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

ELA

1. List prioritized needs statements.

Analysis of the three-year trend in ELA performance (2022–2023, 2023–2024, and 2024–2025) indicates that ELA remains a priority area for improvement at SLAM Palm Beach High School. ELA proficiency has remained inconsistent, increasing from 37% in 2022–2023 to 44% in 2023–2024 and 45% in 2024–2025, indicating that more than half of students are still performing below grade level expectations in reading comprehension, vocabulary development, and text analysis. While gains were observed in overall ELA proficiency, the data shows a need to strengthen learning gains and acceleration for struggling readers. ELA Learning Gains increased from 39% in 2022–2023 to 55% in 2023–2024 and 61% in 2024–2025, and ELA Learning Gains for the Lowest 25% increased from 31% to 58% to 65%, indicating improvement but continued need to sustain and accelerate growth for students performing below grade level.

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

Inconsistent implementation of standards-aligned reading and writing instruction across classrooms. • Limited opportunities for targeted small group instruction and intervention for struggling readers. • Gaps in students' ability to analyze complex texts, cite textual evidence, and respond to FAST-style written response questions. • Insufficient emphasis on academic vocabulary development across content areas. • Need for stronger data-driven instructional planning during PLCs to identify skill gaps and adjust instruction.

3. Share possible solutions that address the root causes.

- Provide instructional coaching and classroom support for ELA teachers to strengthen standards-aligned instruction and effective literacy strategies.
- Utilize interventionists and targeted reading intervention blocks to provide additional support for students performing below grade level. • Implement supplemental instructional materials and resources aligned to FAST standards to support reading comprehension, vocabulary, and writing skills. • Utilize technology platforms and digital learning tools to provide students with additional opportunities for reading practice, progress monitoring, and skill development. • Strengthen data analysis during PLC meetings to identify student skill gaps and adjust instruction and intervention supports accordingly.

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

- Communication

The school will strengthen communication with families by sharing updates regarding student ELA performance, FAST assessment expectations, and strategies families can use to support literacy at home. Communication will occur through parent conferences, school messaging platforms, and school events.

- Parent Training

The school will provide parent workshops focused on supporting reading comprehension, vocabulary development, and strategies for helping students respond to text-based questions. Parents will also receive resources to reinforce literacy skills at home.

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

- School

The school will provide standards-aligned ELA instruction, targeted intervention supports, and ongoing progress monitoring to ensure students receive the support needed to improve literacy outcomes.

- Students

Students will actively engage in reading, writing, and classroom learning activities, complete assigned literacy tasks, and apply feedback from teachers to improve their comprehension and writing skills.

- Parents

Parents will support student success by encouraging regular reading at home, monitoring academic progress, and maintaining communication with teachers to support their child's literacy development.

- **Staff Training**

Teachers will participate in professional learning focused on strengthening parent and family engagement in literacy development. Training will include strategies for communicating student reading progress with families, sharing practical reading strategies that parents can support at home, and partnering with families to support struggling readers through targeted practice and intervention.

- **Accessibility**

The school will ensure accessibility for all families by providing translated materials, flexible meeting times, and virtual participation options for workshops and meetings. Resources will be shared through multiple platforms to ensure families can access literacy supports.

Math

1. List prioritized needs statements.

Analysis of the three-year trend in Math performance (2022–2023, 2023–2024, and 2024–2025) indicates that mathematics proficiency and learning gains remain an area of need at SLAM Palm Beach High School. Math proficiency has fluctuated over the past three years, decreasing from 37% in 2022–2023 to 29% in 2023–2024 and increasing slightly to 35% in 2024–2025. Despite the slight improvement, a significant number of students are still performing below grade level expectations in mathematical reasoning, problem solving, and application of mathematical concepts. Additionally, Math Learning Gains remained stagnant at 43% for three consecutive years, indicating that many students are not making sufficient academic progress in mathematics.

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

- Inconsistent implementation of standards-aligned mathematics instruction and problem-solving strategies across classrooms.
- Gaps in students' ability to apply mathematical concepts and solve multi-step problems aligned to FAST expectations.
- Limited opportunities for targeted small group instruction and intervention for students performing below grade level.
- Need for stronger spiral review and reinforcement of prerequisite math skills to address foundational skill gaps.
- Inconsistent use of data analysis during PLC meetings to identify misconceptions and adjust instruction.

