
Title I Comprehensive Schoolwide Plan
BOYNTON BEACH COMMUNITY HIGH (2361)

ELA

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

1. List prioritized needs statements.

A. In FY22, 34% of 9th and 10th grade students were proficient on the Reading FSA. This is a baseline year but our goal is to maintain proficiency by increase overall student achievement in ELA by 4% B. Improve grammar and writing skills.

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

A. None proficient students need more time for remediation of standards. B. Struggling students lack basic reading and writing skills. C. Student attendance is sporadic and inconsistent in ELA and Reading classes.

3. Share possible solutions that address the root causes.

A. Increase opportunities for students to be involved in after-school tutorials. B. Utilize small group instruction to re-teach weak standards. C. Conduct home visits by school personnel to ensure students are attending school.

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

Continue to keep parents parents informed about their child's academic needs and resources available through new letters, call outs and conferences. As well as continue to update the school website and make school personnel available for parent conferences.

• Parent Training

Quarterly Parent Night's to share resources to support Literacy focusing on results from FSQ's and USA's that identify areas of weakness.

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

- **School**

Provide extended learning opportunities for students that need additional support. Provide biweekly and/or monthly data chats in ELA classes, in order to monitor student success and offer remediation.

- **Students**

The students will participate in extended learning opportunities if they fail a passing grade or if under performing in core classes. The students will strive for success by improving academic and personal habits. And reach out to school personal via conference or email when they need to discuss their academic needs.

- **Parents**

Ensure their child participate in extended learning opportunities in ELA class, if they failing below a passing grade or underperforming. Parents will hold their child(ren) accountable for academics, become more involved and work with teachers to promote their child(rens) success.

- **Staff Training**

Create a Google classroom with documents that provide instructions and strategies to support the BEST Standards.

- **Accessibility**

When possible provide virtual and physical accommodations. Home Visits.

Math

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

1. List prioritized needs statements.

The following are the priorities: A. In FY23, on the midterm exam for Algebra I, only 23% showed proficiency and in Geometry on 29% show proficiency. In FY22, on 28% of student in Algebra I and Geometry were proficient. B. Less than 5% of students in Algebra I and Geometry participate in extended learning opportunities.

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

Chronic absenteeism. Lack of a support course (Liberal Arts Math). Lack of technology for one-on-one support.

3. Share possible solutions that address the root causes.

Some solutions to the address the causes are: A. Conduct home visits by school personnel to ensure students are attending school. B. Teachers provide more opportunities for small group instruction. As well as Algebra Intensive Resource Teacher and Math Coach, provide pull outs to remediate weak benchmarks and standards. C. Creating class sets of Chromebooks, so students can have access to technology during the school day.

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

• Communication

Continue to keep parents parents informed about their child's academic needs and resources available through new letters, call outs and conferences.

• Parent Training

The utilization of Algebra Nation videos and Khan Academy.

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

- **School**

The school will provide extended learning opportunities in Mathematics for students that need additional support.

- **Students**

The students will participate in enrichment activities such as after school tutorials, pullouts and boot camps if they are failing below a passing grade or if under performing in Mathematics. The students will strive for success by improving academic and personal habits.

- **Parents**

Ensure their child participate in extended learning opportunities in Algebra 1 and Geometry classes, if they failing below a passing grade or underperforming. Parents will hold their child(ren) accountable for academics, become more involved and work with teachers to promote their child(rens) success.

- **Staff Training**

Create a Google classroom with documents that provide instructions and strategies to support the BEST Standards. Pathway to graduation will allow the parents to know what is required for their child to graduate and be graduation.

- **Accessibility**

When possible provide virtual and physical accommodations. Home Visits.

Science

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

1. List prioritized needs statements.

Priority is to increase the overall student achievement level on the Biology End of Course Exam. In FY21 it was 40% and in FY22 it dropped to 35%. This was a 5% decrease.

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

Excessive absenteeism. Lack of background knowledge (Not understanding the content). Not asking for assistance when they do not understand.

3. Share possible solutions that address the root causes.

Some solutions to the address the causes are: A. Conduct home visits by school personnel of students who are excessively absent from school. B. Teachers provide more opportunities for small group instruction. C. Remediation of weak standards through pull-out groups, after-school, Saturday, and lunch & learn tutorials. B. Class Challenges/Boot Camps.

