
Title I Comprehensive Schoolwide Plan
ROYAL PALM BEACH HIGH SCHOOL (2331)

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?

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

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 Science?

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This school has chosen to be exempt from this area.

- School

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- Students

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- 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.

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?

How will school strengthen the PFEP to support Social Studies?

- 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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This school has chosen to be exempt from this area.

- School

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- 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.

Acceleration Success

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 Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

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 Acceleration Success?

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This school has chosen to be exempt from this area.

- **School**

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- **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.

Graduation Rate

1. List prioritized needs statements.

English Language Arts / Reading (Grades 9–10) PM 2 results indicate inconsistent reading proficiency among our 9th and 10th grade students. Grade 9 proficiency increased from 33% on PM1 to 40% on PM2, while Grade 10 proficiency decreased from 36% to 31%, indicating a need to strengthen literacy instruction and targeted supports for Grade 10 students. Reporting category analysis highlights significant gaps in Reading Prose and Poetry, particularly in the following standards: ELA.10.R.1.1 Literary Elements – 48% incorrect ELA.10.R.1.2 Theme – 70% incorrect ELA.10.R.1.3 Perspective and Point of View – 56% incorrect ELA.10.R.1.4 Poetry – 43% incorrect These results indicate a need to strengthen students' ability to analyze literary texts, identify theme, and evaluate author perspective across genres. In addition, literacy skills remain critical to ensuring students meet state assessment requirements necessary for graduation. Algebra 1 and Geometry Mathematics assessment data indicate improvement in student performance. Students scoring Level 3 or above increased from 22.1% in 2024 to 39.2% in 2025. Algebra 1: increased from 19.0% proficiency in 2024 to 31.3% in 2025 Linear Relationships: 35.34% Below Standard Expressions, Functions, and Data Analysis: 31.03% Below Standard Non-Linear Relationships: 22.13% Below Standard Geometry: increased from 23.8% proficiency in 2024 to 44.5% in 2025 Logic, Relationships, and Theorems: 41.84% Below Standard Congruence, Similarity, and Constructions: 34.17% Below Standard Measurement and Coordinate Geometry: 27.83% Below Standard SWD: 29.3% proficiency FRL students: 34.5% proficiency ELL: 30.1% proficiency These results indicate a need to strengthen students' mastery of algebraic reasoning, functions, and geometric concepts, while providing targeted interventions for students with the greatest academic need. Biology Biology EOC results demonstrate positive growth over time. The percentage of students scoring Level 3 or above increased from 50.4% in 2021 to 62.2% in 2025, indicating overall improvement in science achievement. However, category-level analysis identifies several areas where students continue to struggle: Organismal Population and Ecosystems: 18.43% Below Standard Classical Heredity and Evolution: 14.03% Below Standard Molecular and Cell Biology: 13.54% Below Standard 34–38% of students scored Above Standard, a significant portion remain At or Near Standard, indicating many students are close to proficiency but require targeted instruction to improve performance. SWD: 43.5% proficiency FRL: 60.3% proficiency ELL: 39.6% proficiency These results indicate a need to strengthen instruction related to ecosystem interactions, heredity and evolution concepts, and cellular processes. U.S. History U.S. History EOC results indicate strong overall performance, with 61.2% of students scoring Level 3 or above. Multi-year trend data shows improvement from 55.8% proficiency in 2021 to 61.2% in 2025. Despite this improvement, category analysis indicates a notable performance gap in the following area: Late 19th and Early 20th Century History: 24.06% Below Standard Global Military, Political, and Economic Challenges U.S. Defense, International Relations, and Peace SWD: 34.3% proficiency FRL: 56.5% proficiency ELL: 22.8% proficiency These results indicate a need to strengthen historical analysis skills and deepen student understanding of key political, economic, and social developments during the late nineteenth and early twentieth centuries.

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

English Language Arts / Reading (Grades 9–10) Teachers and students are continuing to learn and deepen their understanding of the academic language required by the current state standards. As instruction has shifted toward higher levels of rigor, students are expected to analyze complex texts, apply academic vocabulary, and demonstrate reasoning across multiple steps. While progress has been made, some students continue to struggle with interpreting questions, applying content vocabulary, and sustaining focus during extended academic tasks. Strengthening students' academic language and analytical skills across content areas remains an important factor in improving performance. Algebra 1 and Geometry Algebra 1 and Geometry data indicate that some students enter high school with gaps in foundational mathematical skills, which impacts their ability to apply algebraic reasoning and solve multi-step problems on End-of-Course assessments. Many students enrolled in Algebra 1 require additional academic support to build confidence and perseverance in mathematics while strengthening their understanding of core concepts. In Geometry, some students struggle to retain concepts over time, particularly when opportunities for independent practice and consistent study habits are limited. Increasing structured practice and engagement with mathematical concepts can improve students' understanding and performance. Biology Biology data shows improvement in overall student performance; however, some students continue to struggle with applying scientific concepts and interpreting scientific information. Students may have difficulty analyzing data, interpreting models, and applying scientific vocabulary related to ecosystems, heredity, and molecular biology. Increasing opportunities for scientific reasoning, data analysis, and vocabulary development can help strengthen students' conceptual understanding. U.S. History In U.S. History, students have the greatest difficulty with content from the late nineteenth and early twentieth centuries. This period requires students to analyze economic, political, and social developments and to interpret primary and secondary sources. Strengthening historical analysis skills and academic vocabulary can support students' understanding of complex historical events and themes. Another root cause comes with teacher preparation and professional learning. Some teachers may benefit from continued professional development focused on differentiated instruction, strategies for supporting English Language Learners, and culturally responsive teaching practices. Ongoing opportunities for teachers to collaborate, analyze student data, and implement evidence-based instructional strategies can strengthen classroom instruction and improve student outcomes. In addition, attendance data indicates that absenteeism may contribute to gaps in academic performance. 49.5% of students have accumulated five or more unexcused absences, 24.9% have accumulated ten or more unexcused absences, and 12.9% have accumulated fifteen or more unexcused absences. Overall attendance data shows that 57.6% of students have accumulated five or more total absences, while 26.7% have accumulated eleven or more absences. Students average 7.20 unexcused absences and 8.52 total absences.

