Title I Comprehensive Schoolwide Plan
PALM BEACH GARDENS HIGH SCHOOL (1371)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> • 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score

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

> • Students do not have the needed comprehension and vocabulary skills to receive a passing score • Department members will benefit from common planning * Teachers teaching new courses and new AICE/AP teachers - the planning and cross-walking of standards is essential • Students are struggling in more than one class, have high absenteeism, and demonstrate discipline issues. • Teachers lack a mastery of new content and scope & sequence

3. Share possible solutions that address the root causes.

> • ELA have common planning on each grade level and for AICE & AP courses to share best practices and share data • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th) • Use PDDs to have District-led training sessions for new curriculum

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

> • Teacher and Guidance counselor contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

> • Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

• School

> • Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

• Students

> • Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

• Parents

> • Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

• Staff Training

> • Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

• Accessibility

> • Robo Call reminders of resources to support students • Remind text messages • Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist • All trainings will be translated and posted to the school website

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> • 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score

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

> • Students do have the needed basic math skills and calculator skills to receive a passing score • Department members will benefit from common planning and with more teachers teaching new courses and new AICE/AP, and new teachers, the planning and cross-walking of standards is essential • Students are struggling in more than one class, have high absenteeism, and demonstrate discipline issues • Teachers lack a mastery of new content and scope & sequence and the pace of the scope and sequence

3. Share possible solutions that address the root causes.

> • Math teachers have common planning for each course to share best practices and share data • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th) • Use PDDs to have District-led training sessions for new curriculum and scope and sequence training • Training on speed of Scope and Sequence and new curriculum

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

• Communication

> • Teacher and Guidance counselor contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

> • Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

- School

  - Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

- Students

  - Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

- Parents

  - Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

- Staff Training

  - Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

- Accessibility

  - Robo Call reminders of resources to support students • Remind text messages • Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist • All trainings will be translated and posted to the school website

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

• 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score

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

• Students comprehension, vocab and basic math skills • Students are struggling in more than one class, have high absenteeism, and demonstrate discipline issues. • Teachers lack a mastery of new content and scope & sequence • Training on student progression of science courses and AICE/AP

3. Share possible solutions that address the root causes.

• Science teachers have common planning for each course for best practices • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th) • Use PDDs to have District-led training sessions for new curriculum

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

• Communication

• Teacher and Guidance counselor contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

• Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

• School

• Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

• Students

> • Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

• Parents

> • Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

• Staff Training

> • Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

• Accessibility

> • Robo Call reminders of resources to support students • Remind text messages • Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist • All trainings will be translated and posted to the school website

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> • 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score

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

> • Students comprehension and vocabulary and basic background knowledge • Social Studies department has many new members • New social studies teachers and not enough teachers have past experience with curriculum - will benefit from common planning • Students are struggling in more than one class, have high absenteeism, and demonstrate discipline issues. • Teachers lack a mastery of new content changes

3. Share possible solutions that address the root causes.

> • Common Planning for the different social studies classes – not just EOC or AICE/AP • Monthly Chats with Studentsto share best practices • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th) • Use PDDs to bring in teachers from other schools to share teaching strategies

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

• Communication

> • Teacher and Guidance counselor contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

> • Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

• School

> • Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

• Students

• Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

• Parents

• Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

• Staff Training

• Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

• Accessibility

• Robo Call reminders of resources to support students • Remind text messages • Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist • All trainings will be translated and posted to the school website

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

• 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score • Increase by 3% the number of students participating in dual enrollment

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

> • Students need of improving comprehension, vocabulary, and basic math skills • Teachers need of understanding of the changing curriculum, standards, and testing

3. Share possible solutions that address the root causes.

> • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th)

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

• Communication

> • Teacher and Guidance counselor contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

> • Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

• School

> • Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

• Students

> • Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

- Parents

> • Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

- Staff Training

> • Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

- Accessibility

> • Robo Call reminders of resources to support students • Remind text messages • Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist • All trainings will be translated and posted to the school website