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

• **Communication**

Inform parents about their child's academic needs and the resources that are available through newsletter, call outs, and parent conferences & trainings. As well as ensuring meetings are held both virtually and in person.

• **Parent Training**

Utilization of Google Classroom with resources and SIS.

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

• **School**

Provide extended learning opportunities for students that need additional support.

- **Students**

The students will participate in extended learning opportunities if they fail an FSQ or USA or if they are under performing in the Biology class. The students will reach out to the teacher in person or by email when they need to discuss their academic needs. They will also strive for success by improving academic and personal habits.

- **Parents**

Ensure their child participates in extended learning opportunities in Biology class, if they are failing or underperforming (not doing well on FSQ's or USA's). Parents will hold their child accountable for success in Biology, by being more involved and working with the teacher to promote their child's success.

- **Staff Training**

Learn how to effectively access the Student Item Analysis in Performance Matters and do data analysis.

- **Accessibility**

When possible provide virtual and physical accommodations. Home Visits.

Social Studies

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

1. List prioritized needs statements.

The prioritized needs are as following: 1. Less than 95% of students took the U.S History End of Course Exam in FY22. Therefore, only 49% of students in U.S History were proficient. 2. Students are not utilizing enrichment opportunities. Less than 1% of students participate in extended learning opportunities.

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

According to SIS, more than 14% of students in U.S History have missed more than 10 days per quarter. Students who miss more than one class a week are more likely to score below proficiency.

3. Share possible solutions that address the root causes.

Call parents of frequently absent students and give opportunities to make-up missing work.

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

• Communication

Continue to keep parents informed about their child's academic needs and resources available through new letters, call outs and conferences. As well as continue to update the school website and make school personnel available for parent conferences.

• Parent Training

Teach parents how to access and utilize the SIS platform to hold students accountable for their attendance and grades. Teach parents how to access and utilize google classroom with resources.

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

• School

Provide extended learning opportunities for students that need additional support. Provide biweekly and/or monthly data chats in U.S History classes, in order to monitor student success and offer remediation.

• Students

The students will participate in extended learning opportunities if they fail a passing grade or if under performing in U.S History class. The students will strive for success by improving academic and personal habits.

- **Parents**

Ensure their child participate in extended learning opportunities in U.S History, if they failing below a passing grade or underperforming. Parents will hold their child(ren) accountable for academics, become more involved and work with teachers to promote their child(rens) success.

- **Staff Training**

Learn how to effective access the Student Item Analysis in Performance Matters and do a data analysis.

- **Accessibility**

When possible provide virtual and physical accommodations. Home Visits.

Acceleration Success

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

1. List prioritized needs statements.

Based on the FY23 High School Acceleration Review Data, increase student engagement and enrollment in AICE, and Dual Enrollment courses by 2%, with an overall goal of 35%.

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

A. Academic achievement gaps due to lack of instructional time. B. New teachers that are new to teaching the AICE curriculum.

3. Share possible solutions that address the root causes.

A. Effective organization of a classroom environment that will enable students to pursue a variety of activities (ie. experiential, problem-based, and active learning) that will be conducive to various types of learning. B. AICE teachers will attend AICE professional development opportunities to increase their instructional pedagogy. C. Students will attend quarterly assemblies with the AICE Coordinator in order

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

- **Communication**

Inform parents about their child's academic needs and the resources available through email, call outs, and parent conferences. As well as ensuring meetings are held both virtually and in person.

- **Parent Training**

Provide training opportunities for parents to understand the importance of earning a AICE Diploma.

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

- **School**

Provide extended learning opportunities for students that need additional support.

- **Students**

The students will participate in extended learning opportunities if they fail a passing grade or if under performing in core classes. The students will strive for success by improving academic and personal habits.

- **Parents**

Ensure their child participate in extended learning opportunities in core classes, if they failing below a passing grade or underperforming. Parents will hold their child(ren) accountable for academics, become more involved and work with teachers to promote their child(rens) success.