3. Share possible solutions that address the root causes.

PLCs will continue to support collaboration between ELA and Reading teachers through common planning and shared data analysis. Reading instruction will remain aligned with ELA standards and pacing to provide targeted remediation and reinforcement of key literacy skills. Reading courses will utilize FSQs to assess student progress, while ELA teachers will continue to use USA assessments. Both departments will collectively analyze data to guide instructional adjustments and identify areas for targeted support. Instruction will focus on strengthening student performance in Reading Across Genres and Vocabulary, Reading Informational Text, and Reading Prose and Poetry. AVID strategies and AVID binder organization will be implemented to support note-taking, organization, and critical thinking across literacy instruction. Additional supports will include SAT, ACT, and CLT boot camps, as well as targeted tutoring for students who have not yet met assessment benchmarks. Parent education and support nights will also be offered to provide families with resources and strategies to support student learning at home. Teachers will continue to receive BEST-aligned professional development focused on instructional strategies that support literacy across content areas. Use allocated funds to purchase essential classroom materials that support effective instruction and student organization. This includes folders, notebooks, and other classroom supplies to ensure all students have the tools needed to actively engage in learning. Targeted after-school tutoring will be expanded to provide additional academic support for students needing remediation in Algebra 1. Incentives such as snacks and recognition will be used to encourage student participation and attendance in tutoring sessions. Professional development will support teachers in implementing AVID strategies, conducting effective data chats with students, and strengthening differentiated instruction. Teachers will also focus on consistently reviewing foundational math skills while introducing new content to ensure students build the problem-solving skills necessary for success in Algebra 1. Instruction in Geometry will emphasize the use of AVID strategies to help students develop stronger study habits and organizational skills. Professional development will focus on strategies that promote critical thinking, student discourse, and spiral review of previously learned concepts. Teachers will incorporate student data chats and motivational check-ins to help students monitor their progress and set goals. Recognizing student progress in both academic achievement and personal growth will help strengthen student engagement and commitment to learning. We can also improve communication and strengthen student support systems. Efforts will be made to update family contact information to ensure consistent communication between the school and families. Teachers will maintain regular contact with parents regarding student attendance and academic performance, while school counselors will conduct ongoing check-ins with students who may require additional support. Home visits will be conducted when necessary to support students experiencing chronic absenteeism or behavioral concerns. The school will also increase awareness of school initiatives to promote stronger family and community engagement via the Wildcat Market. Additional academic supports will include expanded credit recovery opportunities, including labs offered during and after school, as well as continued after-school tutoring programs. The Teacher-Student Mentor Program will provide individualized guidance to students who need additional support. Behavior Intervention Plans and Positive Behavioral Interventions and Supports will be implemented to promote positive student behavior and engagement. Programs like AVID and Latinos in Action will support college readiness and positive behavior around campus. Restorative approaches to discipline will also be explored as alternatives to traditional disciplinary practices. The Graduation Coach will continue to closely monitor student progress, providing individualized guidance and support to help students remain on track for graduation. Utilize a School Culture Coordinator to support consistent implementation of PBIS, strengthen positive school climate initiatives, coordinate behavior supports, and promote student engagement in academic expectations in ELA and reading for 9th and 10th grade. Use the Smore newsletter to keep parents informed about academic instruction, testing updates, and campus life. Use 6th period supplements and allocate funds to hire additional teachers to expand course offerings, reduce class sizes, and provide more individualized support for student learning.

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

- Communication

ParentLink: Send regular updates to families highlighting the importance of consistent student attendance. S'more Newsletter: Share campus activities, school updates, and weekly announcements with families and the school community. Student Conduct Alerts: Use the Student Conduct system to notify families of disciplinary infractions as they occur.