3. Share possible solutions that address the root causes.

Provide instructional coaching and classroom support for math teachers to strengthen standards-aligned instruction and problem-solving strategies.

- Utilize math interventionists and structured intervention blocks to provide targeted support for students performing below grade level.
- Implement supplemental instructional materials aligned to FAST standards to strengthen conceptual understanding and problem-solving skills.
- Utilize technology platforms and digital learning tools to provide additional opportunities for practice, remediation, and progress monitoring.
- Strengthen data-driven PLC meetings to analyze student performance data and adjust instruction and intervention strategies.

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

• Communication

The school will strengthen communication with families by sharing updates regarding student math performance, FAST assessment expectations, and strategies families can use to support mathematics learning at home through parent conferences, newsletters, and school messaging platforms.

• Parent Training

The school will provide parent workshops focused on supporting math problem solving, building number sense, and helping students practice grade level math skills at home.

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

• School

The school will provide high-quality standards-aligned mathematics instruction, targeted intervention supports, and ongoing progress monitoring to improve student achievement.

• Students

Students will actively participate in math instruction, complete assigned practice and problem-solving activities, and utilize feedback from teachers to improve their understanding of mathematical concepts.

- Parents

Parents will support student success by encouraging practice of math skills at home, monitoring academic progress, and maintaining communication with teachers regarding their child’s learning needs.

- Staff Training

Teachers will participate in professional learning focused on strengthening parent and family engagement in mathematics learning. Training will include strategies for communicating student progress with families, sharing math strategies that parents can support at home, and partnering with families to support students who need additional intervention or practice.

- Accessibility

The school will ensure accessibility for all families by providing translated materials, flexible meeting times, and virtual participation options for parent meetings and workshops.

Science

1. List prioritized needs statements.

Analysis of the three-year trend in Science performance (2022–2023, 2023–2024, and 2024–2025) indicates that science achievement at SLAM Palm Beach High School has shown steady improvement but remains an area where continued focus is needed to increase student proficiency. Science proficiency increased from 42% in 2022–2023 to 53% in 2023–2024 and 57% in 2024–2025, demonstrating positive growth in student understanding of scientific concepts and application of scientific reasoning.

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

- Inconsistent implementation of standards-aligned science instruction and inquiry-based learning strategies across classrooms.
- Limited opportunities for students to engage in hands-on investigations and application of scientific concepts.
- Gaps in students’ ability to analyze scientific data, interpret graphs, and apply scientific reasoning to real-world scenarios.
- Need for stronger integration of academic vocabulary and reading comprehension within science instruction.
- Inconsistent use of data analysis during PLC meetings to identify misconceptions and guide reteach strategies.

3. Share possible solutions that address the root causes.

- Provide instructional coaching and classroom support for science teachers to strengthen standards-aligned instruction and inquiry-based teaching practices.
- Implement supplemental instructional materials and laboratory resources to support hands-on learning and scientific investigation.
- Utilize technology platforms and digital science simulations to enhance student engagement and conceptual understanding.
- Provide targeted intervention and review opportunities for students who need additional support with scientific concepts and vocabulary.
- Strengthen data-driven PLC meetings to analyze assessment results and adjust instruction to address student misconceptions.

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

• Communication

The school will strengthen communication with families by sharing updates regarding student science performance, assessment expectations, and strategies families can use to support scientific thinking and inquiry at home. Communication will occur through parent conferences, school messaging platforms, newsletters, and school events. Teachers will also share information about upcoming science units, projects, and opportunities for students to engage in scientific learning outside of school.

• Parent Training

The school will provide parent workshops focused on supporting scientific inquiry, understanding scientific vocabulary, and helping students develop critical thinking and problem-solving skills related to science concepts. Parents will also receive resources and strategies that encourage students to explore science topics and real-world applications of science at home.

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

• School

The school will provide standards-aligned science instruction, engaging learning opportunities such as laboratory activities and investigations, and ongoing progress monitoring to support student achievement in science.

