
Title I Comprehensive Schoolwide Plan
PALM BEACH PREPARATORY CHARTER ACADEMY (3971)

ELA

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

1. List prioritized needs statements.

14% of students received a passing rate based on FY24 FAST assessments. Our goal is to increase our passing rate by 5%. We need to continue to work on sentence structure, response utilizing essay format to increase student achievement.

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

Lack of foundational skills (primary and middle school) are lacking with students. Teachers do not have the strategies for remediation and need PD to assist. Lack the ability for parents to support learning at home Poor attendance Lack of resources (personnel, time, and knowledge of how to apply interventions) to meet the individual academic needs of students.

3. Share possible solutions that address the root causes.

Provide small group instruction to scaffold learning and apply interventions to meet individual student needs (reading interventionist) Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (ie. Reading Plus, etc.) A parent liaison to bridge communication and assist parents in helping their children. Educating parents on how to use the computer and online programs to support learning at home Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) Provide extended learning opportunities through the tutorial programs for math during the day, morning, and Saturday Camp for grades 9-12th Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, headphones, and more).

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

- **Communication**

We communicate via Flyers in English, Creole, and Spanish. We also communicate via Parent Link and Remind App Families will be invited to many meetings throughout the year to receive academic information and provide input on ways the school, families, and students can share responsibility for student success. A parent liaison to bridge communication and assist parents in helping their children. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

- **Parent Training**

To support ELA at home provide literacy training on how to use ESW. Based on family input, we will provide the following activities to assist families in understanding the state curriculum and to help families improve their child's academic achievement. * Parent workshop to support parents in understanding the graduation requirements to support their child's academic success and graduation * Parent training sharing activities for improving sentence structure and responding to questions utilizing essay format at home

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

- **School**

Provide a safe and secure learning environment. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Focus on ELA development and comprehension 9-12 to increase student proficiency (sentence structure, response utilizing essay format) Providing families with specific strategies and resources to support their child's success.

- **Students**

Arrive rested and ready to learn and improve daily attendance Focus on ELA development and comprehension 9-12 to increase student proficiency (sentence structure, response utilizing essay format) (strategies to work on at school and home)

- **Parents**

Ensure that their child attends school daily and arrives to school on time. Encourage their child to follow the rules and regulations of the school. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of their child. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with their child. Seek information regarding their child's progress by conferencing with teachers, administration, and other district personnel. Attend Family Nights to learn strategies to help children increase vocabulary, fluency, comprehension, and financial planning Support students by making sure they are rested, ready to learn, and improve daily attendance

- **Staff Training**

To assist teachers in understanding how to better engage families: Staff Training on how to communicate, emotional health, and behavior. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success. Staff Trainings to assist teachers in understanding how to better engage families when sharing graduation criteria to support student success.

- **Accessibility**

We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed.

Math

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

1. List prioritized needs statements.

Based on math EOCs from FY23, 15.6 % there was an increase in passing math requirement from fall to Winter. 28% of students met the passing requirement of a Level 3. Our goal is to increase passing rate by 5%. We need to continue to work on finding the percent of numbers and algebraic equations to increase student achievement.

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

Lack foundational skills are lacking with students (primary and middle school level) Teachers do not have the strategies for remediation and need PD to assist. Lack the ability for parents to support learning at home Poor attendance Lack of resources (personnel, time, and knowledge of how to apply interventions) to meet the individual academic needs of students.

3. Share possible solutions that address the root causes.

Provide small group instruction to scaffold learning and apply interventions to meet individual student needs (math interventionist) Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (ie. Study Island, etc.) A parent liaison to bridge communication and assist parents in helping their children. Educating parents on how to use the computer and online programs to support learning at home Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) Provide extended learning opportunities through the tutorial programs for math during the day, morning, and Saturday Camp for grades 9-12th Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, headphones, and more).

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

• Communication

We communicate via Flyers in English, Creole, and Spanish. We also communicate via Parent Links and Remind App Families will be invited to many meetings throughout the year to receive academic information and provide input on ways the school, families and students can share responsibility for student success. A parent liaison to bridge communication and assist parents in helping their children. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

• Parent Training

Hold trainings to support ELA at home and literacy training on how to use ESW. Based on family input, we will provide the following activities to assist families in understanding the state curriculum and to help families improve their child's academic achievement. Parent workshop to support parents in understanding the graduation requirements to support their child's academic success and graduation Parent training sharing activities for improving math computations and responding to work problems format at home.

