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

ELA

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

1. List prioritized needs statements.

According to our PM2 ELA assessment, the 9th students test score shows that 19.4% of our students met or exceeded threshold compare to 16.5% meeting threshold on PM1 assessment. Which is a 2.9% increase. According to our PM2 ELA assessment, the 10th students test score shows that 26.5% of our students met or exceeded threshold compare to 18.3% meeting threshold on PM1 assessment. Which is an 8.2% increase.

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

Our students are entering high school at least two years below grade level. Students lack the time needed to fully master fundamental skills in order to comprehend the curriculum. We have an average of one substitute and one new teacher teaching in the ELA department. The ELA teachers struggle with differentiate instruction and small groups instruction. Teachers are not fully implementing the MTSS (Tier 1, Tier 2, and Tier 3) process with fidelity. On-Going cycle of initial PD (inability to dig deeper) and move past the introductory stages. Grade level support meeting with school counselor or academic coaches to assist parents with monitor and track students' performance. Parents/families have limited access to the school's technology grading monitoring system.

3. Share possible solutions that address the root causes.

Possible solutions could be to offer Professional Development (PD) to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Small group differentiated instruction which allows students to work at their pace and instructional level to ensure success. PLCs with academic coaches and Single School Culture Coordinator which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Pullout and push-in support, writing and reading simulations, weekly data chats, parent night for 9th and 10 grade students, and home visits after school hours to provide parents with support in understanding how to access SIS Gateway and navigate the various components of the SIS system.

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

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

- **Parent Training**

Raider Roadmap to Graduation, 9th & 10th grade ELA parent training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

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

- **Students**

Always try to their best in my work and with their behavior work cooperatively with their classmates, Show respect for myself, my school, and other people, Take pride in my school, Come to school prepared with my homework, supplies, and proper dress code Believe that I can and will learn Abide by district/school policies

- **Parents**

See that their child attends school regularly and on time Provide a home environment that encourages my child to learn Insist that all homework assignments are completed Communicate regularly with my child's teachers Support the school in developing positive behaviors Talk with my child about his/her school activities every day Encourage my child to read at home and to monitor his/her use of technology Show respect and support for my child, the teacher, and the school Participate in extracurricular activities of my child

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instructional). The MTSS process (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families.

- **Accessibility**

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

Math

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

1. List prioritized needs statements.

According to the end of Semester 1 assessment data for Algebra 1 the average percentage of students that are proficient in Algebra 1 is 26%. According to the Geometry end of Semester 1 assessment data the average percentage of students that are proficient in Geometry is 31%

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

The students are coming to us at least three years below level in mathematics. This school year (23), there are two substitutes and one teaching positions that took a while for the teacher to be hired. The teachers do not have enough class time to present the lesson because students asked to show work in their interactive notebooks. The teachers are struggling with small group instructions. On-Going cycle of initial PD (inability to dig dipper) and move past the introductory stages. Grade level support meeting with school counselor or academic coaches to assist parents with monitor and track students' performance. Parents/families have limited access to the school's technology grading monitoring system

3. Share possible solutions that address the root causes.

Possible solutions could be to offer Professional Development (PD) to assist teachers with differentiate instruction (small group instruction) and to ensure teacher's capacity is developed and will allow teachers to use a variety of methodologies that will ensure students' progress and growth. Academic tutors to push-in or pull out students. After school tutoring twice a week, intense review math vocabulary and practice through technology. Increase teacher opportunity to participate in all day curriculum planning twice a semester and to plan re-teaching activities. PLCs with academic coaches and Single School Culture Coordinator which would allow professionals to come together collaborative setting to review data, plan lessons, and share best practice to support student learning. Pullout and push-in support, weekly data chats, parent night for 9th algebra 1 and 10 grade geometry students, and home visits after school hours to provide parents with support in understanding how to access SIS Gateway and navigate the various components of the SIS system. Assigned IXL assignments to focus on current topics and weakness from the assessments (midterm). Weekly EOC review sessions in the Media Center to focus on targeted students.