- **Staff Training**

Provide opportunities for Professional Development for teachers to increase and expanded their knowledge base in their subject area.

- **Accessibility**

Provide physical accommodations as well as translated materials and a language facilitator if needed.

Graduation Rate

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

1. List prioritized needs statements.

Increase the graduation rate from 80% in SY22.

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

A. Students begin to have academic fatigue which causes inconsistent attendance. B. Students struggle to meet the graduation requirement of passing the Reading and Algebra I standardized tests.

3. Share possible solutions that address the root causes.

A. Identify 9th, 10th and 11th grade students who are consistently absent and lack academic proficiency and provide them with extended learning opportunities (After school tutorials, SAT and ACT boot camps and pull outs). B. Using Title 1 funds for Graduation Coaches that will monitor student achievement, attendance, and make home visits.

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

- **Communication**

Create Google Classroom with parents resources and links to support parents.

- **Parent Training**

Provide parent trainings on Graduation Requirements and google classroom.

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

- **School**

Strengthen the relationship between the parents, teachers, staff and community.

- **Students**

Students commitment and ownership of their own learning through goal setting and tracking their own progress.

- **Parents**

Parents will attend quarterly parent conferences to assure awareness to student grades, attendance, and graduation status.

- **Staff Training**

Provide trainings for teachers on how to implement ELL and ESE strategies that will support all students.

- **Accessibility**

When possible provide physical accommodations.

Action Step: Classroom Instruction

Enhance student opportunities for differentiated and individualized instructional support and intervention by decreasing class size, providing tutorial programs, supplying students with targeted instructional materials, and adding support staff to case-manage student progress toward, and up to, graduation.

Budget Total: \$275,320.75

Acct Description	Description															
Bus Driver (Tutorial)	<table border="1"> <thead> <tr> <th data-bbox="491 298 1209 391">Item</th> <th data-bbox="1209 298 1356 391">Quantity</th> <th data-bbox="1356 298 1461 391">Rate</th> <th data-bbox="1461 298 1566 391">Days</th> <th data-bbox="1566 298 1671 391">Hours</th> <th data-bbox="1671 298 1797 391">Weeks</th> <th data-bbox="1797 298 1923 391">Type</th> <th data-bbox="1923 298 2024 391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total								
Compound bus is used for after school tutorials for 56 days (28 weeks x 4 per week) to begin in September 2023.	1	\$6.00	4	1	28	Original	\$625.00									
Extra Periods	Reduce class size in Social Studies Matthew Bennett Social Studies 10-12 Reduce the class size in Algebra I classes Dennis Mosley Algebra I 9,10 Reduce the class size in AICE Classes Lisa Kraus AICE 9-12 Reduce the class size in Math classes Bachir Fakhoury Math 9-11															
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="491 737 1209 829">Item</th> <th data-bbox="1209 737 1419 829">Quantity</th> <th data-bbox="1419 737 1650 829">Rate</th> <th colspan="2" data-bbox="1650 737 1829 829">Type</th> <th data-bbox="1829 737 2024 829">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type		Total									
	Item	Quantity	Rate	Type		Total										
	iXL - Math and ELA - 9-12 Site License	1	\$16,067.00	Original		\$16,067.00										
No RedInk - ELA - 9-10	850	\$13.95	Original		\$11,857.50											
Grad Coach - Non-Tch	Grad Coach will provide assistance to students in grades 9-12 who are at risk of dropping out of high school or failing to graduate; Hold conferences, work closely with the guidance counselor and Administration, track grades and attendance, and make home visits for struggling or chronically absent students.															
Grad Coach - Non-Tch	Graduation coach to meet with all students not meeting graduation requirements; Attends weekly graduation requirements meetings; Holds conferences with students regarding graduation needs; works closely with guidance counselor to help students meet graduation requirements; tracks community service hours and facilitates student participation in community service; makes home visits for struggling or chronically-absent students not on track to graduate.															