- **Students**

Students will actively participate in science lessons, investigations, and classroom discussions, complete assigned work, and apply scientific reasoning and problem-solving skills to deepen their understanding of scientific concepts.

- **Parents**

Parents will support their child’s learning by encouraging curiosity about science, discussing scientific topics at home, monitoring academic progress, and maintaining communication with teachers to support student success in science.

- **Staff Training**

Teachers will participate in professional learning focused on strengthening parent and family engagement in science learning. Training will include strategies for communicating student progress with families, providing parents with resources to support scientific thinking at home, and engaging families as partners in supporting students’ understanding of scientific concepts and inquiry skills. Staff will also collaborate during PLC meetings to share best practices and strengthen communication strategies that support student success in science.

- **Accessibility**

The school will ensure accessibility for all families by providing translated materials, flexible meeting times, and virtual options for parent workshops and meetings. Resources and information related to science instruction will be shared in multiple formats to ensure all families can access and support their child’s learning.

Social Studies

1. List prioritized needs statements.

Analysis of the three-year trend in Social Studies performance (2022–2023, 2023–2024, and 2024–2025) indicates that SLAM Palm Beach High School has demonstrated consistent growth in Social Studies proficiency. Social Studies proficiency increased from 63% in 2022–2023 to 64% in 2023–2024 and 65% in 2024–2025, indicating steady improvement in students’ understanding of historical concepts, civic knowledge, and analysis of informational texts.

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

- Inconsistent implementation of standards-aligned social studies instructional strategies across classrooms.
- Limited opportunities for students to engage in analysis of primary and secondary sources and higher-order thinking tasks.
- Gaps in students' ability to interpret informational texts, charts, graphs, and historical documents.
- Need for stronger integration of literacy strategies and academic vocabulary within social studies instruction.
- Inconsistent use of data analysis during PLC meetings to identify misconceptions and guide targeted instruction.

3. Share possible solutions that address the root causes.

- Provide instructional coaching and classroom support for social studies teachers to strengthen standards-aligned instruction and higher-order thinking strategies.
- Implement supplemental instructional materials and primary source resources to support deeper analysis of historical and civic topics.
- Utilize technology platforms and digital resources that allow students to interact with historical documents, maps, and data.
- Provide targeted review opportunities and structured academic support for students who need additional support with social studies concepts.
- Strengthen data-driven PLC meetings to analyze assessment results and adjust instructional strategies to address student misconceptions.

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

• Communication

The school will strengthen communication with families by sharing updates regarding student performance in Social Studies, course expectations, and strategies families can use to support learning at home. Communication will occur through parent conferences, school messaging platforms, newsletters, and school events to ensure families are informed about student progress and upcoming learning activities.

• Parent Training

The school will provide parent workshops focused on supporting students with reading informational texts, analyzing historical events, and strengthening critical thinking skills related to social studies content. Parents will also receive resources that encourage discussions about current events and historical topics at home.

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

- **School**

The school will provide standards-aligned Social Studies instruction, engaging lessons that promote analysis of historical events and civic concepts, and ongoing progress monitoring to support student success.

- **Students**

Students will actively engage in class discussions, analysis of historical texts and documents, and completion of assignments that strengthen their understanding of social studies concepts and civic responsibility.

- **Parents**

Parents will support their child’s learning by encouraging discussions about historical events and current issues, monitoring academic progress, and maintaining communication with teachers to support student success in Social Studies.

- **Staff Training**

Teachers will participate in professional learning focused on strengthening family engagement and communication with parents regarding student learning in Social Studies. Training will include strategies for sharing student progress, providing families with resources to support learning at home, and engaging parents as partners in supporting students’ understanding of historical concepts and civic knowledge. Teachers will also collaborate during PLC meetings to share best practices and strengthen communication strategies that support student success.

- **Accessibility**

To ensure accessibility for all families, the school will provide translated materials, flexible meeting times, and virtual participation options for workshops and meetings. Resources and information will be shared through multiple platforms to ensure families can easily access materials that support student learning.

Acceleration Success

1. List prioritized needs statements.

The acceleration rate increased from 39% in 2022–2023 to 47% in 2023–2024, but declined to 31% in 2024–2025, indicating a decrease in the number of students successfully earning acceleration credit through advanced coursework and college-level opportunities.