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

- Communication

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

- Parent Training

Raider Roadmap to Graduation, 9th & 10th grade Math EOC parent training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- School

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

- **Students**

Always try to their best in my work and with their behavior work cooperatively with their classmates, Show respect for myself, my school, and other people, Take pride in my school, Come to school prepared with my homework, supplies, and proper dress code Believe that I can and will learn Abide by district/school policies

- **Parents**

See that their child attends school regularly and on time, Provide a home environment that encourages their child to learn, Insist that all homework assignments are completed, Communicate regularly with their child's teachers, Support the school in developing positive behaviors, Talk with their child about his/her school activities every day, Encourage their child to read at home and to monitor his/her use of technology, Show respect and support towards their child teacher, and the school Participate in extracurricular activities that their child is involved in

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families

- **Accessibility**

Translate documents and interpreters for academics reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Community/Business Partners with Migrant Education, and SBT meetings for homeless students. Home Visits. Schedule meetings earlier or later during the school day.

Science

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

1. List prioritized needs statements.

According to our Science/Biology Midterm assessment data the students' average test score is 44%.

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

Science teachers need to increase their hands-on or virtual labs, providing intense review of vocabulary through technology (quizizz, Kahoots, Nearpod Labster), use more academic games and reviewing/re-teaching through escape room games. Another root cause is after each interim assessment the Science teachers need to have an opportunity to spend the day to take apart the test questions/data and plan their re-teaching activities. This school year (23), there are two substitutes and one brand new teacher that needs a lot of professional development. On-Going cycle of initial PD (inability to dig deeper) and move past the introductory stages. Academic coaches to pull students for data review and data chats. Grade level support meeting with school counselor or academic coaches to assist parents with monitor and track students' performance. Parents/families have limited access to the school's technology grading monitoring system.

3. Share possible solutions that address the root causes.

Academic tutors to assist with small group instruction/hands-on labs, interactive resources Increase teacher opportunity to participate in all day curriculum planning twice a semester and to plan re-teaching activities. Plan engaging activities that address the varying learning styles of all students. (Board Games, Escape Rooms, Webquests, Virtual Labs, Station Labs, Dominoes Loop Games. Analyze data to determine areas of strengths and concerns. Create reteach lessons and assessments based on data analysis

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

• Communication

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

• Parent Training

Raider Roadmap to Graduation, 10th grade Science EOC training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with students, parent/families. Glades Central will continue to seek ways to involve parents/families in the school's program. Ways such as beyond the walls community outreach events. Community drive through campus curriculum events.

- **Students**

Always try to their best in my work and with their behavior work cooperatively with their classmates, Show respect for myself, my school, and other people, Take pride in my school, Come to school prepared with my homework, supplies, and proper dress code Believe that I can and will learn Abide by district/school policies

- **Parents**

See that their child attends school regularly and on time, Provide a home environment that encourages their child to learn, Insist that all homework assignments are completed, Communicate regularly with their child's teachers, Support the school in developing positive behaviors, Talk with their child about his/her school activities every day, Encourage their child to read at home and to monitor his/her use of technology, Show respect and support towards their child teacher, and the school Participate in extracurricular activities that their child is involved in. Download SIS Gateway App.

- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families. SIS Gateway

- **Accessibility**

Translate documents and interpreters for academics reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Community/Business Partners with Migrant Education, and SBT meetings for homeless students. Home Visits

Social Studies

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

1. List prioritized needs statements.

According to our Social Studies mid-term assessment data, our students average test score is 51%.

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

Social Studies department do not have a coach to assist the teachers with data chats, small groups instruction, and some teachers might not get the attention that they need. Another root cause is there are two new teachers in the Social Studies department and students are lacking the time needed to master fundamental skills. Two new teachers were hire for SY23 that needs a lot of professional development. On-Going cycle of initial PD (inability to dig dipper) and move past the introductory stages. Grade level support meeting with school counselor or academic coaches to assist parents with monitor and track students' performance. Parents/families have limited access to the school's technology grading monitoring system.