- Parent Training

Understanding AICE, PM, and EOC assessments Graduation requirements and academic planning Using school communication platforms (SIS, ParentLink, Google Classroom) Multicultural Supporting English Language Learners at home

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

- School

Conduct home visits for students needing additional academic or attendance support. Hold parent conferences to discuss student progress and provide strategies to support learning at home. Share a Principal's Weekly Parent Newsletter with important updates, school initiatives, and resources. Develop and distribute a Math Newsletter at the beginning of each unit to inform families about current math topics and skills; share through ParentLink. Instructional Coaches and DILs will conduct data chats with teachers to support them in facilitating effective data discussions with students. The school will conduct regular data chats with students to review performance on major assessments and set academic goals. Coaches and DILs will support teachers in providing bi-weekly progress reports to students and parents to monitor academic performance.

- Students

Take ownership of their learning by setting academic goals and participating in acceleration opportunities such as advanced coursework, tutoring, or enrichment programs. Use available resources, including digital learning tools and teacher support, to strengthen skills and understanding. Communicate with teachers and parents about academic progress and challenges to seek support when needed. Reflect on data chats and progress reports to monitor performance, identify areas for improvement, and set future learning goals. Share academic progress with parents to encourage collaboration and support for continued growth.

- Parents

Partner with the school by attending workshops, parent-teacher conferences, and family engagement events focused on student success and academic acceleration. Monitor student progress through the parent portal and support learning at home using resources and strategies provided by the school. Check Google Classroom regularly for updates on assignments, projects, and upcoming assessments. Discuss data chats and progress reports with their child and encourage preparation for upcoming assessments and areas of improvement.

- Staff Training

Encourage teachers to initiate positive contact with parents early in the school year to build strong relationships and establish open lines of communication. Provide training on the effective use of the digital reward system to recognize positive student behavior and increase student engagement. Using student data and data chats to guide instruction AVID strategies to support organization and critical thinking Differentiated instruction for diverse learners (ELL and SWD) Family engagement strategies to strengthen parent communication PBIS and restorative practices to support positive behavior

- Accessibility

Providing translated materials in all communications

Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, well-rounded educational opportunities, and a literacy rich environment to build academic, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: **\$443,094.00**

Acct Description	Description																																				
Classroom Teacher	This Algebra classroom teacher will work with targeted 9-12 students (L25s, SWD, ELLs) to provide Algebra support in smaller groups for more effective impact on student success.																																				
Extra Periods	(Daily) Amendment 3 BT 541406 - Reduced to 1 Daily Extra Period . Original - 8 Daily Extra Periods: 4 ELA 9th and 10th grade to lower class size to meet the needs for small group instruction of L25, ELL, SWD students; 4 Math (Algebra and Geometry) to lower class size to meet the needs for small group instruction for L25, ELL, SWD students.																																				
Classroom Teacher	This Algebra I classroom teacher will work with targeted 9-12 students (L25s, SWD, ELLs) to provide support in teacher directed small groups that provide opportunities for collaborative learning to impact student success.																																				
Out-of-system Subs	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Type</th><th>Total</th></tr><tr><td>Substitutes for Title I funded positions (ELA & Math; 4 Teachers)</td><td>5</td><td>\$18.00</td><td>7</td><td>7</td><td>1</td><td>Original</td><td>\$4,288.00</td></tr></table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Substitutes for Title I funded positions (ELA & Math; 4 Teachers)	5	\$18.00	7	7	1	Original	\$4,288.00																				
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Substitutes for Title I funded positions (ELA & Math; 4 Teachers)	5	\$18.00	7	7	1	Original	\$4,288.00																														
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Folders US History</td><td>146</td><td>\$2.00</td><td>General Supplies</td><td>Original</td><td>\$292.00</td></tr><tr><td>Notebooks for reading</td><td>105</td><td>\$2.00</td><td>General Supplies</td><td>Original</td><td>\$210.00</td></tr><tr><td>Shipping</td><td>1</td><td>\$1.00</td><td>General Supplies</td><td>Original</td><td>\$1.00</td></tr><tr><td>Copy Paper</td><td>2</td><td>\$44.00</td><td>General Supplies</td><td>Original</td><td>\$88.00</td></tr><tr><td>Amend 3 BT 541406 Pencils</td><td>1</td><td>\$40.00</td><td>General Supplies</td><td>Amendment</td><td>\$40.00</td></tr></table>	Item	Quantity	Rate	Supply Type	Type	Total	Folders US History	146	\$2.00	General Supplies	Original	\$292.00	Notebooks for reading	105	\$2.00	General Supplies	Original	\$210.00	Shipping	1	\$1.00	General Supplies	Original	\$1.00	Copy Paper	2	\$44.00	General Supplies	Original	\$88.00	Amend 3 BT 541406 Pencils	1	\$40.00	General Supplies	Amendment	\$40.00
	Item	Quantity	Rate	Supply Type	Type	Total																															
	Folders US History	146	\$2.00	General Supplies	Original	\$292.00																															
	Notebooks for reading	105	\$2.00	General Supplies	Original	\$210.00																															
	Shipping	1	\$1.00	General Supplies	Original	\$1.00																															
	Copy Paper	2	\$44.00	General Supplies	Original	\$88.00																															
	Amend 3 BT 541406 Pencils	1	\$40.00	General Supplies	Amendment	\$40.00																															