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

• Limited student awareness of acceleration opportunities such as AP, Dual Enrollment, and industry certification programs. • Insufficient academic preparation and support for students enrolled in rigorous coursework. • Need for stronger academic counseling and guidance to ensure students enroll in appropriate accelerated pathways. • Limited access to targeted academic supports such as tutoring or intervention for students enrolled in advanced courses. • Inconsistent monitoring of student progress and performance in acceleration courses.

3. Share possible solutions that address the root causes.

• Expand academic counseling and college readiness planning to ensure students are aware of and enrolled in appropriate acceleration opportunities. • Increase access to Dual Enrollment, and industry certification programs. • Provide targeted tutoring and academic support for students enrolled in accelerated courses to increase successful completion. • Utilize data monitoring systems to track enrollment and performance in acceleration courses and identify students who may need additional support. • Provide professional development and instructional support for teachers of accelerated courses to strengthen rigorous instruction and student outcomes.

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

• Communication

The school will strengthen communication with families by sharing information regarding acceleration opportunities, college readiness pathways, and requirements for Dual Enrollment, and certification programs. Information will be shared through parent meetings, newsletters, counseling sessions, and school communication platforms.

• Parent Training

The school will provide parent information sessions focused on understanding acceleration opportunities, graduation requirements, and pathways for students to earn college credit while in high school. Parents will receive guidance on how to support students enrolled in rigorous coursework.

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

- **School**

The school will provide access to rigorous coursework, academic counseling, and targeted supports to help students successfully complete acceleration opportunities.

- **Students**

Students will take advantage of advanced coursework opportunities, maintain strong academic performance, and seek support when needed to successfully complete accelerated programs.

- **Parents**

Parents will support their child by encouraging participation in rigorous coursework, monitoring academic progress, and maintaining communication with school counselors and teachers regarding college readiness opportunities.

- **Staff Training**

Teachers and counselors will participate in professional learning focused on strengthening parent and family engagement around college readiness and acceleration opportunities. Training will include strategies for effectively communicating with families about rigorous coursework options, supporting students in advanced courses, and partnering with parents to increase student participation and success in acceleration programs such as Advanced Placement, Dual Enrollment, and industry certifications.

- **Accessibility**

To ensure accessibility for all families, the school will provide translated materials, flexible meeting times, and virtual participation options for parent meetings related to acceleration and college readiness planning.

Graduation Rate

1. List prioritized needs statements.

The graduation rate increased from 53% in 2022–2023 to 74% in 2023–2024 and 93% in 2024–2025, demonstrating strong progress in supporting students toward successful completion of high school requirements.

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

• Some students enter high school with academic skill gaps that impact their ability to earn credits successfully. • Need for continued monitoring of student progress toward graduation requirements and credit completion. • Limited awareness among some students and families regarding graduation requirements and academic pathways. • Students may require additional academic intervention or tutoring to remain on track for graduation. • Need for consistent collaboration between teachers, counselors, and administrators to support at-risk students.

3. Share possible solutions that address the root causes.

• Utilize early warning systems and data monitoring tools to identify students at risk of falling behind in credit accumulation. • Provide targeted academic intervention, tutoring, and credit recovery opportunities for students who need additional support. • Strengthen academic counseling and graduation planning to ensure students understand graduation requirements and course pathways. • Conduct regular monitoring of student grades, attendance, and credit completion to identify students needing additional support. • Increase collaboration between teachers, counselors, and administrators to provide coordinated support for students at risk of not graduating.

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

• Communication

The school will strengthen communication with families by providing information regarding graduation requirements, student progress toward credit completion, and academic support opportunities. Families will receive updates through parent conferences, school messaging platforms, newsletters, and counseling meetings.

• Parent Training

The school will offer parent workshops that provide information on graduation requirements, course selection, and strategies for supporting students academically to ensure they remain on track to graduate.

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

• School

The school will provide academic support systems, progress monitoring, and guidance counseling to ensure students remain on track to meet graduation requirements.

• Students

Students will actively monitor their academic progress, attendance, and credit completion, seek academic support when needed, and work toward meeting all graduation requirements.