Acct Description	Description							
Resource Teacher	AVID elective teacher to implement AVID elective classes in grades 10-12 for student college readiness.							
Overtime (Tutorial Transportation)	Overtime (Tutorial Transportation)							
Supplies	Item	Quantity	Rate	Supply Type	Type	Total		
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$915.50	General Supplies	Original	\$915.50		
	General Classroom Supplies (Copy Paper, Presharpen Pencils, Pens, Folders, loose leaf paper, highlighters, markers etc.)	1	\$4,126.83	General Supplies	Original	\$4,126.83		
Gasoline; tutorial	Item	Quantity	Rate	Type	Total			
	Gas for school owned bus for tutorials	1	\$4,889.92	Original	\$4,889.92			
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	AVID Elective Teacher substitue coverage	1	\$19.00	7	7	1	Original	\$931.00

Action Step: Parent Engagement

Support parents and families with hands-on, interactive parents trainings and additional staff to manage and respond to parent engagement needs.

Budget Total: \$31,097.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison II to reach out to parents to provide support; to assist in planning parent engagement events to track graduation progress; to assist parents in understanding and utilizing college application process, FAFSA, and scholarships; and to plan and execute parent trainings.

Action Step: Professional Development

Increase teacher capacity in increasing academic outcome for at-risk students through side-by-side professional staff member support and collaboration.

Budget Total: **\$204,889.00**

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will apply functions and principles for MTSS and support the implementation of single school culture.
Coach	Math Coach will use coaching model to develop individual and groups of teachers and support them in their ability to provide rigorous, standard-based instruction for grades 9-12.

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

The faculty and staff of Boynton Beach Community High School will partner with families to support our students as they strive to become productive and contributing citizens.

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
Moody Fuller	Principal
LaTasha McBride	Assistant Principal
Lavada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Leslie Copper-Dunbar	Assistant Principal
Leola Horton	SSCC
Sonja Haywood	Math Coach

Name	Title
Brenda Williams	Community Member
Kayla A. Santos	Parent
Chad Parker	Assistant Principal
Shawann Bryant	ESOL Coordinator
Deloris Ivery	Reading Coach

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

Members are selected by their involvement in the school setting, SAC membership, and community involvement. The Assistant Principals overseeing content areas (ELA, Math, Science, and Social Studies), the Math and Reading Coaches for their curriculum insight; the Parent Liaison for parent engagement opportunities; and parents and SAC members.

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

Stakeholders were provided an opportunity to give input at the Stakeholder Input Meeting which was held on Tuesday, February 21, 2023 @ 6:00pm. Stakeholders also had the opportunity to give input at meetings or through surveys given at SAC meeting on Tuesday, January 17, 2023 5:00 pm and at the CNA Leadership Committee Meeting in January and February. Input will be synthesized and implemented as appropriate.

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

The opportunity for providing input was open to all parents through invitation to our February SAC meeting and CNA Leadership Committee Meeting held on Tuesday, February 21, 2023. The committee members voiced concerns regarding the preparation of transitioning to the B.E.S.T Standards in English and Mathematics. Therefore, collaborative planning during the summer was added into the Title 1 budget. All stakeholders agreed to inviting tested area teachers in for a three day summer planning session in preparation for SY23.

Name	Title
Dr. Moody Fuller	Principal
LaTasha McBride	Assistant Principal
LaVada Williams	Parent Liaison
Fredrina Combs	Assistant Principal
Leola Horton	SAC Chair and SSCC

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 is scheduled for Tuesday, August 29, 2023 @ 5:00pm in the Boynton Beach High School 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.).

Parents will be notified via callouts, weekly newsletters, and school website page.

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

Paper copies of evaluation and feedback, Title I Annual Meeting PowerPoint, and pencils

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

REMIND Parents

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

Teachers will learn how to create REMIND accounts in order to communicate effectively with parents and guardians.

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

Teachers will be able to inform and introduce parents to use REMIND to open communication between teachers and parents.

- What will teachers submit as evidence of implementation?

“Join” code flyers in multiple languages Teachers can submit a roster of parents/guardians (students) that joined. Teachers can submit a screenshot of messages sent and how many recipients received the messages

- Month of Training

August

- Responsible Person(s)

Shawann Bryant, ESOL Coordinator Leola Horton, SSCC Fredrina Combs, AP

2. Reflection/Evaluation of Training #1

- Name and Brief Description

REMIND Parents. Teachers will learn how to create REMIND accounts in order to communicate effectively with parents and guardians.