3. Share possible solutions that address the root causes.

Professional development (PD) to present best practices, and tutors to assist with data chats, data retrieval, push-in/pull-out, and co-teaching. Increase teacher opportunity to participate in all day curriculum planning twice a semester and to plan re-teaching activities. Use of PPT with focused notes; Interactive Learning Games. One-on-one support to students who need additional Heritage Language support

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

• Communication

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

• Parent Training

Raider Roadmap to Graduation, 11th grade U.S. History EOC parent training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with students, parent/families. Glades Central will continue to seek ways to involve parents/families in the school's program. Ways such as beyond the walls community outreach events. Community drive through campus curriculum events.

- **Students**

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- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families

- **Accessibility**

Translate documents and interpreters for academics reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Community/Business Partners with Migrant Education, and SBT meetings for homeless students. Home Visits. Schedule meetings earlier or later during the school day.

Acceleration Success

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

1. List prioritized needs statements.

Current data for FY22 is 66.6 %.

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

Students were not given the opportunity to sit for the exam 3 times. SWD students were not give their accommodations as stated on their IEP. Data chats with teachers or students was not taking place. AICE and AVID parent don't fully understand the meaning of students earning AICE diploma and the various college tours/visits that the students goes on during the school year. Master schedule how courses are scheduled sometimes impact students' ability to take certain courses.

3. Share possible solutions that address the root causes.

Be intentional in placing ELL, Whites, and SWD students in High School Accelerate Courses. Closely monitor student's acceleration. Provide instructional support for all accelerated courses. Administrator/Teacher Data Chats with targeted students. Develop & implement a plan for preparing targeted students for exam, develop an exam timeline to afford all students 3 opportunities to take IC exams, AP-AICE and EOC exams. Biweekly Admin. Data chats to discuss student's performance with an emphasis on the targeted students. Request accommodation from Cambridge and College Board. Increase student's eligibility for Dual Enrollment AICE and AVID parent meetings to assist parents in understanding the various opportunities that comes with earning your AICE diploma and the various opportunities for college tours.

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

• Communication

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

• Parent Training

Raider Roadmap to Graduation, 11th grade U.S. History EOC parent training night, 11th & 12th grade SAT/ACT, FASA night, and AVID parent night.

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

- **School**

Provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with students, parent/families. Glades Central will continue to seek ways to involve parents/families in the school's program. Ways such as beyond the walls community outreach events. Community drive through campus curriculum events

- **Students**

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- **Parents**

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- **Staff Training**

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families

- **Accessibility**

Translate documents and interpreters for academics reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Community/Business Partners with Migrant Education, and SBT meetings for homeless students. Home Visits

Graduation Rate

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

1. List prioritized needs statements.

Current graduation rate for FY 22 is 90.8%. Which is an 3 points increase from FY 22.

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

Graduation Cohort meetings were not taking place monthly with administrators and school counselors. Data chats were not taking place every 3 weeks during a 9-week grading period Grade level support meeting with school counselor or academic coaches to assist parents with monitor and track students' performance. Parents/families have limited access to the school's technology grading monitoring system.

3. Share possible solutions that address the root causes.

Encourage all students to engage in academics, to study, focus, and to complete/submit all work according to instructions and by deadlines. Counselors are recommending that students attend tutoring and remain in contact with all teachers via emails. Counselors complete update records when students complete Edgenuity and FLVS courses as well as when records are received from other schools. Monthly senior Cohort meeting, Senior parent Roadmap to Graduation night three times per school year, and home visits after school hours to provide parents with support in understanding how to access SIS Gateway and navigate the various components of the SIS system.

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

• Communication

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

• Parent Training

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

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

• School

Provide an environment conducive to learning, provide meaningful and appropriate homework activities, enforce school and classroom rules fairly and consistently, and maintain open lines of communication with students, parent/families. Glades Central will continue to seek ways to involve parents/families in the school's program. Ways such as beyond the walls community outreach events. Community drive through campus curriculum events.