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

- **School**

Provide a safe and secure learning environment. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Providing families with specific strategies and resources to support their child's success.

- **Students**

Arrive rested and ready to learn and improve daily attendance Focus on ELA development and comprehension 9-12 to increase student proficiency (sentence structure, response utilizing essay format) (strategies to work on at school and home)

- **Parents**

Ensure that their child attends school daily and arrives at school on time. Encourage their child to follow the rules and regulations of the school. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of their child. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with their child. Seek information regarding their child's progress by conferencing with teachers, administration, and other district personnel. Attend Family Nights to learn strategies to help children increase vocabulary, fluency, comprehension, and financial planning Support students by making sure they are rested, ready to learn, and improve daily attendance

- **Staff Training**

Hold training to assist teachers in understanding how to better engage families Staff Training on how to communicate, emotional health, and behavior. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success. Staff Trainings to assist teachers in understanding how to better engage families when sharing graduation criteria to support student success.

- Accessibility

We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed.

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Graduation Rate

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

1. List prioritized needs statements.

FSA FY23 Graduation rate was at 59.5%. We want to increase our graduation rate to 62.7 for FY24.

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

- Lack of comprehension, vocabulary, and basic math skills (all content areas) - Lack of teacher understanding of the changing curriculum, standards, and testing- Prior Knowledge -Lack of basic reading comprehension ability to pass state assessment. - Lack of understanding of concepts that can increase student performance and to graduate on time. - Lack of varying prior knowledge and levels of achievement -Lack of differentiated instructional strategies. - Lack of parent understanding of the criteria for graduation and lack of engagement

3. Share possible solutions that address the root causes.

Provide small group instruction to scaffold learning and apply interventions to meet individual student needs (Reading and math interventionist) -Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (ie. Study Island, Reading Plus, Read 180, etc.) -A parent liaison to bridge communication and assist parents in helping their children. -Educating parents on how to use the computer and online programs to support learning at home -Provide and implement a comprehensive ELA and math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) -Provide extended learning opportunities through tutorial programs for Reading and Math during the day, morning, after school, Saturday Camp for grades 9-12 -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, and more).

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

• Communication

We communicate via parent Link, Flyers in English, Spanish, Creole, and Portuguese. We also We communicate via parent Link, Flyers in English, Spanish, Creole, and Portuguese. We also communicate via Social media and Remind App. We also have SAC meetings. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

• Parent Training

Parent Trainings to support Graduation at home Parent Training: literacy training on how to use ESW to access current progress and attendance. Parent workshop to support parents in understanding the graduation requirements to support their child's academic success and graduation

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

- **School**

Provide a safe and secure learning environment. Maintain highly qualified teachers. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Focus on ELA and math development in grades 9-12 to increase student proficiency (sentence structure, response utilizing essay format, finding percentages, and algebraic equations) Providing families with specific strategies and resources to support their child's success.

- **Students**

Arrive rested and ready to learn and improve daily attendance Focus on ELA and math development in grades 9-12 to increase student proficiency (sentence structure, response utilizing essay format, finding percentages, and algebraic equations)(strategies to work on at school and home)

- **Parents**

Parents - Ensure that their child attends school daily and arrives at school on time. Encourage their child to follow the rules and regulations of the school. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of their child. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with their child. Seek information regarding their child's progress by conferencing with teachers, administration, and other district personnel. Attend Family Nights to learn strategies to help children increase vocabulary, fluency, comprehension, and financial planning Support students by making sure they are rested, ready to learn, and improve daily attendance

- **Staff Training**

Staff Training to assist teachers in understanding how to better engage families Based on family input, we will provide the following activities to assist families in understanding the state curriculum and to help families improve their child's academic achievement. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work Accessibility: We offer bus passes and translate forms/newsletters in multiple languages Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: **\$146,482.75**