- Number of Participants

TBD

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

TBD

- 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

Student Information System (SIS) for Parents

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

Teachers will learn how to provide parents/guardians with the usernames and passwords to set-up the parents/guardians portal.

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

Parents will become actively involved in their child's education with an open line of communication between teachers and parents.

- What will teachers submit as evidence of implementation?

One teacher-sent Parent Link or Remind message and the results screen.

- Month of Training

January

- **Responsible Person(s)**

Leola Horton, SSCC Shawann Bryant, ESOL Coordinator Fredrina Combs, AP

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

Student Information System (SIS) for Parents. Teachers will learn how to provide parents/guardians with the usernames and passwords to set-up the parents/guardians portal.

- **Number of Participants**

TBD

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

TBD

- **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

Pathway to graduation.

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

Parents and/or Guardians will learn the graduation requirements process.

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

Parents/Guardians will navigate through their students SIS portal and review current grades, test scores, and requirements needed to graduate.

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

Parents and/or Guardians will be able to be actively engaged in their child's academic success and student progress towards graduation.

- Date of Training

October 17, 2023

- Responsible Person(s)

Francois Dorcil, School Counselor Chairperson Fredrina Combs, AP Lavada Williams, Parent Liaison

- Resources and Materials

Smartboard, Chromebooks, pens, and paper

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

N.A

2. Reflection/Evaluation of Training #1

- Name of Training

Pathway to Graduation

- Number of Participants

T.B.D

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

T.B.D

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

No

- How do you know?

T.B.D

- What went well with the training?

T.B.D

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

T.B.D

3. Parent and Family Capacity Building Training #2

- Name of Training

Family Literacy Night

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

Parents and/or Guardians will become familiar with the Benchmarks for Excellent Student Thinking (B.E.S.T) in ELA and Writing.

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

Parents and/or Guardians will navigate through practice test sites, and review writing samples.

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

Parents will gain resources on assisting their children with literacy strategies, so their children can increase their literacy proficiency on state standardized test.

- **Date of Training**

Tuesday, January 23, 2024

- **Responsible Person(s)**

Leslie Cooper Dunbar, Assistant Principal Mrs. D. Ivery, Reading Coach Lavada Williams, Parent Liaison

- **Resources and Materials**

Smartboard, Chromebooks, practice tests, writing samples, pens and paper.

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

No

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

None

4. Reflection/Evaluation of Training #2

- **Name of Training**

Family Literacy Night

- **Number of Participants**

T.B.D

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

T.B.D

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

No

- How do you know?

T.B.D

- What went well with the training?

T.B.D

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

T.B.D

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N.A

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

N/A

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

N.A

- Date of Training

N.A

- Responsible Person(s)

N.A

- Resources and Materials

N.A

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

N.A

- Number of Participants

N.A

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

N.A

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

No

- How do you know?

N.A

- What went well with the training?

N/A

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

N/A

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

Multicultural Department

• Describe how agency/organization supports families.

Provides translation of documents and on site language support during events.

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

Translated documents, SIS Comment log, and emails that reflect planning.

• Frequency

As Needed

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

• Name of Agency

Exceptional Student Education (ESE) Department

• Describe how agency/organization supports families.

Provides one-on-one support and representative will be present to give families academic strategies that can used at home.

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

Copy of SIS Comment Log, and emails that reflect planning.

- Frequency

As Needed

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

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

College Representative from Palm Beach State College will provide insight on admission. And an Financial Aid Representative will give detailed information on how to apply for financial aid.

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

Pictures, copy of presentation, and emails that reflect planning.

- Frequency

One-time

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 learn of Title I programs through the Title I Annual Meeting. We also have a Title I section on the school website regarding how funds are allocated, announcements of parent engagement activities, schedule of after school tutorials, and avenues for providing parent feedback. (Information will be shared with families in appropriate languages). Notifications will also be sent out via weekly newsletters and callouts. The Parent Liaison will create a google classroom with school and community resources.

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

Through copy of weekly newsletters, snippet of parent google classroom and website, virtual and/or in person sign in sheets.