• Students

Always try to their best in my work and with their behavior work cooperatively with their classmates, Show respect for myself, my school, and other people, Take pride in my school, Come to school prepared with my homework, supplies, and proper dress code Believe that I can and will learn Abide by district/school policies

• Parents

See that their child attends school regularly and on time, Provide a home environment that encourages their child to learn, Insist that all homework assignments are completed, Communicate regularly with their child's teachers, Support the school in developing positive behaviors, Talk with their child about his/her school activities every day, Encourage their child to read at home and to monitor his/her use of technology, Show respect and support towards their child teacher, and the school Participate in extracurricular activities that their child is involved in

• Staff Training

Data analysis to assist with differentiate instruction (small group instruction) and the MTSS framework (Tier 1, Tier 2, and Tier 3). Effective Meaningful Communication with parents/families

• Accessibility

Translate documents and interpreters for academics reports, flyer agendas etc. Google Meet for parents who cannot attend meetings due to physical accessibility. Community/Business Partners with Migrant Education, and SBT meetings for homeless students. Home Visits. Schedule meetings earlier or later during the school day.

Action Step: Classroom Instruction

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

Budget Total: **\$167,772.07**

Acct Description	Description															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 631 1268 716">Item</th> <th data-bbox="1268 631 1417 716">Quantity</th> <th data-bbox="1417 631 1575 716">Rate</th> <th data-bbox="1575 631 1778 716">Supply Type</th> <th data-bbox="1778 631 1913 716">Type</th> <th data-bbox="1913 631 2024 716">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total									
Item	Quantity	Rate	Supply Type	Type	Total											
	Pencils	4	\$3.45	General Supplies	Original	\$13.80										
	Copy Paper (case)	7	\$44.61	General Supplies	Original	\$312.27										
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$1,725.00	General Supplies	Original	\$1,725.00										
Resource Teacher	Science Resource Teacher will provide small group push-in and pull-out remedial instruction to 9th through 12th grade students who have previously performed below standard expectations on the Science End of Course (EOC) assessment.															
Classroom Teacher	Mathematics teacher will provide intensive instruction for ninth (9th) through twelfth (12th) grade students enrolled requiring retakes of Algebra or Geometry End of Course (EOC) assessments.															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="432 1386 1094 1471">Item</th> <th data-bbox="1094 1386 1257 1471">Quantity</th> <th data-bbox="1257 1386 1392 1471">Rate</th> <th data-bbox="1392 1386 1503 1471">Days</th> <th data-bbox="1503 1386 1629 1471">Hours</th> <th data-bbox="1629 1386 1768 1471">Weeks</th> <th data-bbox="1768 1386 1913 1471">Type</th> <th data-bbox="1913 1386 2024 1471">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
	Sub for Math Teacher position # 20000376	1	\$19.00	7	7	1	Original	\$931.00								

Acct Tutorial Description									
	Item Description	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Afterschool Tutorial for Level 1 and Level 2 students in ELA Grades 9-12. Tentative start: January 2024	1	\$37.00	2	1	13	Certified	Original	\$962.00
	Afterschool Tutorial for Level 1 and Level 2 students in Math, Science and Social Studies Grades 9-12. Tentative start: January 2024	4	\$37.00	2	1	13	Certified	Original	\$3,848.00
Resource Teacher	Reading Resource Teacher will provide small group push-in/ and pull-out remedial instructional support for ninth (9th) through twelfth (12) grade students who perform below standard grade-level expectation on the Florida Standards Assessment Eight (8th) Grade Reading or Tenth (10th) Grade English Language Arts assessment.								

Action Step: Parent Engagement

Provide Stakeholder with resources with on-going trainings/meetings/workshops to better enhance students' academic development and success.

Budget Total: \$4,911.06

Acct Description	Description									
Postage	Item	Quantity	Rate	Type	Total					
	Postage to send notifications of Parent Trainings to 503 families in the Fall and Spring.	1006	\$0.63	Original	\$633.78					

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Highlighters	10	\$8.00	General Supplies	Original	\$80.00
	Color Copy Paper (Blue, Yellow, Pink, Green)	20	\$84.00	General Supplies	Original	\$1,680.00
	Bic Pens(12 pack)	16	\$3.76	General Supplies	Original	\$60.16
	Refreshments for Parent Trainings	100	\$3.00	Program Supplies	Original	\$300.00
	Pre-Sharpen Pencils (Oriole) (pk of 48)	15	\$3.45	General Supplies	Original	\$51.75
	Copy Paper (Case)	8	\$45.00	General Supplies	Original	\$360.00
	Colored Ink (Cayan, Yellow, & Magenta)	15	\$56.13	Technology	Original	\$841.95
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$23.25	General Supplies	Original	\$23.25
	Chart Paper	6	\$70.00	General Supplies	Original	\$420.00
	Ink (Black) TAA-L701HK	9	\$51.13	Technology	Original	\$460.17