• Parents

The school will provide parent workshops focused on graduation requirements, postsecondary planning, and college and career readiness. Sessions will include guidance on college applications, FAFSA completion, scholarship opportunities, and understanding different postsecondary pathways. These trainings will help families support students as they plan for life after high school and ensure students remain on track to graduate and pursue postsecondary opportunities.

• Staff Training

Teachers and staff will participate in professional learning focused on effective strategies for engaging parents and families as partners in student success. Training will include strategies for communicating student progress, encouraging family involvement, and collaborating with parents to support students in meeting graduation requirements and preparing for postsecondary opportunities.

• Accessibility

The school will ensure accessibility for all families by providing translated materials, flexible meeting times, and virtual options for meetings related to graduation planning and academic progress.

Action Step: Classroom Instruction

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

Budget Total: \$39,916.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Commonlit will be used for students in grades 9-12 in the classroom for reading to provide extra practice for all students.	1	\$2,876.00	Original	\$2,876.00
	Prograss Learning will be used for classroom and home use for remediation and enrichment in ELA, Math, SS, Science for all grade levels.	1	\$7,040.00	Original	\$7,040.00
Paraprofessional	The Non-certified interventionist will work with the students in the lowest 30% in grades 9-12, in small group settings through push-in and pull-out, providing RTI interventions and remediation for math, reading, and science under the supervision of certified teachers.				

Action Step: Professional Learning

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

Budget Total: \$65,000.00

Acct Description	Description
Tch Res Staff Development	This Reading/Social Studies PD Staff Dev Teacher will assist and coach teachers through PLC's, co-teaching model, observations, and feedback for all Reading and Social Studies teachers for Grades 9-12.
Single School Culture Coordinator	The .5 Single School Culture Coordinator will work with teachers to ensure instruction is grounded in data analysis, and will work through common planning, do professional development with staff, and model lessons in all subject areas for teachers in grades 9-12.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$1,606.00**

Acct Description	Description								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Meeting Facilitators - Teachers will support parents during the trainings listed in the PFEP.	6	\$25.00	1	4	1	Certified	Original	\$600.00
Supplies									
	Item	Quantity	Rate	Supply Type			Type		Total
	cases of paper	10	\$30.00	General Supplies			Original		\$300.00
	reams of colored paper	10	\$25.00	General Supplies			Original		\$250.00
	folders	4	\$40.00	General Supplies			Original		\$160.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Ink	10	\$25.00	Technology	Original	\$250.00

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

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

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

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

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

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

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

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

Name	Title
Pilar Piedrahita	Principal
Deanne Chambers	Single School Culture Coordinator

Annual Parent Meeting

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

Date: October 5th, 2026 Location: Room 238 Time: 5:30pm

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

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

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Strong Family Partnerships Through Effective Communication

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

Teachers and staff will learn effective family communication strategies that promote consistent parent engagement and student accountability. Training will include the use of communication platforms such as email, phone calls, texting applications, and the school's student information system to provide families with timely updates regarding academics, attendance, behavior, testing, and graduation requirements. Staff will also learn strategies for conducting positive parent conferences, communicating with culturally and linguistically diverse families, and increasing parent participation in school events and academic support opportunities.

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

This training is expected to strengthen relationships between school and home by improving the consistency and quality of communication with families. Families will feel more informed, supported, and connected to the school community, leading to increased participation in parent conferences, school events, academic interventions, and student goal-setting. Improved communication will also support student achievement, attendance, and overall school culture.

- What will teachers submit as evidence of implementation?

Teachers will submit parent communication logs, conference documentation, screenshots or records of family outreach, sign-in sheets from parent meetings, and samples of newsletters or classroom communication. Administrators may also review communication records through the school's communication platforms.

- Month of Training

August

- Responsible Person(s)

Deanne Chambers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Student Achievement Through Family Academic Engagement

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

Staff will learn strategies to help families support student learning at home through academic progress monitoring, graduation tracking, testing preparation, and intervention support. Teachers will be trained on how to explain student data to parents in a clear and meaningful way, provide families with academic resources, and guide parents in supporting literacy, math, and course recovery efforts. Staff will also learn strategies for increasing participation in academic nights, FAFSA support events, and college and career readiness activities.