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> • 10% of the Seniors @ PBGHS do not graduate with a high School diploma • Over 4% that do not graduate is due to a test score • Increase by 3% the number of students participating in dual enrollment

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

> • Students need of improving comprehension, vocabulary, and basic math skills • Teachers need of understanding of the changing curriculum, standards, and testing

3. Share possible solutions that address the root causes.

> • Students meet with grade level admin / guidance monthly in designated area to discuss and monitor concerns (9th & 10th) • Students meet with grade level admin / guidance / graduation coach monthly in designated area to discuss and monitor graduation concerns (11th & 12th)

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

• Communication

> • Teacher and Guidance counselor and Graduation contact – email, phone calls, Google Meets • School Web Site • Social Media • Translated Resources

• Parent Training

> • Focus Parent trainings on utilizing SIS and the information it provides on their student • Grades • Testing Outcomes • Attendance

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

• School

> • Communicate with parents via email, texting, callouts, • Utilize the District/schools new web page system and SIS • Provide opportunities for parent / teacher / counselor conferences • Provide trainings on navigating website and SIS and changing graduation requirements

• Students

> • Be where you should be – when you should be – prepared to learn • Be proactive in monitoring your progress / grades through SIS and reading emails • Attend voluntary tutoring sessions for additional instruction in problem areas

• Parents

> • Insure that your student is in school everyday and on time and prepared to learn • Be more involved in monitoring their student's progress / grades through SIS and ParentLink and reading emails

- Staff Training

> • Focus staff training on tools and best practices used to communicate with parents and families • Focus staff training on tools that focus on SEL of the students

- Accessibility

> Our ESE coordinator, guidance team, and teachers work with our parents of special needs students through parent meetings and IEP meetings. This is true of our 504 students as well. Also, our ELL Coordinator and Guidance counselor, as well as our language facilitators work with communicating with our parents that English is not the primary language.

Action Step: Classroom Instruction

Sustain an environment focused upon increasing access to instructional staff through decreasing class size, providing tutorial access, and increased personnel, as well as providing technology and resources that promote continuous student achievement.

Budget Total: **$728,224.02**

Acct Description	Description
Extra Periods	(18) Extra Periods supplements daily on the MasterBoard to reduce class size and increase student achievement in grades 9-12 based on the of students in the content areas of English, Math, Science, Social Studies, Acceleration and CTE
Extra Duty Days	Ten (10) extra duty days for Resource teacher - Graduation Coach (Michele Daily) to work on graduation-related requirements and concerns with students, with ten (10) days in July 2023. Five (5) days in July 2023 f Guidance Head (Kevin Cintron) to work on graduation-related requirements and concerns with students.

Acct Description	Description
Classroom Teacher	Ninth (9th) grade Intensive Reading Teacher will provide scaffolded and rigorous instruction for Level 1 and 2 students that provides Reading in smaller class groups for more effective impact on student success.

Tutorial

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified Teachers to provide Tutorial in ELA, Math, Social Studies, Industry Certification Examination Preparation, Science (grades 9-12), open to all students, modulated throughout the year in groups by grading period	1	$37.00	3	2	31	Certified	Original	$6,882.00
Certified Teachers to provide Tutorial in ELA, Math, Social Studies, Industry Certification Examination Preparation, Science (grades 9-12), open to all students, modulated throughout the year in groups by grading period	6	$37.00	4	2	32	Certified	Original	$56,832.0

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Lexmark Toner Cartridge MS410 - Purpose: For AICE classroom and computer lab printing of student work (in Title I supplied printer)	15	$86.56	Technology	Original	$1,298.4
Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	$1,831.00	General Supplies	Original	$1,831.0
Astrobrite Paper (ream) - green, yellow, blue, orange	20	$12.61	General Supplies	Original	$252.20