Action Step: Professional Development

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

Budget Total: \$196,197.62

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	9-12th ELA, Math, Biology, and US. History teachers - Teachers will review student's assessment data, create instructional focus calendars, create lessons plans, and select instructional materials/resoucrs for the upcoming school year. July 2023 (9-12th ELA, Math, Biology, and US. History teachers)	8	\$25.00	1.5	7.5	1	Certified	Original	\$2,250.00
Out-of-system PD Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Data Day: Core Academic Teachers either Fall or Spring will review student assessment data, map out the curriculum, create instructional fous calender, and create instructional plans for re-teaching. Grades 9-12 ELA, Math Sci, SS	8	\$19.00	1	7.5	1	Non-Certified	Original	\$1,140.00
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Spiral Poly Notebooks 5" X 8 1/2 3 Subject	48	\$6.99	General Supplies			Original	\$335.52	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$0.10	General Supplies	Original	\$0.10
Coach	Coach will provide instructional support to 9th through 12th Grade by supporting teachers through the coaching cycle, facilitating PLC's and delivering effective and relevant professional development opportunities.					
Coach	Science Coach will provide instructional support to ninth (9th) through twelfth (12th) grade science teachers through implementation of the instructional coaching cycle, data chats, and the planning and delivery of professional development activities.					
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will support teacher development and instructional practice through facilitation of student data analysis, weekly lesson planning, model lessons, implementing the instructional coaching model, and the planning and delivery of professional development activities for all teachers, grades 12.					

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 school strive to empower parents and families to support and enrich their children's cognitive and social-emotional development by providing training, resources, support, and information that is aligned to the needs of families, community partnerships, and to the School District of Palm Beach County's Strategic Plan.

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
Mitsie Henry Johnson	Assistant Principal
Shirley McWilliams	School Secretary
Sherry Canty	Magnet Coordinator
Bernita Cox	Business/Community
Rickey Butts	Business/Community
Jra'Quanda Coney	Education Support Employee
Gerald Fields	Parent
Angie Fields Graham	Guardian/Community
Angela Moody	Parent
Jean Lestage	Teacher
Brizia Rodriguez	School Counselor
Melanie Bolden-Morris	Principal

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

The principal extended an invitation to the faculty and staff to see if anyone would like to volunteer. During Pre-school call-outs and email are sent out to parents/families extending an invitation to join SAC and/or attend our parent/families meetings/workshops. During SAC meetings information is presented to the stakeholders to join or do the stakeholders know of anyone that would like to join. This invitation is done during our faculty meetings. Once a parent, community/business person shows interest, the process is explain to them and an invitation is extended for that person to join.

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

The meeting was held February 21, 2023 for stakeholders to review, discuss, and develop the CNA, SWP, and PFEP. Revisions will be made based on stakeholders feedback. Additional SAC meetings held during the school year to further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.

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

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

Name	Title
Mitsie Henry Johnson	Assistant Principal
Sherry Canty	Magnet Coordinator
Bernita Cox	Business/Community
Rickey Butts	Business/Community
Gerald Fields	Parent
Angie Fields Graham	Guardian/Community
Jean Lestage	Teacher
Melanie Bolden-Morris	Principal

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?

Tuesday October 17, 2023 in-person from 5:00 - 6:00 pm. The annual Title I meeting will also be recorded and posted on our school's website.

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

Stakeholders (teachers, parents/families, and business/community members) will be notified of our annual meeting date and time via Parent-link call-outs, and Glades Central's web page and Glades Central's various social media sites.

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

Meeting Agenda, copy of the Title I PowerPoint presentation, Evaluations (in various languages), copy of FY 24 Compact and FY24 PFEP, sign-in sheets, school calendar, ACT/SAT dates for FY24, After school tutoring information, SIS gateway parent information sheet with directions.

