. The opportunity to engage in hands-on sessions, hear from nationally recognized practitioners, and collaborate with school teams from across the country allows participants to bring back tested strategies that can be adapted to our local context. This broader exposure supports deeper reflection, creative problem-solving, and the ability to implement improvements that may not emerge from more familiar or regional settings.					3	\$1,985.00	Original	\$5,955.00
	National Principals Conference will be held in Tampa, Feb 6-9, 2027. 3 attendees will engage with relevant, experience-driven sessions across teaching, culture, systems, community, and innovation—designed to support your leadership in practice. Registration is \$699, \$125 will be budgeted for transportation, \$675 lodging and \$111 for per diem .					3	\$1,610.00	Original	\$4,830.00

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: \$60,764.00

Acct Description	Description								
Social Service Facilitator	The Social Service Facilitator will provide social services to families with academic and/or behavioral barriers provide School-based Team support services, conduct home visits, conduct parent conferences, and link parents to needed resources, as well as link families to community agencies as needed.								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 543535: FY26 Parent Support Deficit (O. Sierra)	1	\$25.00	1	9.6	1	Certified	Budget Transfer	\$240.00

Mission Statement

1. Mission Statement

Palm Beach Lakes Community High School is dedicated to delivering a high-quality, equitable education that inspires every student to achieve their fullest potential. Through a team of highly effective educators and staff, the school fosters the knowledge, skills, character, and ethical values students need to become responsible citizens and succeed in future careers. The school is also committed to empowering parents and families as active partners in their children's academic and social growth by strengthening connections between the district, school, families, and community through meaningful communication, valuable resources, and ongoing support and training.

Involvement of Stakeholders

Name	Title
Angela Jones	SAC Chair, Teacher
Quida Littles-Rawls	Parent
Tammatha Proby	Assistant Principal
Terenia Edwards	Parent
Vera Gibson	Teacher
Portia Newton	Teacher
Kyra DeLoach	Student
Rosalind McCray	Principal
Charlyn Lowery	Assistant Principal
Curtis Cameron	Parent
La'Teja Worthen	Student

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

All stakeholders are encouraged and welcomed to participate in stakeholder meetings. Participation is open to everyone, and no individual or group is excluded from the stakeholder engagement process.

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

All Staff stakeholders were invited to jointly develop CNA/SWP at department meetings during the month of January 2026. All stakeholders were invited to develop the CNA at the January 27, 2026 SAC meeting. Stakeholders were involved in the PFEP at the September 9, 2025 SAC meeting. All stakeholders will be invited to be involved in the PFEP on September 1, 2026. Staff stakeholders will be invited to jointly develop the CNA/SWP through department meetings during the month of January 2027. All stakeholders will be invited to jointly develop the CNA at the January 12, 2027 SAC meeting. Monthly SAC meetings will be held on the following dates: September 1, 2026 October 6, 2026 November 10, 2026 January 12, 2027 February 2, 2027 March 2, 2027 April 6, 2027

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

Stakeholders utilized the Title I forms to contribute to the Comprehensive Needs Assessment (CNA). All interested stakeholders participated in a presentation and collaborative discussion regarding the FY2026 Parent and Family Engagement Plan (PFEP). Feedback gathered during these discussions helped guide the development of both the budget and the plan.

Name	Title
Rosalind McCray	Principal
Tammatha Proby	Assistant Principal
Charlyn Lowery	Assistant Principal

Annual Parent Meeting

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

Palm Beach Lakes Community High School will host an Annual Title I Meeting in the evening prior to October 1, 2026 on the school campus. All parents and families will be invited and encouraged to attend.

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

Call-outs, Marquee, Weekly Newsletter

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

Smartboard Translated documents Annual Meeting Presentation

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

ESE Engagement

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

School staff will participate in professional development focused on supporting students with disabilities and strengthening partnerships with ESE families. Trainings will include effective communication strategies, collaboration, accommodations and modifications, inclusive practices, and strategies for increasing parent participation in the educational process.

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

This training will help staff better support students with disabilities and build stronger relationships with families. It will improve communication, increase parent involvement, and help create a more inclusive and supportive learning environment for students.