Acct Description	Description						
		Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
		Lexmark Toner Cartridge MS521 - Purpose: For AICE classroom and computer lab printing of student work (in Title I supplied printer)	25	$89.07	Technology	Original	$2,226.7
		Calculator Scientific TI -30XA	102	$10.29	Manipulatives	Original	$1,049.5
		Copy Paper - White, Case	219	$44.61	General Supplies	Original	$9,769.5
		Color paper (Blue, green, yellow, buff) - Case	12	$50.00	General Supplies	Original	$600.00
		Shipping	1	$1.00	General Supplies	Original	$1.00
		TI-84 Graphing Calculators	50	$156.01	Manipulatives	Original	$7,800.5
Classroom Teacher	Senior (12th grade) Math College Algebra teacher will provide scaffolded and rigorous instruction for Senior students who have not met graduation requirements to provide Algebra support in smaller class groups for effective impact on graduation rate.						

Online subscription		**Item**	**Quantity**	**Rate**	**Type**	**Total**
		iXL - Site License (ELA & Math)	1950	$12.46	Original	$24,297.00

Acct Description	Description
Classroom Teacher	Tenth (10th) grade Biology Teacher will provide scaffolded and rigorous instruction for Level 1 and 2 students that provides Biology support in smaller class groups for more effective impact on student success.
Classroom Teacher	Tenth (10th) grade Environmental Science Teacher will provide scaffolded and rigorous instruction for Level 1 and 2 students that provides Environmental Science support in smaller class groups for more effective impact

Acct Description	Description
	on student success.
Classroom Teacher	Eleventh (11th) grade Intensive Reading Teacher will provide scaffolded and rigorous instruction for students that have not met the required reading score for graduation by providing Reading in smaller class groups for more effective impact on student success on meeting a Level 3 on the FSA/ELA retake (or equivalent) or meeting the increased concordant score on the SAT EBRW (480) or ACT Reading and English score of 17.5.
Classroom Teacher	Senior (12th grade) English teacher will provide scaffolded and rigorous instruction for Level 1 and Level 2 students who need to meet graduation requirements in a small class setting.

	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
Out-of-system Subs	Subs for 6 T-1 Teaching Positions	6	$19.00	7	7	1	Original	$5,586.00

Action Step: Parent Engagement

Ensure parents have optimal opportunity to continue learning at home outside of the regular school day and have access to staff specifically dedicated to promoting parent and family engagement.

Budget Total: **$36,957.00**

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison I (non certified/non-degreed) will provide parent support through phone calls, supporting and coordinating parent training, providing follow up for family needs, and liaise between teachers and parents provide family engagement support. (8 hours day)

Action Step: Professional Development

Leverage technology and dedicated in-house professional support personnel to increase teacher capacity for instructional effectiveness.

Budget Total: **$94,473.48**

Acct Description	Description
Single School Culture Coordinator	216 Days - The Single School Culture Coordinator will monitor and track student progress and complete data analysis, provide support in Professional Learning Communities in the content area of mathematics, build teacher capacity by sharing instructional best practices in the content area of mathematics, and lead school based team intervention and response initiative.
Computer systems; non-cap	

Item	Quantity	Rate	Type	Total
Lexmark CS921DE Color Laser Printer	1	$3,066.48	Original	$3,066.48

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our mission is to provide families with skills to assist their students in meeting graduation requirements and facilitating post-secondary success by strengthening school and family partnerships through communication, resource support, and training.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Jay Blavatt	Principal
Michele Daily	Grad Coach
Karensa Wright	Assistant Principal
Shelia Grant	Community Member
Kim Smith	Assistant Principal
Grace Bodden	Parent
Karen Marcus	Community Member
Lori Vassalotti	School Staff
Kourtni Dames	Parent

Name	Title
Mike Zdorow	Community Member
Debbie Scanlon	Parent
Hannah Rios	Student
Nicole Estes	Parent
Allyson Bodden	Student
Maria Baquero	Community Member
Katrenia Wilkinson	Student
Madeline Marceus	Parent
Shawnmecca Marceus	Student

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

Invitations will be sent to families to inform them of the opportunity to participate in SAC. We will also post the information on PBGHS social media, and the school website and inform families through Parentlink. Parents and community members that attend are informed of the importance each participant plays in our decision-making process. Our school will make sure that the membership mirrors the diversity of our students. Parents/community members willing to serve are accepted and voted in as SAC members to represent our school community.