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

The expected impact is increased parent understanding of academic expectations, graduation requirements, and available student supports. Families will become more active participants in their child's academic progress and postsecondary planning. Increased collaboration between families and staff will help improve student performance, motivation, graduation readiness, and attendance.

- What will teachers submit as evidence of implementation?

Teachers will submit documentation of parent conferences, academic intervention communication, family workshop attendance records, student progress reports shared with families, and evidence of parent engagement activities related to academic support.

- Month of Training

January

- Responsible Person(s)

Deanne Chambers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Supporting Literacy at Home: Family Reading Strategies Night

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

Parents will learn strategies to strengthen reading comprehension and vocabulary development at home through questioning techniques, annotation strategies, active reading routines, and the use of digital literacy platforms such as i-Ready and Achieve3000. Families will also learn how to monitor student progress and establish consistent reading routines.

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

Parents and students will participate in guided reading activities together using grade-level passages. Families will practice annotation strategies, vocabulary games, and comprehension questioning techniques. Staff will model how to access online reading resources and monitor student assignments and progress through school platforms.

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

tudents are expected to demonstrate improved reading comprehension, increased vocabulary acquisition, stronger independent reading habits, and improved performance on FAST ELA assessments and classroom literacy tasks due to increased support and consistency at home.

- Date of Training

September

- Responsible Person(s)

S. Louden-Jones

- Resources and Materials

Reading passages, parent strategy guides, laptops/tablets, digital platform tutorials, annotation materials, vocabulary games, student data reports, bilingual family resources

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

College Readiness and Postsecondary Planning Night

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

Parents will learn strategies to support college and career readiness at home, including monitoring academic progress and graduation requirements, understanding GPA and testing requirements, assisting with college and scholarship searches, and supporting students in developing study habits, time management, and postsecondary goals. Families will also learn how to navigate platforms related to college applications, financial aid, scholarships, and career planning.

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

Parents and students will participate in guided activities focused on creating a college and career readiness plan. Families will explore college search websites, scholarship resources, FAFSA information, graduation tracking tools, and career interest inventories. Staff will assist families in reviewing transcripts, understanding graduation pathways, and developing individualized postsecondary action steps.

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

Students are expected to demonstrate increased motivation, improved academic goal-setting, stronger attendance and course performance, greater awareness of postsecondary opportunities, and increased preparedness for college and career pathways. Families will become more actively engaged in supporting long-term student success and academic planning.

- Date of Training

January

- Responsible Person(s)

S. Loudon-Jones

- Resources and Materials

College readiness guides, graduation requirement checklists, FAFSA and scholarship resources, laptops/tablets, college search materials, career inventory tools, parent handouts, bilingual family resources

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

Coordination and Integration

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

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

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

Home surveys, MVP flyers, Parent University Agendas

- Frequency

Quarterly/ and or as needed

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

- Name of Agency

SAFE Schools

- Describe how agency/organization supports families.