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide afterschool tutorial, beginning January 2027, targeting students in need of Edgenuity credit recovery (grades 11th & 12th) across all content areas.	1	\$37.00	2	2	23	Certified	Original	\$3,404.00
	Certified teachers will provide summer tutorial, beginning July 2026, targeting students in grades 9th-12th requiring remediation for PM3 and EOC retakes (all content areas).	2	\$37.00	2	4	1	Certified	Original	\$592.00
	Certified teachers will provide afterschool ELA tutorial, beginning April 2027, for remediation, targeting students in grades 9 and 10th (L25s, ELLs, SWD, & Level 1 & 2).	3	\$37.00	2	5	5	Certified	Original	\$5,550.00
	Certified teachers will provide afterschool Math tutorial (Algebra and Geometry), beginning April 2027, for remediation, targeting students in grades 9 and 10th (L25s, ELLs, SWD, & Level 1 & 2).	3	\$37.00	2	5	5	Certified	Original	\$5,550.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Amend 3, BT 541406 Reducing Certified teachers will provide afterschool tutorial, beginning January 2027, targeting students in need of Edgenuity credit recovery (grades 11th & 12th) across all content areas.	-1	\$37.00	2	2	16	Certified	Amendment	-\$2,368.00
	Amend 3, BT 541406 collapsing Certified teachers will provide afterschool Math tutorial (Algebra and Geometry), beginning April 2027, for remediation, targeting students in grades 9 and 10th (L25s, ELLs, SWD, & Level 1 & 2).	-3	\$37.00	2	5	5	Certified	Amendment	-\$5,550.00
	Amend 3, BT 541406 collapsing Certified teachers will provide afterschool ELA tutorial, beginning April 2027, for remediation, targeting students in grades 9 and 10th (L25s, ELLs, SWD, & Level 1 & 2).	-3	\$37.00	2	5	5	Certified	Amendment	-\$5,550.00
	Amend 3, BT 541406 collapsing Certified teachers will provide summer tutorial, beginning July 2026, targeting students in grades 9th-12th requiring remediation for PM3 and EOC retakes (all content areas).	-2	\$37.00	2	4	1	Certified	Amendment	-\$592.00

Acct Description	Description
Classroom Teacher	This Reading classroom teacher will work with students in Grades 9-12 to provide instruction and implement small group support/strategies to the lowest 25% and ELLs.
Classroom Teacher	This classroom teacher will support L25 students in Biology by providing double down/intensive support through daily instruction.
Classroom Teacher	This Liberal Arts Math classroom teacher will work with targeted 9-12 students (Low 25% to help meet graduation requirements) to provide math support in teacher directed small groups that provide opportunities for collaborative learning and focus on foundational skills for student success.

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 reading and math instruction in grades 9-12 and help increase our graduation rate.

Budget Total: \$97,912.00

Acct Description	Description
Single School Culture Coordinator	This 260-day Single School Culture Coordinator will work with teachers (9th-12th) to foster inclusivity, collaboration, academic success, and a positive environment for personal and social growth. This SSCC will lead PLCs for Reading/English, implement Schoolwide Positive Behavior Support initiatives, provide mentorship in curriculum instruction to new teachers, and coaching/modeling lessons for professional development of staff.
Single School Culture	This 216-day Single School Culture Coordinator will work with teachers (9th-12th) to foster inclusivity, collaboration, academic success, and a positive environment for personal and social growth. This SSCC will

Acct Description	Description
Coordinator	lead PLCs for Reading/English, implement Schoolwide Positive Behavior Support initiatives, provide mentorship in curriculum instruction to new teachers, and coaching/modeling lessons for professional development of staff.

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: \$7,992.00

Acct Description	Description									
Printing	Item						Quantity	Rate	Type	Total
	Printing newsletters, flyers/postcards for Parent and Family Engagements events, trainings, and activities. (Multiple Languages)						5000	\$0.22	Original	\$1,100.00
Non-Certified Parent Support by School Staff										
	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Community Language Facilitators will provide translation during parent trainings included in PFEP.		2	\$27.00	1	2	5	Non-Certified	Original	\$540.00
	Community Language Facilitators will provide translation during SAC and after hour parent conferences.		2	\$27.00	1	2	5	Non-Certified	Original	\$540.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Reducing Parent Support by School Staff 8 Hrs to increase Parent Engagement Online Subscription (Smores) and Supplies - BT 541605	1	-\$27.00	1	2	4	Non- Certified	Budget Transfer	-\$216.00
Supplies									
	Item			Quantity	Rate	Supply Type		Type	Total
	Color Copy paper (newsletters/handouts/flyers))			30	\$4.00	General Supplies		Original	\$120.00
	Envelope for mailing out newsletters (500 pack)			5	\$13.00	General Supplies		Original	\$65.00
	Shipping			1	\$10.00	General Supplies		Original	\$10.00
	Folders for training materials/personal data (100 pack)			20	\$5.00	General Supplies		Original	\$100.00
	Ink/Toner to print newsletters/handouts/flyers			10	\$44.00	Technology		Original	\$440.00
	Copy paper white (newsletters)			15	\$44.00	General Supplies		Original	\$660.00
	Color Expo Markers			2	\$8.00	General Supplies		Original	\$16.00
	Card Stock white and color			2	\$15.00	General Supplies		Original	\$30.00