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

In SY24 the stakeholders will meet on the following dates @ 6:00. February 13, 2023 - Title 1 Schoolwide Plan Comprehensive Needs Assessment Meeting September 11, 2023 - discuss Parents' Right to Know, review SWP, Compact, PFEP, Annual Meeting, and current F/R %. October 9, 2023 - District PFEP summary, SWP update and availability, notification of out-of-field teachers, and tutoring update February 12, 2024 - CNA Stakeholder meeting April 15, 2024 - SWP Implementation reflection, PFEP, and Parent Compact

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

> Stakeholders provided input after reviewing schoolwide data and student needs. The outcome was that training on graduation requirements, post-secondary support for families, literacy strategies, and communication tools would support academic achievement for students.

Name	Title
Jay Blavatt	Principal
Michele Daily	Grad Coach
Karensa Wright	Assistant Principal/Title 1 POC
Kim Smith	Assistant Principal
Thenesha Williams	Parent Liaison

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Meeting will be held in August 2023 at 6 pm in the Media Center.

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

Notification of the Annual Meeting will be sent to parents, teachers, and the community using the following communication tools in the following languages (English, Spanish, and Haitian Creole): *Invite posted on our school website and social media pages *Invite via Parentlink callout *Invite posted on Google Classroom in classes as well as through guidance.

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

The following resources will be prepared for the Annual Meeting: Computer/laptop Microphone SY24 PFEP and Compact Agenda Invitation Sign-in sheets PowerPoint presentation Handouts Parent Evaluation

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

ESE & Parent Involvement Training

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

Staff will be able to access student IEPs and identify accommodations needed. Staff will understand the instructional modifications necessary to meet the needs of learners and communication tools to use to engage with families and provide a framework of learning support between the classroom and the home environment.

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

Staff will be able to communicate with the family to provide a learning partnership that promotes academic success for the students.

- What will teachers submit as evidence of implementation?

Evidence of accommodations and modifications through PLC agendas, signed Parent Compact, and meeting notes.

- Month of Training

August 2023

- Responsible Person(s)

Stacey Podrachik, ESE Coordinator

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

N/A

• What were teachers able to do as a result of the training?

N/A

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Literacy Strategies

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

The teachers will be able to implement specific reading strategies aimed at increasing literacy skills across all subject areas. Staff will be able to share these literacy skills with families to support student success in the home environment.

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

Staff will be able to share literacy strategies with the family to promote academic success for students.

- What will teachers submit as evidence of implementation?

Google classroom posts, emails, handouts

- Month of Training

October 2023

- Responsible Person(s)

Karensa Wright

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

• Name of Training

Financial Aid Night

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

Families will learn about the different financial aid options available for their students and how to monitor academic success for scholarship attainment.

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

Families will be able to log into computers to access SIS Focus and scholarship resources.

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

Increased student achievement by improving the ability of families to monitor student outcomes.

- Date of Training

October 2023

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

> 0.00

2. Reflection/Evaluation of Training #1

• Name of Training

> TBD

• Number of Participants

> TBD

• What were parents able to do as a result of the training?

> TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

> on

• How do you know?

> TBD

• What went well with the training?

> TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Boot Camp for Families

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

Families will learn how to support their students to be successful in high school. Parents will learn about the credits required for their students to graduate on time with their graduation cohort, and options for college credit through AICE/AP classes on campus and Dual Enrollment on/off campus will be shared with families.