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

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

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

- Frequency

Quarterly and as needed

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

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

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

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

- Frequency

Quarterly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

Push Notifications, Emails, principal newsletter

- Description

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

In order to meet the needs of our students beyond academic subject areas, SLAM Palm Beach High strives to provide students with counseling support whenever needed through our in-house mental health counselors. Our school is committed to building students' non-academic skills, which ultimately support their academic growth. Each classroom uses CHAMPS for daily behavior management, providing a structure that helps students be responsible, motivated, and engaged in instructional tasks. We also implement a PBIS system using Agavex to communicate with parents. Our school-wide positive behavior universal guidelines, the "3 R's"—Responsible, Respectful, and Ready to Learn—are evident throughout the school. Positive praise and classroom incentives are used to reinforce positive behavior. WIN (What I Need) periods are used to implement monthly SLL. Our mental health counselors provide Tier 1, Tier 2, and Tier 3 support for students to promote healthy habits, anger management, and effective coping skills.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem-Solving Model to conduct all meetings. Through the utilization of data analysis, formative and summative assessments, and collaboration, the team identifies students who need additional academic and/or behavioral support at the supplemental or intensive level. An intervention plan is developed using PBCSD Form 2284, which identifies the student's specific areas of deficiency and appropriate research-based interventions to address those needs. The team works diligently to ensure that the necessary resources are available and that interventions are implemented with fidelity for Tier 2 and Tier 3 students. All students receiving interventions are progress monitored using EasyCBM and FastBridge. Each case is assigned a case liaison to support the interventionist and ensure that interventions are implemented appropriately. Parents are informed of their child's response to intervention through letters sent home and parent conferences. Administration and teachers practice shared decision-making to ensure the needs of all students are addressed through PLCs, grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Teachers participate in data chats where academic data and behavioral concerns are analyzed and discussed. Students are tiered according to identified academic and behavioral needs. Tier 1 Implementation Tier 1 instruction is provided within the classroom and focuses on explicit and systematic instruction. Instruction is aligned to grade-level, subject-area, and behavioral standards and incorporates effective whole-group and small-group instruction aligned with the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons utilizing HMH StudySync, students participate in the Achieve3000 Literacy program, i-Ready Reading and Math instruction, and IXL Skills Practice for mathematics. To support a positive and productive learning environment, students are expected to adhere to the school's "3 R's" expectations: Responsible, Respectful, and Ready to Learn. Tier 2 Implementation In addition to Tier 1 core instruction, identified students receive an additional 30 minutes of targeted intervention three times per week. Interventions are focused on specific academic and/or behavioral skills that may pose a barrier to student learning and academic acceleration. Student-centered data are used to identify groups of students who share similar academic and/or behavioral needs. Progress monitoring data are reviewed regularly to determine the effectiveness of the intervention and whether adjustments are needed. Tier 3 Implementation Tier 3 services are designed to address the needs of students who are experiencing significant academic and/or behavioral difficulties and who have demonstrated limited response to Tier 1 and Tier 2 interventions. These students receive targeted intervention for 30 minutes daily, five days per week, in the specific area of need identified by the SBT. Progress monitoring is conducted consistently to evaluate student response and determine the next appropriate level of support.

Provision of a Well-Rounded Education

1. Well-Rounded Education

It is our priority to maintain high expectations while providing all students with a well-rounded education. We provide a comprehensive academic experience where students are exposed to a variety of courses throughout the school day, including Fine Arts (music and visual arts), Physical Education, Health, Social Studies, and a variety of Sports, Leadership, and Management courses. Our SLAM course tracks offer students opportunities to explore areas such as sports medicine, sports management, and sports leadership. Within the Sports Medicine track, students have the opportunity to take science courses such as Anatomy and Physiology. Throughout the school day, students also participate in ongoing novel studies, hands-on project-based learning, and social skills activities that help them develop not only the academic skills necessary to succeed in the 21st century, but also the social skills needed to excel. After school, we provide students with additional opportunities to participate in sports teams, clubs, and music ensembles. These activities include, but are not limited to, Fashion Club, Student Government Association, football, basketball, baseball, concert band, chorus, gaming club, cheerleading, and other student leadership opportunities. The master schedule is created after conducting a master board analysis, utilizing Agavex which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP (Advanced Math Placement). AMP begins in 7th grade with Algebra and provides acceleration and enrichment in mathematics for students who demonstrate the need and desire to be challenged. Students in our accelerated educational track participate in Honors and Advanced courses in Reading, Math, Social Science, and/or Science. Specific student data is also reviewed when developing the master schedule and making course placements. This includes IEP and ELL plans, SBT referrals and intervention plans, as well as assessment data from FAST, RRR, IXL, and Achieve 3000. Teacher recommendations are also taken into consideration when placing students into homerooms and specific courses, including enrichment courses. SAI (Supplemental Academic Instruction) is provided in a pull-out, small-group environment, utilizing LLI to meet the needs of students who rank in the lowest 35% in reading and mathematics. Students who scored a Level 1 or Level 2 on FSA Mathematics and Reading are enrolled in intensive math and/or reading courses designed to bridge learning gaps and provide targeted instruction focused on specific skills.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Our scholars are provided with opportunities to learn about Dual Enrollment, AICE courses, and other acceleration options. Guidance counselors conduct informational sessions to help students and families understand the requirements, benefits, and opportunities associated with Dual Enrollment and advanced coursework. Technical and career-focused courses are also available through our college and community partners and are aligned with individual student interests and career pathways. Students also have access to SAT and ACT preparation courses to support college readiness and help them prepare for post-secondary admission requirements. Global skills are embedded throughout the curriculum, and students are provided with opportunities to participate in internships and career experiences through community partnerships. Project-based learning is also incorporated into the academic curriculum, allowing students to apply their knowledge and skills to real-world situations while developing communication, collaboration, critical thinking, and problem-solving skills. Community service opportunities are provided through partnerships with local organizations, allowing students to earn required service hours while developing leadership skills, responsibility, and a greater connection to their community. These experiences also help students build their resumes and strengthen their college and career profiles. Our guidance department also communicates scholarship opportunities with students and families in a timely manner and provides information regarding financial aid, college applications, and post-secondary planning. Through these opportunities, we strive to ensure that students have the knowledge, resources, and support necessary to make informed decisions about their educational and career pathways and successfully transition to colleges, universities, technical programs, and the workforce.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