- What will teachers submit as evidence of implementation?

Parent communication logs documenting phone calls, emails, conferences, or messages with families

- **Month of Training**

August or September

- **Responsible Person(s)**

Tammatha Proby/Andrea Riveccio

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

English Language Learner Engagement

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

School staff will receive training on how to better support English Language Learners (ELL) and communicate effectively with multilingual families. Training will focus on building positive relationships, supporting language needs, and increasing family involvement in student success.

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

This training will help staff better connect with ELL families, improve communication, and create a more welcoming and supportive school environment.

- **What will teachers submit as evidence of implementation?**

Parent communication logs documenting phone calls, emails, conferences, or messages with families

- **Month of Training**

November

- Responsible Person(s)

ESOL Committee

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Monitoring Academic Progress

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

Parents will be exposed and trained on utilizing SIS to monitor their child's academic progress. Graduation requirements will be reviewed and strategies to support students at home. Parents will be exposed to academic and extra-curricular resources available on campus to support students and families.

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

Powerpoint presentation with question and answer session Handouts

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

Student involvement and parent knowledge resulting in increased student achievement and a decrease and absenteeism.

- Date of Training

August 8, 2026

- Responsible Person(s)

Micah Mays

- Resources and Materials

Smartboard Projector Translation Microphone

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Senior Night/FASFA Night

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

Parents will be trained on strategies to monitor their senior's graduation requirements. A student specific graduation tracking sheet will be utilized for monitoring. Training on academic, GPA, and community service requirements will be provided.

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

The Student specific graduation tracking sheet will require an interactive component to assess and analyze the requirements and determine student's level of graduation readiness. School counselors will work with parents to facilitate an understanding of the graduation tracking sheet.

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

Increased graduation rate to 96% or higher

- Date of Training

September 23, 2026

- Responsible Person(s)

Tammatha Proby/Wanda Thomas

- Resources and Materials

Powerpoint presentation Graduation tracking sheets microphone

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Acceleration Night

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

Parents will be trained on the financial and academic benefits of the AICE diploma. A thorough overview of the requirements to obtain the AICE diploma will be provided. Parents will be trained on how to assess their child's current progress towards the AICE diploma using SIS and create a AICE diploma mapping guide.

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

Create an AICE diploma tracking guide

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

Increase the number of AICE diploma recipients and/or candidates

- Date of Training

February 2027

- Responsible Person(s)

Shemeika Wright

- Resources and Materials

Presentation AICE Diploma Tracking Guide

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

Provide families with resource information such as food, clothing and assistance with job searches.

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

Completed Student Residency Questionnaire, flyers, and disseminating information to applicable families.

- Frequency

As needed

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

- Name of Agency

Take Stock in Children

- Describe how agency/organization supports families.

This program monitors student progress and provides mentors along with additional support resources. Mentors meet with their mentees on a weekly basis to offer guidance, encouragement, and accountability. The program also connects families with valuable resources and support services to help address student and family needs and bridge gaps to success.

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

Program list of participants, or brochure, or pictures with mentors & mentees.

- Frequency

weekly

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

- Name of Agency

Johnson Scholars

- Describe how agency/organization supports families.

The program helps families build an understanding and appreciation of higher education and the benefits of attending college. It also provides financial support and scholarship assistance to students upon successful completion of the program.

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

Meeting dates and agendas, and lists of participating families. Brochure

- 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**

Parents will receive timely information regarding Title I programs through ParentLink messages, social media platforms, letters, and flyers sent home with students. In addition, a weekly newsletter containing important school updates, announcements, and relevant information for families will be provided to families electronically.

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

Copies of flyers and invitations, newsletters, and/or parent link messages

- **Description**

Parents will be informed about the school's curriculum, academic expectations, and the assessments used to measure student progress and proficiency through parent conferences, progress reports, report cards, SIS Gateway, and graduation-related meetings. In addition, the school will host Curriculum Night/Open House events where this information will be shared and discussed. Curriculum, academic performance, and student expectations will also be addressed during SAC meetings, parent trainings, and individual parent conferences.