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

Families will receive hands-on support as they log in to SIS Gateway and view student grades and data. Additionally, parents will receive information on required courses for graduation and will learn how to track student progress toward meeting graduation requirements.

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

Increased student achievement by improving the ability of families to monitor student progress toward graduation.

• Date of Training

January 2024

• Responsible Person(s)

Karnesa Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

FAFSA Night

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

Families will learn how to navigate through the FAFSA application and obtain financial information in order to attend a post-secondary institution.

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

Families will use computers to log in to the FAFSA program and create an account for their students.

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

Increased financial aid available to students to attend post-secondary institutions.

- Date of Training

November 2023

- Responsible Person(s)

Karensa Wright

- Resources and Materials

Computer/Laptop for presentation Microphone Laptop computers for participants to use Invitation Agenda Sign-in sheets Presentations Handouts Parent/Family evaluations

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

0.00

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Title X – Homeless

• Describe how agency/organization supports families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Email sharing student housing questionnaires, notes from meetings with families, and communication with the MVP department.

• Frequency

As Needed

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

• Name of Agency

TRIO

• Describe how agency/organization supports families.

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

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

Emails and fliers and referrals

• Frequency

Yearly

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

• Name of Agency

Multicultural Department

• Describe how agency/organization supports families.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes for CLF's to support the needs of ELL students and their families.

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

District form requesting document translation, email communication with Multicultural Department, PFEP documentation translated in multiple languages.

• Frequency

As needed

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

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

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

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

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

- Description

> Parents will be informed in multiple languages (Eng, HC, and SP) about Title I programs through Parentlink, SIS, the PBGHS website, fliers, SAC meetings, Curriculum Nights, and Annual Meeting.

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

> *SAC agendas *Parentlink distribution sheet *PBGHS Newsletter

- Description

> Parents will be informed in multiple languages (Eng, HC, and SP) about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page, and SIS Parent Gateway.

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

> *Curriculum Night information *Parentlink distribution sheet *PBGHS Newsletter

- Description

> Parents will be informed in multiple languages (Eng, SP, and HC) about the academic assessments and proficiency levels on FSA/EOCs, SAT/ACT, diagnostics, and other academic assessments via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page.

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

*Sample Progress reports *Sample Report cards *Parentlink distribution sheet

• Description

Parents will be informed in multiple languages (Eng, HC, and SP) ways to participate in decision-making opportunities such as curriculum night, parent conferences, and graduation information night through Parentlink, social media, and PBGHS newsletters.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot

• Description

Meetings will be held Face-to-Face, Virtually, and Hybrid depending on the type of meeting. Meetings are scheduled on campus at times when other campus events are held to minimize transportation barriers. Meetings dates and times are communicated to families in a timely manner to allow them time to plan to attend.

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

*Parentlink distribution sheet *PBGHS Newsletter *Social Media screenshot

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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

> The school has staff that speak the parent's native language and are available for parent meetings and conferences to ensure proper communication. All correspondence (including School-Parent Compact and academic reports) will be translated for effective communication. Sample evidences include translated invitations and fliers.

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

> Translated invitations, translated newsletters, and parent meetings/conferences with CLF present to provide translation services.

• Description

> 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 accommodations/needs are required.

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

> Include photos of handicapped parking, handicapped ramps, and elevator.

• Description

> Once Migrant families are identified, school staff will survey families to determine their needs and allow the school to provide resources and information needed. School staff will work with families and assist them in removing barriers that prevents them from participating being involved in their child's education and in school activities. We will seek assistance from Title I Migrant Education Program.

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

> Referrals for services, email with Multicultural Dept staff regarding Migrant students, and flyer of information on services offered.

- Description

> School staff will assist families experiencing homelessness by providing resources and information. School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities. School staff will also seek assistance from the Mckinney Vento Program (MVP) as needed, to ensure families have equal access to the same educational opportunities as non-homeless students.