Acct Description	Description										
Resource Teacher	A Certified Teacher (Math Interventionist) will provide small group differentiated instruction to targeted at-risk/struggling students in grades 9th - 12th to provide differentiated instruction in math through a pull-out/push-in model of support.										
Computer HW; cap	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Smartboard for reading and math small group interventions pull-out classrooms to support delivery of instruction and student engagement in grades 9-12 to increase academic achievement in all content areas.</td> <td>3</td> <td>\$4,500.00</td> <td>Original</td> <td>\$13,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Smartboard for reading and math small group interventions pull-out classrooms to support delivery of instruction and student engagement in grades 9-12 to increase academic achievement in all content areas.	3	\$4,500.00	Original	\$13,500.00
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DreamBox - Reading Plus will be used to support reading for students in grades 9-12 (500)	1	\$7,297.75	Original	\$7,297.75							
Resource Teacher	A Certified Teacher (Reading Interventionist) will provide small group differentiated instruction to targeted at-risk/struggling students in grades 9th - 12th with reading through a pull-out/push-in model of instruction.										

Action Step: Professional Development

Provide teachers and instructional support personnel with job-embedded professional development.

Budget Total: \$0.00

Acct Description	Description
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Action Step: Parent Engagement

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

Budget Total: \$1,870.50

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage to increase home-school communication (600 students x 2 mailings = 1200)	1200	\$0.68	Original	\$816.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	White and Colored Copy Paper for school-home communication	1	\$1,054.50	General Supplies	Original	\$1,054.50

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

Empower parents and families to support their children's academic and social growth by creating an inviting environment where parents can feel welcomed and involved in the decision-making process and active participants in their children's academic futures.

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
Sharard Walker	Principal
Joanna Mayo	Secretary
Julian Wilburn	Assistant Principal
Fabrice Clerger	Dean of Academics
Geraldine Gillard	Parent
Serge Jean Baptiste	Student
Vernestine Willaims	Staff
Shantelle Augusting	Staff

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

We asked teachers to call our most active parents and let them know we need their assistance. All stakeholders are invited to attend, and we strategically select parents and teachers that are an accurate representation of our school.

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

Stakeholders (teachers, parents) were invited to be involved in the development of the FY25 SWP/CNA/PFEP and give their input in the meetings, presentations, and the evaluations given at the end of every meeting/presentation that took place throughout the school year. The CNA Leadership meeting took place Feb. 5th, 2024; The Staff CNA meeting took place Feb. 10, 2024; and the Stakeholder CNA meeting took place Feb. 26, 2024. All Stakeholders assisted in the development of the SWP/CNA/PFEP and given the opportunity to share their input in the meetings, presentations, and the evaluations. Stakeholder feedback was captured in the Recording template. All stakeholders will be invited to be involved throughout the year (Title I Annual meetings, SAC, parent trainings, etc.)

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

In the 3 step process Mr. Wilburn presented the needs of the students and team brainstormed ideas. Stakeholders provided feedback and Title I funds for parent engagement will be used for supplies and postage for school-home communication.

Name	Title
Dr. Sharard Walker	Principal
Tracy Stavisky	Title One Parent Liasion
Jacqueline Howard	General Ed teacher
Julian Wilburn	Assistant Principal and Academic Advisor

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?

October 17, 2024 at 5:00 PM Palm Beach Preparatory Charter Academy High School 3525 S. Congress Ave. Palm Springs, FL 33461

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

Flyers, announcements via phone or website, robo calls, and social media.

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

Agenda, Title I Annual Meeting, PowerPoint, Water - We hope to share details about the PFEP Summary and Compact at the meeting.

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**

eschoolware

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

eSchoolware teacher training and parent involvement. Teachers will learn how to access eSchoolware, how to navigate through the platform, and to access student reports. They will train parents on this platform and use it to communicate with families.

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

We expect the following positive impacts on our school community: Enhanced Student Achievement, Improved communication between parents and faculty, Better attendance and behavior and increased community involvement.

- What will teachers submit as evidence of implementation?