Acct Description	Description									
	Item		Quantity	Rate	Supply Type			Type	Total	
	MARKER SHARPIE ASSORTED 5PK		2	\$6.00	General Supplies			Original	\$12.00	
	Notebooks		225	\$3.00	General Supplies			Original	\$675.00	
	Food (2 trainings in PFEP)		50	\$3.00	Program Supplies			Original	\$150.00	
	Chart Paper (parent trainings/ presentations)		4	\$26.00	General Supplies			Original	\$104.00	
	Amend 3, BT 541605 Additional quantity of supplies already listed		1	\$6.25	General Supplies			Budget Transfer	\$6.25	
Certified Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Ceritifed Teachers/counselors will provide support for parent trainings		7	\$25.00	1	2	5	Certified	Original	\$1,750.00
Online subscription	Item						Quantity	Rate	Type	Total
	Smores is an online communication tool that will be used for mass communication with parents regarding upcoming activities, parent trainings, academic updates, and important school dates.						1	\$750.00	Original	\$750.00
	Smores Subscription Increase - BT 541605						1	\$280.75	Budget Transfer	\$280.75

Mission Statement

1. Mission Statement

Royal Palm Beach Community High School recognizes the importance of forming a strong partnership with parents; in order to promote effective parent involvement, the faculty and staff are committed to involving parents in shared decision-making and encouraging families to become active participants in their child's educational process, is the Royal Way.

Involvement of Stakeholders

Name	Title
Dr. Shakeica Robinson	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Brandon Gilbert	SSCCC
Daniel Snider	Assistant Principal

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

Asking for volunteers to be a part of the process through callouts throughout the year. SAC members are selected from group of volunteers that represent the culture and population of the school. At SAC meetings stakeholders were briefed on the SWP, PFEP, and compact. Stakeholders who showed an interest in being a part of the group were then verbally asked if they would partake in the planning and development SWP, PFEP, and compact.

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

They will be involved in all parts of development such as giving input at meetings (Comprehensive Needs Assessment, ongoing monthly SAC meetings, being a part of special committees, parent training evaluations, and surveys) to ensure parent involvement and input. These meeting took place in the spring and also through ongoing SAC meetings.

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

Through a Comprehensive Needs Assessment, Stakeholder Input Meetings and ongoing SAC meetings. Evaluations will also be used. Parent feedback from trainings and family engagement surveys are also used for stakeholder input.

Name	Title
Shakeica Robinson	Principal
Adrian Seepersaud	Assistant Principal
Barbara Victoria Cote	Assistant Principal
Lisa Jones	Assistant Principal
Misty Lingerfelt	Assistant Principal
Daniel Snider	Assistant Principal
Brandon Gilbert	SSCC

Annual Parent Meeting

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

The Annual Title I Parent meeting will be held in October 2026 at 5pm in the media center. Royal Palm Beach will also be uploaded to the school website.

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

Notifications will be sent via Parent Link and Smore's Newsletter, which will send texts and make phone calls in multiple languages.

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

Title I agenda, Parent and Family Engagement Plan, School-Parent Compact, PFEP, SAC dates, and PowerPoint. The language facilitator will translate.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training**

Building Bridges: Family Engagement

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

Teachers will learn about the various features of the SIS grade books to effectively communicate student progress and assessment data with parents and share best practices. Staff will learn and implement proactive family engagement strategies, including positive parent communication, regular academic progress updates, and methods for building ongoing partnerships with families that support student achievement. Staff will also learn how to use everyday interactions to strengthen family-school connections and increase family involvement in student learning.

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

This training will increase meaningful communication and collaboration between school staff and families, leading to stronger family engagement and improved support for student success.

- What will teachers submit as evidence of implementation?

Snapshots of SIS features, call logs, and conference notes.

- Month of Training

August

- Responsible Person(s)

Lingerfelt

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Digital Tools for Family Engagement

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

Staff will learn how to use digital communication tools, such as the Parent Portal, TalkingPoints, Google Classroom, and school messaging platforms, to strengthen communication and increase family engagement. Staff will also learn strategies for helping families access these tools to monitor student progress, receive school updates, and support learning at home.

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

Families will have increased access to timely information, student progress, and school resources through digital platforms, leading to stronger communication, greater participation in school activities, and improved collaboration between home and school.

- What will teachers submit as evidence of implementation?

Teachers will submit documentation of family engagement efforts, such as parent communication logs, newsletters, classroom updates, or examples of positive parent contacts.

- Month of Training

January

- Responsible Person(s)

Cote

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

College A to Z

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

To support student learning at home, parents will be able to understand the fundamentals of colleges, from applications, requirements, financial aid, and acceptances

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

Parents and families will participate in guided discussions and complete a college and career planning worksheet to identify their student's interests, postsecondary goals, potential college options, and action steps needed to prepare for life after high school.

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

Parents will be able to support their child in preparing for college.

- Date of Training

September 2026

- Responsible Person(s)

Guidance Department

- Resources and Materials

Powerpoint presentation and handouts

3. Parent and Family Capacity Building Training #2

- Name of Training

Multicultural Parent Night

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

Parents will develop a thorough understanding of graduation requirements, assessments, technology tools for all grade levels, and learn about post-secondary opportunities.