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

Copies of flyers, newsletters and invitations and/or parent link messages

- **Description**

Parents will be informed about the academic assessments used to measure student progress and achievement of Florida State academic standards through parent conferences, progress reports, report cards, SIS Gateway, and graduation meetings. Additionally, the school will host Curriculum Night/Open House events where assessment information, academic expectations, and student achievement data will be reviewed. These topics will also be discussed during SAC meetings, parent conferences, and parent training sessions to ensure families are informed and actively involved in supporting student success.

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

Copies of flyers and/or parent link messages, progress reports, reports cards

- **Description**

Parents will be informed of opportunities to participate in regular meetings, including SAC and stakeholder meetings, where they may provide suggestions, share input, and participate in decisions related to the education of their children.

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

Copies of flyers and/or parent link messages, SAC meetings

- **Description**

Our school community has identified evening hours as the most convenient time for parent meetings; therefore, most parent meetings are offered in the evening to encourage participation. When necessary, a case manager is available to conduct home visits. IEP and LEP meetings are scheduled at times that are convenient for parents and families to support participation and collaboration. Childcare may also be provided during meetings and events when possible.

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

Meeting logs, agendas and fliers will show meetings are offered at staggered times

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All communication related to Title I programs, including the Annual Title I Meeting, tutorial programs, parent trainings, and family engagement activities, is provided in English, Spanish, and Haitian Creole. District Community Language Facilitators are available to support meetings, conferences, trainings, and workshops through interpretation and translation services. The SIS Gateway also offers translation capabilities in multiple languages to improve communication with families. The School-Parent Compact and Parent and Family Engagement Plan are distributed in various languages to ensure accessibility for all families. The policy and plan are also reviewed during IEP and ESOL/ELL meetings to encourage parent participation in workshops, trainings, and activities that support student achievement. Additional workshops are offered in families' home languages whenever possible. All students and families, including students with disabilities, English Language Learners, migrant students, and families with language barriers, are included in the engagement process and provided with appropriate accommodations and accessible opportunities to participate fully.

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

Samples of invitations, newsletters, and presentations provided in families' home language.

- Description

Appropriate accommodations are provided for parents and families during school and district events to ensure equitable access and participation. Materials for students and parents with vision and/or hearing impairments are modified as needed, and sign-language interpreters and other accessibility supports are provided when necessary. The school is ADA compliant, with accessible parking and handicap-accessible ramps located at the front of the school. In addition, all meetings will be held on the first floor of each building to maximize accessibility. When additional accommodations or support services are needed, the school will collaborate with district staff to ensure all parent and family needs are addressed appropriately.

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

photo of handicap signs & Agenda for meeting showing location of meeting

- Description

School activities and programs are designed to support migrant parents and families by providing resources that help students overcome educational disruptions as well as cultural, language, and social barriers. Through the Guidance Department, families are connected with academic and support resources to help increase student success within the school environment. When additional assistance is needed, the school will collaborate with the district Migrant Education Department to provide further support and services for migrant families.

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

Flyer for immunization van and lists of students or flyer for migrant department

- Description

School staff will collaborate with families to identify and help remove barriers that may prevent them from participating in their child's education and school-related activities. School personnel will assist families by connecting them with the district's McKinney-Vento Program and other available support services. As needed, staff will also work closely with the McKinney-Vento Program (MVP) to ensure students experiencing homelessness have equal access to the same educational opportunities and resources as their non-homeless peers. Additional support and intervention services may also be coordinated through the School-Based Team (SBT) and Behavioral Health Professional (BHP).

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

Evidence might include copies of the SRQs and emails to Case manager and fliers provided to families.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

*Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day. *Operational school based team that meets weekly to discuss students with barriers to academic and social success; *Mentors assigned to students identified with SLL concerns; *Connect students to agencies who have Cooperative Agreements or are on campus (DATA, Parent-Child center), Safe School Counselors and support team *Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, mental health and college-career equity gaps by connecting all students with the services they need. *Proactive and strategic interventions are implemented by the Crisis Intervention teacher to support ESE students with behavioral needs. *Focus on attendance interventions and early indicators The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Positive school-wide behavior is implemented through the use of PBIS Day. The staff has devised a set of RAM's expectations for student behavior in the classroom, cafeteria, hallways, etc. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our School Based Team will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, course curriculum including but not limited to: (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans In our African History and African-American Studies courses specifically, all ninth grade students engage in learning about the contribution of the African and African-American communities to instill a sense of pride within our student population. Lastly, we plan to create and enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary education). AVID I - IV is offered throughout the day to further instill college readiness skills.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: 1. Problem Identification entails identifying the problem and the desired behavior for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. 4. Evaluating is also termed MTSS. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and the idea of all students achieving benchmarks regardless of their status in general or special education. As a school, we have incorporated various levels of support for the ultimate success of our low performing students. 1. Incorporate reading and writing strategies in our African American History Courses, and World History courses that align what is being taught in our reading and writing course. 2. Built our master schedule to support our lowest level 1 students with research based reading interventions in their reading class. 3. Targeted school day tutorials to support our level 1, 2 and lowest 25%. 4. School day tutorials for content areas including our ELL and ESE students with teachers that are working on strategies to assist with practicing the various accommodations based on their IEP's, and LEP's. 5. Intensive reading course for our level 1 and content support with literacy strategies for level 2 students. 6. Study hall for all students in need of recovering credits during the school day and after school. 7. In school and after school tutorials in the format of boot camps for all of our EOC courses (Biology, Alg 1, Geometry and US History). 8. Incorporate push in academic support for select EOC courses

Provision of a Well-Rounded Education

1. Well-Rounded Education

Palm Beach Lakes Community High School implements a School wide literacy plan to include: teacher collaboration across the content areas using common focus calendars, professional development to build teacher capacity in several school-wide literacy and writing strategies, use of common planning and small professional learning teams to promote best practices to increase student literacy, display of student work for promoting positive school climate, and continued implementation of a rotational model of instruction in Reading classes and small group instructional practice in other content areas to ensure quality instruction targeted to student needs. Support facilitators are utilized in select classes for instructional collaboration and/or small group instruction. Additionally, the follow programs are included to promote literacy as well:

- The promotion of increased student participation and performance in Advanced Placement® (AP), and Cambridge Advanced International Certificate of Education® (AICE)
- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The High School Graduation Coach from America Corp which focuses on increasing the graduation rate by providing interventions and support to at-risk students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant-making assistance to seek out and obtain funding for many of these programs and initiatives
- Adaptive Technologies and programs such as Reading Plus and IXL.
- Intensive Reading Classes for all Level 1 students and Reading through the Content Area of Social Studies for Level 2 students with CLS-trained teachers

*Medical Program, Law Program, Early Childhood Program, ROTC, Biotech Program, Fire Academy, Grooming and Salon Services, AICE Travel & Tourism, Culinary Arts, eSports program and various computer courses that prepare students for industry certifications. These programs are designed to prepare students for an entry-level position to obtain a job in various industries upon graduation. Below is a brief snapshot of the plethora of courses offered during the four years at PBL. The courses listed below are some of the freshman-level courses offered to kick-start their interest in the various programs.

Digital Tech Education: This computer-based class perfects student skills in Microsoft Word, PowerPoint, and Excel. Students qualify to take an end-of-course industry certification exam to become Microsoft Office certified.

2-D Studio Art: Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design.

Digital Design (Photoshop): This class is designed for students who are interested in animation, and digital art, while understanding the process of artwork in areas such as social media, the entertainment industry, promotion, and marketing. Students qualify to take an end of course industry certification exam to become Photoshop certified.

AICE Travel and Tourism: Students will explore the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies.

Culinary 1: Students will learn basic instruction in food safety, sanitation, and preparation introduced in this course.

Some of the extracurricular opportunities offered to enrich students education are: AVID Club, Band, SECME, Chess, Drama club, Recycling, French and Spanish Honor Society, HOSA, Best Buddies, Pass the Knowledge, Black Student Union, Junior/Senior Art Club, FFEA, Key Club, National Honor Society, FCCLA and ROTC club just to name a few.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- * Exposure to post - secondary opportunities through on campus college recruitment visits and armed forces presentations.