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

Collaborating with the Community

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

The staff will learn/collaborate with community organizations and members to connect students and families to expand learning opportunities, community services, and civic participation.

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

Increase family awareness of community resources in the effort to limit/remove barriers that hinders parents from attending/participating in schoolwide activities.

- What will teachers submit as evidence of implementation?

Teachers will submit growth on PM FAST assessments, improvement in classroom attendance, grades, and behavior.

- Month of Training

October 2023

- Responsible Person(s)

Mitsie Johnson, Sherry Canty, Rose Goldman, Lynn Taylor, Dorn Gordon, Karl Cushnie, Melinda Davis, Tyshia Cross, Melanie Bolden-Morris

2. Reflection/Evaluation of Training #1

- Name and Brief Description

.

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

.

- What went well with the training

.

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Support Student Success

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

The staff will learn how to partner with families and students to set social emotional, and academic goals using multiple measures such as classwork, rubrics, observations, and assessments.

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

It is expected that teachers, students, and families are on the same page about the students are progressing and if they are not progressing what can all parties do to support students.

- What will teachers submit as evidence of implementation?

Conferences notes with strategies or suggestions towards the goals listed out for certain areas (social emotional, academics).

- Month of Training

February

- Responsible Person(s)

Mitsie Johnson, Sherry Canty, Rose Goldman, Lynn Taylor, Dorn Gordon, Karl Cushnie, Melinda Davis, Tyshia Cross, Melanie Bolden-Morris

4. Reflection/Evaluation of Training #2

- Name and Brief Description

.

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

.

- What went well with the training

.

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

.

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

Raider Road Map to Graduation

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

Parents will be able to track their child/children graduation status such as assessments results, GPA, Credits, On-line course, and Community Service Hours. Parents and students will be able to sign-up for ACT/SAT, know college admission requirements, and see dates of College tours.

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

Parent/family will take part in looking at the child/children individual graduation requirements/transcript for SIS. GPA, Credits, FSA, EOC, Community Service, SAT/ACT, On-line credit, and Acceleration classes. College requirements. Parents will be able to complete an action plan sheet regarding what graduation requirement(s) is missing. Parents will be able to assist their child/children with ACT/SAT registration. Parents/Family and students will sign-up for college tours.

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

An ongoing to increase graduation rate. Glades Central's graduation rate has increase from 65% class of 2016 to 91% class of 2022.

- **Date of Training**

September 2023

- **Responsible Person(s)**

Melanie Bolden-Morris, Mitsie Johnson, Hansje Laguerre, Sherry Canty, Shirley McWilliams, Melinda Davis, School Counselors, and Graduation Coaches.

- **Resources and Materials**

None

- **Will use funds for refreshments as noted in SWP:**

on

2. Reflection/Evaluation of Training #1

- **Name of Training**

.

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

.

- What went well with the training?

.

3. Parent and Family Capacity Building Training #2

- Name of Training

Parents Assessment and Curriculum Night

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

Parents will acquire a better understanding of each core subject (ELA, Math, Science, Social Studies) area upcoming projects, or exam/testing schedules, and specific ways that parents can directly support their child (getting them to bed early).

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

Parents will be able to complete sample work and receive information regarding BEST, PM, and FAST from the various academic department. Parents will receive information on SIS Gateway and receive packets of ACT/SAT testing dates and Florida Virtual Sign-on instructions. Military information will so be given to parents/families.

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

Students will complete classwork, homework and score a level 3 or higher on assessments. Students will also submit and be accepted into more colleges/universities and join the military.

- Date of Training

January 20, 2024

- **Responsible Person(s)**

Melanie Bolden-Morris, Mitsie Johnson, Hansje Laguerre, Sherry Canty, Shirley McWilliams, Melinda Davis, School Counselors, Academic Coaches, and Graduation Coaches.

- **Resources and Materials**

N/A

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

no

4. Reflection/Evaluation of Training #2

- **Name of Training**

.

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

.

- What went well with the training?

.

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

.