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

Parents will be able to support their student by tracking the requirements needed for graduation. Parent will map out their student's plan for the next few years.

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

Parents will be aware of PBC graduation requirements and how to assist their students in obtaining a diploma. We will see an increase in graduation rates for ELL students.

- Date of Training

September

- Responsible Person(s)

Rivera

- Resources and Materials

PowerPoint presentation, refreshments, and handouts.

- Amount (e.g. \$10.00)

150

5. Parent and Family Capacity Building Training #3

- Name of Training

AVID Strategies for College and Career Readiness

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

Parents will learn AVID strategies such as goal setting, organization, time management, and college and career planning techniques that they can use at home to support their child's academic success and future readiness.

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

Parents and families will participate in AVID-inspired activities, including goal-setting exercises, reviewing college and career readiness milestones, practicing organizational strategies, and developing a family action plan to support their student's academic success and postsecondary goals.

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

This training will increase students' academic achievement by strengthening organization, goal-setting, and study habits while fostering greater family support for college and career readiness.

- Date of Training

March

- Responsible Person(s)

Sarni

- Resources and Materials

PowerPoint presentation, refreshments, and handouts.

- Amount (e.g. \$10.00)

150

Coordination and Integration

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

They partner with us by supporting families monthly parent meetings and sharing resources that will allow families to support their children. They also help our masterboard and monitoring the academic progress of English Language Learners through rigorous academics emphasizing critical thinking and creativity, students are prepared to effectively engage the global marketplace while embracing participatory citizenship.

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

The ESOL Coordinator will work to ensure the ESOL department is successful and will document emails or PLC notes.

- Frequency

Ongoing as needed

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

- Name of Agency

Take Stock In Children

- Describe how agency/organization supports families.

They partner with students and families monthly and provide resources that will allow students to receive scholarships and post secondary guidance.

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

They partner with our Guidance Department and RPBHS Administration to provide resources for families and students as needed, via email, and on campus visits or Zoom meetings.

- Frequency

On-going as needed

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

- Name of Agency

VIP

- Describe how agency/organization supports families.

The VIP Program partners with Royal Palm Beach High School to provide foster youth with individualized academic support, guidance, and advocacy to help them overcome barriers and achieve educational success. Through services such as tutoring, graduation tracking, test preparation, and postsecondary planning, VIP helps ensure every student is prepared for graduation and beyond.

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

SBT meeting notes and emails.

- Frequency

On-going as needed

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

We will provide information and invitations for Parent Trainings/Information Nights, meetings, tutorial programs, mentoring, etc. on the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, at the annual Title 1 Meeting, at SAC Meetings, Flyers, and Quarterly Newsletters.

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

1. The school's S'mores/Parentlink newsletters will highlight Title I programs, meetings, and other activities. 2. Flyers will include the information agendas and sign-in sheets from the events.

- Description

Parent Training/Information Nights, Open house, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about the curriculum, assessments, and proficiency levels of their students through Curriculum Night, Parent-Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. Open House at the start of the school year flyer. 2. The school's S'mores/Parentlink newsletters will highlight upcoming topics and important academic initiatives and keep parents informed about curriculum changes and proficiency expectations. 3. Parent-teacher conference notes

- Description

Parent Trainings/Information Nights, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers Parents will be informed about curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation requirement.

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

1. The school's S'mores/Parentlink newsletters will include information about upcoming assessments, their importance, and how they align with State standards. 2. Parent-teacher conference notes

- Description

We will provide information at parent conferences, Graduation checks with students, reports to parents, and information given through the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers. We will have a FAFSA night and parent training sessions, also. We also hold SAC meetings, Title I annual meetings, and stakeholders meetings for the CNA.

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

1.School Advisory Council (SAC) meeting 2. The school's S'mores and Parentlink newsletter 3. Title I - SWP Stakeholder Input Meeting notices

- Description

The school will provide training at 6:00 pm which is when parents have expressed the best time to attend. We also offer a place for students/children to go on computers as the majority of the training are held in the RPBHS Media Center. Parents are in the same room so child care is not necessary. The school will also conduct home visits if needed to share information with parents. IEP/LEP/ST meetings are scheduled at a time that is convenient for families to attend. Recordings can also be posted to the website.

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

Agendas with time and location of meeting, home visit logs, and invitations to IEP/LEP/ ST meetings.

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

RPBHS will do it's best to translate letters, agendas, sign-in sheets, flyers, transportation logs, parent evaluations and any other written documentation parents are provided. Additionally, CLFs will be available during parent conferences and training as needed. School-parent compacts in all languages, and academic reports (mid-term and report cards) are in all languages.

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

School-parent compacts in all languages, parent link messages, and newsletters in English, Spanish, and Haitian Creole.

- Description

Meetings will be easily accessible, an elevator is available, and additional accommodations will be made upon request. The ESE department will be contacted if the need for an Sign-language interpreter should be needed. Amplifiers are available upon request for meetings. Provisions are made for parents during school and district events. Materials for students or parents that need assistance with vision and/or hearing are modified accordingly. Also, the school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent needs are required.