- **Description**

Parents will learn this information at the Pathway to Graduation parent involvement events. School counselors' email addresses will be posted to support parent contact and School Counselors will be present to answer any questions. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages)

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

Through copy of presentation, and virtual and/or in person sign in sheets, and comment logs.

- Description

Parents will learn this information at the parent involvement events, trainings, newsletters, school website and social media. The Assessment Coordinator will be present to review testing procedures and plan. School Counselors will be present to answer any questions regarding academic standards. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages)

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

Through copy of weekly newsletters, and callout notification.

- Description

Meetings will be advertised through callouts, and flyers sent home in multiple languages, and on the school website and weekly newsletters.

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

Through screenshots from the website, newsletters, and samples of flyers that are sent home.

- Description

Meetings will start later at 6:00pm instead of 5:00pm. Some trainings will be offered twice to ensure parent parent participation.

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

Through screenshots from weekly newsletters, and samples of flyers that are sent home.

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

Key documents and information will be translated to major languages (handouts & callouts). Language facilitators will be available at parent engagement events. The Parent Liaison will create a google classroom with school and community resources.

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

Translated materials include School-Parent Compact, invitations, and flyers.

- Description

Provide RSVP with provision to request specific support such as physical disability, hearing impairment, etc. Provide photos of disabled parking spaces and location of elevators. We will reach out to the appropriate district resources to provide hearing support, sign language, closed caption on google meets, etc. We will also ensure preferential seating and/or a staff member to work one on one with any individual who has a need. Additionally, we always have a golf cart available for those who need assistance getting around the building.

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

Invitations offering accommodations, 1 meeting minutes showing virtual flexibilities or meetings on the first floor only, 1 photo of accessible parking

- Description

Reach out to the parents and help them become familiarized and comfortable with the school using CLF's, translated letters, and later meeting times.

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

Comment Logs and translated letters, 1 sample migrant flyer sent home, 1 email communication with Migrant team or school based team serving students of families involved in migratory work.

- Description

A counselor will discreetly reach out to homeless families to assess needs and provide free school supplies

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

Housing Questionnaire sample, sample McKinney-Vento flyers sent home, 1 email communication with McKinney-Vento team or school based team serving students experiencing homelessness.

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;
- Promote positive behavior;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Boynton Beach Community High School (BBCHS) is committed to providing a world-class education by fostering an environment where students are challenged through rigorous coursework, including opportunities for college and career preparation, empowering each student to reach his or her highest potential. With a strong focus on helping students build skills outside of academic subject areas. There has been a constant need for students at BBCHS to have an additional focus, drive and develop a passion for community event which supports the development of interpersonal skills and reach their highest potential. Some of the ways used to supported our students interpersonal needs is through school-wide initiatives. Some examples of our initiatives are ROAR (Respect Ownership Achievement and Readiness) Behavioral Matrix (ROAR) and Teaching Expectations, Mentors, Clubs such as College Bound, Key Club and Women of Tomorrow, and Youth Services Bureau. The focus of these areas are monitoring of student behavior, mentor-ship opportunities provided by staff and outside counselling services. Descriptions of the initiatives are: ROAR: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix (ROAR) and Teaching Expected Behaviors devised by the staff for student behavior in the classroom, cafeteria, hallways, school wide lessons and activities on late start days, communicating with parents, and Monitoring SwPBS. Mentors are assigned to students with social-emotional needs. These mentors are teachers, administrators, counselors, or other appropriate personnel who can support students. We also refer students to an outside counselor through the Women of Tomorrow, and Youth Services Bureau. Students also have access to clubs such as Key Club and others that provide positive role models and peer interactions. Many students are on formal or informal check in/check out plans; faculty is cognizant of the importance of positive interactions with students who struggle with social-emotional needs.