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

> Include referrals for services, a completed housing questionnaire to Mc-Kinney-Vento program, and information of services offered.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At PBGHS: • Operational school based team that meets weekly to discuss students with barriers to academic and social success • Instruction and various campus activities that address social/emotional needs of students • Connect students to agencies who have Cooperative Agreements or are on campus. PBGHS has a DATA counselor on campus everyday to meet the various needs of our 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 The Guidance Department of Palm Beach Gardens High School provides a plethora of services to enhance the social and emotional well-being of our students. We are equipped with a school-based DATA counselor who addresses a variety of issues from grief counseling and coping skills to stress management and bullying. We utilize referral agencies such as CINS/FINS (children and families in need of services) as well as other local agencies to provide services stemming from mental illness to homelessness. In addition, the counselors attend professional development workshops to keep abreast of the latest strategies and resources that assist in providing enhanced care for our students during individual counseling sessions. PBGHS Single School Culture and SwPBS Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The Gator staff along with SwPBS team has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs. The goals to create a positive CLIMATE PBGHS : •Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. •Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary); •Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; •Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies; •Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels; •Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. (Strategic Initiative #9: Develop an approach for bullying prevention) Strategic Plan Alignment: Strategic Initiative #1 (Educate) Academic Excellence & Growth leads our practices in providing all of our students with opportunities that will support their academic success. All students are: • Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment that uses space and technology to maximize student potential. • Empowered and supported through high expectations to be college and career-ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plans for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;

- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

PBGHS: SBT in place - with a team that includes APs, guidance counselors, behavioral health professional, and graduation coaches • Universal Guidelines and behavior matrix taught and reviewed through the school year to ensure students are aware of school expectations. • Ensure teachers are trained in Classroom management strategies • SwPBS team reviews classroom data to ensure students are engaged while in class. • Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback • School-wide recognition system is in place Early Warning System PBGHS: • Attendance below 90 percent, regardless of whether the absence is excused, or a result of out-of school suspension • One or more suspensions, whether in school or out of school • Course failure in English I • Course failure in Algebra I and/or EOC • A Level 1 score on the statewide, standardized assessments in Reading • A Level 1 score on the statewide, standardized assessments in Algebra EOC • Effective multi-disciplinary teams in place to problem solve and create action plans • Reading Plus, District-Created Reading Intervention Lessons, and small group • Planned Discussions, Goal Setting for identified student; • Notification procedures for parents, agency and community outreach; • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources; * Students scoring a Level 1 and /or in the Lowest 25% on the ELA FSA will be placed in an Intensive Reading class • Students scoring a Level 2 on the ELA FSA will be placed in an Intensive Reading class or with a reading endorsed teacher • Students that fall behind on earned credits will be placed in an Edgenuity class during the regular day or afterschool • Afterschool tutoring will be available

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

PBGHS, students are immersed in rigorous tasks encompassing the full intent of the standards. • Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. • Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. PBGHS creates ongoing opportunities for teachers to work in PLC to study data of their students as both teachers and students navigate through the first year of BEST standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. The school focuses on literacy improvement of every student by: The SDPBC provides FSQs, USAs, in the core areas and DOE's FAST testing in ELA 9th and 10th. Using data from EDW and Performance Matters the PLC teams use analyze the results to drive the instruction in the classroom. The following is also implemented: An example of supplemented instruction would be a Level 1 ELA FSA student being placed in Intensive Reading class. One of the ways the student would receive differentiated instruction would be using Reading Plus. Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs Creating a schedule with an uninterrupted 90 minute reading block Providing instruction based on student needs Providing instruction aligned with DOE FL BEST standards Monitoring progress at the grade, class and individual student level during Professional Learning Communities (PLCs) Conducting data chats with students • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential Tutoring PBGHS provides after school tutoring in all core subject areas . The tutoring is available in subjects including AP, AICE, and Edgenuity. Additional AP & AICE test practice sessions are available to our AP students on Saturdays in the spring. Courses/Electives - Job skill focused: At PBGHS several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all Gators. Some of these initiatives within Single School Culture © Initiatives include: • The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), International Baccalaureate® (IB) coursework, or Dual Enrollment • The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success • The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students • The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies • The Johnson Scholars Program which funds $10,000 scholarships annually for four-year cohorts of students who compete during their senior year