The school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Professional development is a best practice that is intricately interwoven to support teacher pedagogy and effectiveness. Our professional development is based on teacher observations, classroom walk-throughs, student needs, and feedback from our teachers. We also ask teachers to identify areas in which they would like additional support or professional learning. This allows us to provide professional development that is meaningful, relevant, and responsive to the needs of our teachers and students. Through ongoing classroom walk-throughs and observations, we are also able to identify areas of strength as well as opportunities for growth and improvement. Our staff has dedicated time each week to meet with instructional coaches in the core content areas to review best practices, discuss instructional strategies, and reflect on classroom practices. We have also incorporated dedicated time within the employee schedule for PLC meetings, planning, and professional development. This time provides teachers with opportunities to analyze student data, plan instruction, review effective practices, and participate in professional learning that directly supports classroom instruction. Our instructional curriculum coaches for Mathematics and Science and English Language Arts support individual teachers by providing professional growth feedback based on formal and informal observations and through the implementation of the coaching cycle. Teachers receive support through a variety of coaching techniques, including lesson modeling, co-teaching, co-planning, classroom support, and reflective feedback. Co-planning is available across all departments to ensure that instruction is aligned to standards, student needs, and school-wide expectations. We have also implemented a mentoring program for our new teachers to provide ongoing support as they transition into the school environment. Additional opportunities include peer observations, classroom walk-throughs, collaborative planning, and an open-door policy that encourages teachers to seek support when needed. These structures provide teachers with opportunities to learn from one another, share effective practices, and continuously improve their instructional practices. Our teachers also participate in required professional learning opportunities, including Title IX courses provided through the district. We provide individualized professional development to meet the needs of all our teachers and support continued professional growth. Our goal is to ensure that teachers feel supported and equipped with the knowledge, resources, and instructional strategies necessary to provide effective instruction and meet the diverse needs of all students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

One of our goals as a school is to recruit and retain the best and brightest educators. In order to accomplish this, we attend and host career fairs throughout the area at colleges, universities, and other venues. We also advertise available positions on websites such as Teachers-Teachers and Indeed. In addition, we use banners and signs at our school site, and all available positions are posted on our school website. These recruitment efforts allow us to reach qualified educators who are interested in becoming part of our school community. To retain effective educators, we utilize a variety of strategies designed to support and recognize our staff. Our compensation is comparable to the district, and we offer supplements and teacher recognition incentives. We also provide ongoing professional development, feedback, and evaluation through our evaluation process. Team-building workshops, opportunities for professional growth, and an open-door policy of support help create a positive work environment where teachers feel valued and supported. Our goal is to build a strong school culture that encourages staff members to remain committed to our school and our students. In addition, our new teachers are supported through a mentor program based on their individual needs, observations, and areas for growth. The program provides targeted professional development in areas such as classroom management, instructional delivery, lesson planning, and other essential instructional practices. New teachers are paired with a mentor teacher who provides guidance, support, and feedback throughout the school year. The mentor serves as an instructional resource and professional development liaison, helping new teachers become familiar with school expectations, strengthen their instructional practices, and successfully transition into our school community. Through these recruitment, retention, mentoring, and professional growth opportunities, we strive to create an environment where educators feel supported, appreciated, and empowered to grow professionally while providing the highest level of instruction and support to our students.