5. Parent and Family Capacity Building Training #3

- Name of Training

AVID Parent Training

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

Parents/families will now have a better understanding of the meaning of AVID and what it means for their child/children. Virtual or in-person College site tours schools. AVID eBinders with the different sections for the different classes shown to parents. Parents/families were able to see examples of note taking and how different academic subject uses the AVID binder.

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

Parents/families will be able to organize an AVID binder. While organizing the AVID binder parents learn about the different sections of the binder for the different classes. Parent/family will receive College tours information and complete application for their child/children to attend college/universities tours.

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

Students will continue to utilize their AVID binders, be more organize in order to complete classwork, homework and local/state assessments. Students will also continue to use their AVID binders to study for tests, and exams. College tours applications will be completed.

• **Date of Training**

February 2024

• **Responsible Person(s)**

Melanie Bolden-Morris, Mitsie Johnson, Hansje Laguerre, Sherry Canty, Shirley McWilliams, Melinda Davis, Dorn Gordon-Forth, School Counselors, and Graduation Coaches.

• **Resources and Materials**

None

• **Will use funds for refreshments as noted in SWP:**

on

• **Amount (e.g. \$10.00)**

.

6. Reflection/Evaluation of Training #3

• **Number of Participants**

.

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

.

- How do you know?

.

- What went well with the training?

.

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

.

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 I Migrant Education

- Describe how agency/organization supports families.

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

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

Sign-in sheets, meeting minutes, Google Doc of notes/ student interactions, student rosters, and parent conference notes.

- Frequency

Weekly

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

- Name of Agency

Palm Beach County Youth Services

- Describe how agency/organization supports families.

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

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

Sign-in sheets, meeting notes, student roster, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.

- Frequency

Weekly

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

- Name of Agency

DATA: Drug Abuse Treatment Association School Based Intervention Counselor.

- Describe how agency/organization supports families.

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

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

Sign-in sheets, parent conference notes, parent meeting agendas and flyers.

- Frequency

Monthly

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**

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

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

Maintain documentation of each meeting such as meetings agenda , notes/minutes, sign-in sheets photos of marquee about Title I Annual Meeting. Presentation documents, and feedback (documents in multiple languages when available).

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

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

Glades Central will utilize language facilitators / translators for meetings, initiate parent-link calls made in all languages (as represented within student population), School-Parent Compact in all languages, Academic reports in all languages, and distribute invitations / flyers which will include all languages (as represented within student population). Meetings will be held in person.

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

Evidence will include time sheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls, photos when possible.

- **Description**

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

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

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

- **Description**

Provide parents with information regarding outside agencies that can assist with various social/emotional needs of families – i.e. Healthy Mothers, Healthy Babies Coalition of Palm Beach County; various counseling Agencies; Career Source; Families First of Palm Beach County; DATA Counselor (on campus); Migrant Education (on campus). Flyers will be distributed which include all languages (as represented within student population), and parents will be encouraged to maintain an up-to-date and accurate record of their mailing address. This will be accomplished through the initial Open House, wherein parents will have the opportunity to update their contact information, as well as throughout the year during various school functions. Contact with the Migrant Department as needed.

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

Evidence will include time sheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls, referrals.

- **Description**

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

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

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

Other Activities

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

- **Name of Activity**

N/A

- **Brief Description**

N/A

2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

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

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

SBT/MTSS Implementation

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

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

Provision of a Well-Rounded Education

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

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

Post-Secondary Opportunities and Workforce Readiness

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

Glades Central High School is committed to building students' awareness of and readiness for post-secondary opportunities and the workforce. We currently provide our students with: Virtual and live college tours occur during the Fall semester for seniors, ACT and SAT Test Prep open to anyone, in person. College tours available for students 9 -12 (Migrant, AVID, juniors/seniors), Annual College & Career Fair offered in the Spring for juniors and seniors, Dual Enrollment interest meetings at least twice a year, "Moore" than a Diploma pathways made available to students based on current school offerings, dual enrollment, West Tech opportunities, Partnership with West Technical School and Palm Beach State College for students interested in Megatronics, Construction and Welding, Lunch table college visits open to all students, Partnerships with local agencies to support the Agriculture, and Criminal Justice and Engineering programs

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

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

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

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