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At PBGHS several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all Gators. Some of these initiatives within Single School Culture © Initiatives include: • The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or Dual Enrollment • The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success • The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students • The AVID (Advancement Via Individual Determination) program which promotes student selfmanagement and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies • The Johnson Scholars Program which funds $10,000 scholarships annually for four-year cohorts of students who compete during their senior year • Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals • The promotion of increased student participation and performance in AICE coursework Palm Beach Gardens High School offers a myriad of courses that utilize curriculum that is relevant to practical life experiences. The lessons and level of instruction incorporate activities that address skills and experiences which employers seek in the work place. Across interdisciplinary departments students work in cooperative learning groups to foster and encourage collegiality and partnerships. Students participate in job shadowing programs and also develop projects that reinforce classroom instruction thus, making them key stakeholders of their education while enhancing their personal experiences. PBGHS provide the following opportunities for students via the Magnet Program: TV/Radio Technology & Communication Business, Management & Administration Finance Health Science Hospitality & Tourism Information Technology Marketing, Sales & Service Medical Sciences – Pre-Medicine The Medical Sciences Program offers an innovative, integrated learning environment designed to provide the student with the medical skills and training necessary to succeed in postsecondary healthcare career education and/or to successfully transition into the healthcare workforce. This comprehensive program combines a rigorous academic curriculum with intense clinical and laboratory experience. Student internships at area hospitals and other health care facilities are conducted while under the supervision of academy health sciences staff. Industry Certifications: Emergency Medical Responder Certified EKG Technician Certified Medical Administrative Assistant Certified Patient Care Technician CPR & First Aid Sports Management & Recreation The Sports Management and Recreation Program provides students the opportunity to pursue a course of study leading to college degrees in sports management, marketing, recreation, health and fitness. Students take courses that stress communication, problem solving, teamwork, business and technology, as well as participate in summer internships. For hands-on experiences, students plan and run at least one sporting event. Through internships and special projects, students apply business knowledge learned in school and in the community. Global Business & Entrepreneurship The Global Business & Entrepreneurship Program is designed to complement a rigorous academic course of study with a focus on business and entrepreneurship. Students will participate in many hands-on experiences, mentorships, internships, site visitations and local, state and national competitions associated with business. Students will complete internships linking the resources of business, education and community, and students may be required to develop a real international company.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

N/A

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support

- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

PBGHS has built PLCs (Professional Learning Communities) into our master schedule. Our tested areas in the subjects of English, reading, math, and science now have a common planning period. Once a week for at least forty minutes teachers meet and collaborate in their subject areas. This time is invaluable in helping both the new and veteran teacher share best practices with their peers in their subject area. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration, and data-driven decision-making. AICE and AP teachers attend conferences related to the subject area being taught.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:
- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Our Assistant Principals head our retention and recruitment, and our mentoring program. We actively pursue students from the local colleges to intern and to do their student teaching at PBGHS. Gardens has gained many of our current staff members that first did their educational internships with us. Before the school year even starts PBGHS provides learning opportunities not only for our new teachers, but new teachers to Gardens. We also provide a pre-start of the year luncheon for our new teachers. Providing our newbies with time to prepare classrooms, and take care of other school logistics related to computers, equipment, keys, etc. It is the primary focus of all our administrators to provide not only provide a safe environment for our students academically, but also for our teachers to thrive professionally. Most teachers leave the profession within the first two years of teaching. Our success in retaining and developing highly qualified teachers is the time and professional development we provide our new teachers. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first-year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.