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

Photos of elevators and parking accommodation. In addition, emails to the District ESE department if services are requested to support.

- Description

School staff will reach out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc. Making everyone feel welcomed. The school will provide home visits as needed to share information and connect families with the migrant program and multicultural department to provide additional support to migratory working families as needed. A log of home visits will illustrate that home visits occurred and meeting invites and emails will show that flexible meeting times were given as an option for migrant families who may not be able to attend traditionally timed events.

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

Migrant flyer to show services available, Notes, emails of support provided, home visit notes

- Description

RPBHS has an assigned Guidance Counselor who knows the ins and outs of resources available for homeless teens and families. The Guidance Counselor reaches out to families to see how the school can remove barriers, such as flexible meeting times, transportation, and home visits. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Documentation that flexibility regarding meeting times and locations will include emails, agendas, and phone logs. Sample evidences: Student Housing Questionnaire, notes, emails of support provided, flyer of services available.

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

McKinney Vento flyer, emails to MVP staff, SBT notes for homeless students, Questionnaires

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

We provide counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. Mentors are assigned to students identified with skills for learning and life (SLL) concerns. Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. There are various campus activities that address social/emotional needs of students such as Activity Fairs and assemblies from SwPBS Expectations to programs such as Social Media Awareness. We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Students 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). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need; • Guidance counselors are available to students in the morning and during lunches to address student needs which certainly include social-emotional needs; • Small group and individual counseling after school for students who are recommended for and seeking out help. In addition to the services and organizations listed above, we will also survey all of our students to determine if they have an adult who they can confide in, on campus. Students who do not have an adult (or Advisor) on campus that they can go to in times of distress will be identified. Specific group meetings will occur with faculty members who volunteer to be Advisors. Advisors will establish positive nurturing relationships in an effort to foster a culture of support to all students. Advisors will guide students in developing healthy habits and provide strategies so that students can cope with the challenges they face on a daily basis.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Royal Palm Beach High School (RPBHS) implements a Multi-Tiered System of Supports (MTSS) to address students' academic, behavioral, attendance, and social-emotional needs. RPBHS' Instructional Leadership Team (ILT) and Response to Intervention (RtI) Team meet on the second and fourth Wednesdays of each month to review student academic and behavioral progress, identify areas of need, and develop targeted action plans. Each plan identifies the intervention or support to be provided, the staff member(s) responsible, and how student progress will be monitored.

Identify Students for Tiered Support: RPBHS reviews multiple data sources, including FAST/EOC results, classroom performance, grades, course failures, attendance/chronic absenteeism, discipline data, and teacher referrals. Students who are not demonstrating adequate progress through Tier 1 core instruction and schoolwide supports are identified for additional intervention.

Determine Supports Needed: The MTSS/Problem-Solving Team reviews student data to identify specific areas of need and determine appropriate evidence-based interventions. Supports are matched to students' academic, behavioral, attendance, and/or social-emotional needs.

Implement Support: Tier 2 interventions may include intensive reading or mathematics support, small-group instruction, targeted tutorials, mentoring, Check-In/Check-Out, counselor support, attendance interventions, behavior contracts, and increased academic monitoring. Students requiring more individualized or intensive Tier 3 support may be referred to the School-Based Team (SBT) for additional interventions and services.