Palm Beach Lakes High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, completed at least one level 3 high school math course and completed a Dual Enrollment math course were all below the district and state averages, but Palm Beach Lakes High School is committed to creating a greater emphasis on postsecondary readiness. We will also encourage students to take AP, AICE, Dual Enrollment, or Industry Certification classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor and/or the graduation coach regarding their postsecondary plans. Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade-level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students. Parent meetings are held to foster a home school connection. We use our school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. We offer several career academies including Pre-Law Academy, Early Childhood, Fire Academy, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education, JMRUTC and select magnet programs. Students are also exposed to wide variety of college and career presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning. The school offers students elective courses in business and technology, and choice programs in law, teacher education, early childhood, biotechnology and medicine/nursing. These courses and programs focus on job skills, offer students internships, and offer students the opportunity to earn industry certification and college credits. We continue to discuss "soft skills" important to success in the workforce via daily Teacher Advisory sessions. Health Science - CNA, CMAA, EKG, Pharmacy Technician, Bio-technician Assistant Information Technology - MOS Bundle, Dream Weaver, Photoshop, Illustrator, Cyber Security

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area because it is not applicable.

Professional Learning

1. Professional Learning

Positive working relationships are fostered between teachers through Professional Learning Communities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Research-based protocols that focus on meeting students' academic needs are utilized and monitored. Student achievement is monitored, and instruction is adjusted when necessary, based on the decisions made through the collaborative planning and instruction process. Professional Learning Communities are held weekly for all CORE content areas. Professional Learning Communities are facilitated by a PLC lead teacher. PBLCHS also: Provides staff with various professional learning opportunities that ensure they are equipped with an understanding of planning and delivering standards-based instruction grounded in the expectation that all students can succeed. Requests District and Regional specialists serve as mentors to provide support to new teachers to guide them with standards alignment. Provides a Teacher Ambassador who works with teachers new to Palm Beach Lakes. Each teacher is provided with a mentor teacher who works throughout the year with their mentee. Provides support and guidance to teachers in developing explicit standards-based lesson plans which embed appropriate scaffolds to meet students' needs identified after analyzing data. Implements literacy instruction focused on research-based core practices using complex, grade level texts. Provides teacher training and support on Adaptive Technologies (Reading Plus and IXL) that will be used in gauging students' progress in reaching mastery of identified standards Provides teachers with Professional Development in the various technology platforms to assist with engagement during instruction. Offers AICE teachers to attend professional development given by Cambridge.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The school principal and content-area assistant principals review applicants for instructional positions as they occur. Applicants are recruited through positions posted on the district website, we collaborate with the district's human resource office as well as our regional office for potential applicants. Where possible, applicants that are highly qualified, certified-in-field, and have been rated as effective teachers are interviewed for vacant instructional positions. All Palm Beach Lakes Community High School teachers are encouraged through professional learning offerings to maintain their certified, highly qualified status. Faculty and staff, where required, are being assisted in enrolling in endorsement/certification programs in order to bring their certificates into alignment with their assigned job duties. Retention strategies include multiple networking opportunities throughout the year that foster collegiality. Every department has an assigned Professional Learning Community leader that serves as a form of mentor and coach but also as a point person to assist with any questions with day to day routines and school activities. The master schedule has been created to provide consistent time for teachers to meet by common content and grade level. Also opportunities exist for teachers to earn extra pay for tutoring, club sponsorship and extra curricular activities. Partnering with high schools that have synonymous classes within the district to develop core content collegial relationships is also encouraged and supported. The Educator Support Program (ESP), is the mentoring program of support for New Educators. Each New Educator is assigned to a team that consists of the Principal, a mentor, and a school administrator ESP Contact Person. ESP activities begin on the new educator's first day of school with support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor assists the New Educator with completion of a Personal Growth Plan and provides support as the new educator master the criteria of the Florida Educator Accomplished Practices (FEAP's) during their first year. The administrator conducts walk throughs, observations, Pre/Post Conferences, and provides written and oral feedback and professional development opportunities. New Educators are also required to complete Marzano training. Every administrator has an open door policy where teachers are able to see an administrator at any time for support.