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

Our school has an operational school based team that meets frequently to discuss students with barriers to academic and social success to intervention build programs specific to each child's needs. Three tiers of support are utilized daily. The tiers support academic and behavior needs of students. This support is in addition to regular classroom instruction. Tier 1 Academic supports Core curriculum, standardized assessment, IXL, No Red Ink, and Math Nation. Tier 2 Academic supports : Differentiated instruction, group tutoring programs, Reading Plus, pull-outs, boot camps and School Based Team. Tier 3 Academic supports Individualized tutorial programs, progress monitoring, credit recovery and Individualized Education Programs. The Behavior side support tiers are Tier 1 Behavior: School counseling services, dropout early warning system, universal screening component and electronic tardy prevention system. Tier 2 Behavior: After school programming, interventions from Graduation Coach, group mentoring programs, chemical dependency groups(DATA Counselor), School Based Team, and individual student contracts. Tier 3 Behavior: Intensive School Based Team case management, individual interventions from Positive Behavior Support Coach, intensive individual interventions (behavior contracts, chemical dependency treatment, mental health Interventions, etc.). School Leadership monitors student academic and behavioral data to make the appropriate decisions for each student involved. School-wide systems are in place which support the needs of all students. Multiple layers of support are available through umbrellas such as ESE and SBT.

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

Students collaborate in a student-centered, personalized environment and 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. Several programs are in place to support appropriate behaviors and lifestyles for our students, including College Bound. Safe Schools provides a Positive Behavior Facilitator who is housed at our school. Teen mothers who take the Early Childhood class have access to free childcare. We also offer a multitude of electives including but not limited to: Early Childhood, BASA, ROTC, and Medical Programs. All students receive free breakfast and lunch through the federal food program and students who participate in after school tutorials receive snacks. Tutorials are available during after school. Graduation coaches are provided through Title 1 funding. These coaches monitor our student's progress towards graduation and are instrumental in assisting our Guidance Department. Students have the opportunity to move from our building directly into the workforce through our Industry Certification Classes in Technology, Medical, Early Childhood, and Culinary, as well as through the partnership with Embry Riddle University. Students work hands on with instructors who are trained in these areas. Outside organizations related to these programs come in and offer instructional support and specialized training to our students, also. Onsite dual enrollment opportunities are available through Embry Riddle University and Palm Beach State College. Dance and Chorus Programs are offered through our audition process. Students are placed in classes related to their experience and expertise. We offer multiple levels of dance classes. Our Dance Academy's main goal is to enable students to develop an appreciation for the art of dance as well as provide practice and implementation of structured dance movements in collaboration with peers for success in college dance programs and professional companies. Our Vocal Academy goal is to allow students to develop proper vocal techniques and an understanding of vocal mechanism; Students will also learn musical notation, and sight-singing. We use Advancement via Individual Determination (AVID) strategies, electives, and tutorials to teach organization and study skills which prepare students for success in college. AICE, Advanced Placement, and onsite Dual Enrollment courses provide a rigorous curriculum for high achieving students.

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

BBCHS is focused on increasing student participation and performance in advanced coursework. We offer courses through Cambridge, and Dual Enrollment (Palm Beach State and Embry Riddle). 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. Our school has sponsored this event and provided incentives for students who participate. 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. We provide onsite TRIO services, as well as summer programs for language development and ACT preparation for ELL students. BBCHS Comprehensive Guidance Department is working to inform and support students and parents on graduation and post-secondary (college and career readiness) goals.

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
- 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

All first year teachers participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Engaging systems of support include a mentor support team, staff development opportunities, observations, conferences, and feedback. ESP is designed to elicit evidence that a new teacher has demonstrated teaching competencies that promote student learning. This personalized supportive program helps ensure that all new 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, and learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. New teachers are paired with experienced teachers, often department heads, who teach the same content as the new teacher. We believe this is the most beneficial pairing for new teachers because effective teaching of content is critical and can be embedded in the new teacher training for classroom management, planning, and organization.

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

BBCHS utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures, as well as word of mouth referrals for new applicants. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Interviews are conducted in person and through Google Meet. Our school also attends the yearly Job-Fair. Our school provides mentors for all teachers new to the school to cultivate a climate of collaboration and support to ensure teacher success. All new teachers meet monthly to participate in professional development and share their thoughts and concerns. This personalized supportive program helps ensure that all teachers new to the school 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. Our school provides a single school culture of behavior in a safe and secure environment. The Administration has an open-door policy that welcomes teachers to discuss any concerns. BBCHS offers opportunities for professional development, common planning, Professional Learning Communities, and recognizes teachers for their accomplishments.