Track Student Progress: Student progress is monitored through assessment results, grades, classroom performance, attendance, behavior, and intervention data. The team reviews student response to intervention during regularly scheduled meetings to determine whether supports should be continued, modified, intensified, or faded. Families are informed of concerns, interventions, and student progress throughout the process. Through this ongoing cycle of identification, intervention, and progress monitoring, RPBHS ensures students receive timely and appropriate support to improve achievement, attendance, behavior, engagement, and progress toward graduation.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Royal Palm Beach High School (RPBHS) provides students with a well-rounded education through rigorous core instruction, career academies, electives, college and career preparation, extended learning opportunities, and extracurricular activities. Core Instructional Needs & Standards Alignment: RPBHS uses FAST/EOC results, district assessments, grades, classroom performance, and subgroup data to identify instructional needs. Administrators, instructional leaders, and PLCs regularly review data to adjust instruction and provide targeted support. Teachers utilize Florida's state academic standards, District curriculum resources, and standards-aligned materials to ensure instruction meets grade-level expectations. Electives & Enrichment: Students have access to a variety of electives based on their interests, including chorus, band, visual arts, computer-related courses, physical education, leadership, and other enrichment opportunities. Dual Enrollment is also available to students who meet eligibility requirements. Career & Job Skills: RPBHS promotes participation in career academies based on students' interests and career goals. Programs include Air Conditioning, Refrigeration and Heating (HVAC), Medical Sciences, Global Business, STEM, and Navy JROTC. These programs provide students with opportunities to develop career-related skills, earn industry certifications, and prepare for postsecondary education, military service, and/or employment. Entry-level HVAC and Global Business courses are also available as electives for students who are not enrolled in the Choice academy. Extended Learning Opportunities: Students are encouraged to participate in academic tutoring through the National Honor Society and school-based tutoring programs. Targeted support is provided for EOC courses, including Algebra, Geometry, and U.S. History, as well as Reading and other identified areas of need. CLT, ACT, and SAT preparation opportunities are also promoted throughout the school year through school-based programs and additional available resources. Real-World Applications: Career academies, CTE courses, industry certifications, college and career activities, competitions, and partnerships with businesses and community organizations provide students with opportunities to connect classroom learning to real-world experiences and postsecondary pathways. Extracurricular Enrichment: RPBHS offers more than 30 clubs and organizations representing a variety of student interests, including Gaming, Anime, Chess Club, Black Student Union, Student Council, and Latinos in Action. Students are encouraged to become involved through the school's Activities Fair and ongoing club promotion. Clubs, organizations, athletics, competitions, leadership opportunities, and community service allow students to develop teamwork, communication, leadership, responsibility, and meaningful connections with their school and community. Through these opportunities, RPBHS provides students with multiple pathways to explore their interests, develop academic and career skills, build relationships, and prepare for success after graduation.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Royal Palm Beach High School (RPBHS) provides students with multiple pathways to prepare for college, career, military service, and the workforce. Students receive academic and career planning beginning throughout high school and are encouraged to participate in rigorous coursework, career academies, dual enrollment, internships, and college and career readiness activities. College & Career Readiness: School counselors provide academic and career planning through classroom presentations, parent information meetings, individual counseling, and student conferences. Students and families receive information on graduation requirements, college admissions, Bright Futures Scholarships, financial aid, postsecondary planning, and college entrance assessments. RPBHS also hosts college and career events that connect students with colleges, universities, community organizations, and professionals from various career fields. Rigorous & Accelerated Coursework: Students are encouraged to pursue challenging coursework through Honors, AP, AICE, and other advanced course offerings. The AVID (Advancement Via Individual Determination) program provides additional college-readiness support through organization, study skills, critical thinking, collaboration, and personal responsibility. Qualified students may also participate in Dual Enrollment beginning in 10th grade. Career & Technical Education: RPBHS offers career-focused programs in Air Conditioning, Refrigeration and Heating (HVAC), Medical Sciences, Global Business, STEM, Navy JROTC, and Artificial Intelligence. These programs allow students to develop job-related and technical skills, explore career pathways, earn industry certifications when available, and prepare for postsecondary education, military service, and/or employment. Workforce & Real-World Experiences: Students have opportunities for hands-on and project-based learning through career academies, field experiences, competitions, industry partnerships, and career-related activities. RPBHS also offers Executive Internship opportunities that allow students to gain workplace experience while developing communication, collaboration, critical thinking, problem-solving, and professional skills. College Entrance Exam Preparation: ACT, SAT, and CLT preparation and tutoring opportunities are promoted throughout the school year. Students have access to school-based preparation as well as additional opportunities offered through community and educational partners. Career Exploration & Community Partnerships: RPBHS provides opportunities for students to interact with local businesses, community leaders, colleges, military representatives, and professionals through career fairs, guest speakers, assemblies, informational booths, and community partnerships. These experiences expose students to a variety of postsecondary pathways and help them connect their academic experiences with future education and career goals. Through these opportunities, RPBHS works to ensure students graduate with the academic preparation, career awareness, technical skills, and real-world experiences necessary to successfully transition to college, career, military service, or the workforce.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Faculty members attend weekly PLC's where they are working collaboratively with their colleagues sharing best practices. In addition, all staff members have the opportunity to observe classrooms implementing best practices. Instructional coaches attend district supported PD that is specific to their individual content area, and paraprofessionals have time set aside to ensure their professional growth. Since we have numerous academies and organizations, adults leading those groups are able to attend professional development in those areas. The intent is that these teacher leaders are able to gain the knowledge in the area, and upon their return share them during Professional Development days and Faculty Meetings. School wide initiatives such as AVID is a good example of how teacher leaders are able to share experiences and knowledge from conferences during Pre-school PD, faculty meetings, and professional development days. Our academic coaches are lead by the instructional leadership team. They are aware of the strengths and weaknesses of each teacher within their respective department and will recommend PD for those needing support. Continuous PD involves both district-based (Regional and District Curriculum Support) and non-district based sessions and conferences. Additionally, teachers are also provided with opportunities to observe their peers in the Peer Observation Program that utilizes the Palm Beach Model of Instruction. Other teachers who need further support are provided with a curriculum coach who will utilize the Coaching Continuum to develop instructional skills and implement appropriate learning strategies for their students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The recruitment process involves attending job fairs, utilizing National Search Sites, screening resumes, and conducting targeted interviews all of which help to ensure the hiring of qualified teachers. We collaborate with HR and the regional offices when searching for qualified candidates that would be a good fit for our students. We are able to retain our teachers by providing continual support through a mentor program, weekly PLC's, and Instructional Coaches assisting teachers in the high need subject areas. Teachers are appreciated at RPBHS. Recently, based on results from the School Effective Questionnaire, we were rated as the "Happiest High School in the County". Our teachers feel supported by administration throughout the year, they have an Open Door Policy with the Principal and all administrators. They also have a say in school wide initiatives and are able to contribute positively in discussions related to every aspect of the school. Our teachers are active participants in all of our school wide initiatives and because they have a say in what goes on, buy into our vision of excellence.