Evidence of communication between parent and teacher through eSchoolware, sample of conference notes stating that the eschoolware platform use was shared with families, handouts,

- Month of Training

September

- Responsible Person(s)

Tracy Stavisky, Cheyenne Callwood, Julian Wilburn, Yarnell Williams

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- 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

Family Academy

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

Teachers will develop effective communication strategies to increase parent-family engagement for student success (positive tone, partnership, sharing student progress using parent-friendly language, sharing resources).

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

We expect the following positive impacts on our school community: Enhanced Student Achievement, Improved communication between parents and faculty, Better attendance and behavior and increased community involvement.

- What will teachers submit as evidence of implementation?

Completed Look Fors checklist for a positive parent-teacher conference, sample of a parent-teacher conference note stating the strategies used.

- Month of Training

February

- Responsible Person(s)

Tracy Stavisky, Shelia Womack, Julian Wilburn, Yarnell Williams

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

eSchoolware

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

Parents will learn how to communicate with faculty via eSchoolware and how to review their students progress. Parents will learn/review how to communicate with faculty via eSchoolware.

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

Parents will log on to eSchoolware with a school laptop and the assistance of faculty. They will review student progress, send messages to faculty and complete a lesson.

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

We expect the following positive impacts on our school community: Enhanced Student Achievement, Improved communication between parents and faculty, Better attendance and behavior and increased community involvement.

- **Date of Training**

October 10, 2024

- **Responsible Person(s)**

Tracy Stavisky, Cheyenne Callwood, Julian Wilburn, Yarnell Williams

- **Resources and Materials**

School provided laptops, flyers

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

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Math & Literacy Strategies

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

Parents will learn different math and literacy strategies to better assist their students at home (Test taking strategies for parents to support/use at home).

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

Parents will role play scenarios practicing test taking strategies (handouts), photos,

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

We expect the following positive impacts on our school community: Enhanced Student Achievement, Improved communication between parents and faculty, Better attendance and behavior and increased community involvement.

- Date of Training

January 16, 2025

- Responsible Person(s)

Shelia Womack, Tracy Stavisky, Julian Wilburn, Yarnell Williams

- Resources and Materials

Worksheets, flyers

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

How to Read Data Reports for Student Success

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

Parents will learn/review how to access FLDOE website to share information regarding state assessments Parents will learn/review how to interpret the data on the reports to be aware of student progress. Parents will learn different math and literacy strategies to be proactive regarding state assessment reports (increase student achievement).

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

Photos, direction to FLDOE website - handouts, sample of assessment reports, sample of resources/strategies shared with families (handouts with links to different sites).

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

We expect the following positive impacts on our school community: Enhanced Student Achievement, Improved communication between parents and faculty, Better attendance and behavior and increased community involvement.

- Date of Training

March 12, 2025

- Responsible Person(s)

Tracy Stavisky, Shelia Womack, Cheyenne Callwood, Julian Wilburn, Fabrice Clerger, Yarnell Williams

- Resources and Materials

Worksheets, presentations, school laptops.

- Amount (e.g. \$10.00)

0

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**

McKinney Vento

• Describe how agency/organization supports families.

School will partner with the McKinney Vento department for information and resources to support parents/families and students that experience homeless.

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

Emails, handouts of support given, fliers, resources, transportation support, etc.

• Frequency

as needed

2. Partnership #2 - List Department, Organization, or Agency**• Name of Agency**

One Blood

• Describe how agency/organization supports families.

In partnership with Palm Beach Preparatory Charter School of Palm Springs, this helps families by giving them opportunities to obtain community service - needed to graduate . One Blood provides service in the form of community service and scholarships. Students are given the opportunity monthly to participate by donating blood, select lead students are given the opportunity to lead the organizational efforts in the school for the blood drive, through advertising and ensuring that their peers have the correct information needed to be donors. At the end of the year students are invited to attend a luncheon in which they are honored for their service and are also presented with awards and scholarships.

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

Sign in sheet, thank you letters, emails, photo of brochures and student engagement.

- Frequency

as needed

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

- Name of Agency

The Lord's Place

- Describe how agency/organization supports families.

The Lord's Place is able to provide assistance to the families that under normal circumstances might not be able to afford services. The Lord's Place is also able to assist with the case management needs of students and their families and make the home to school to real life transition easier for the student. They provide career work force development training. The agency provides assistance in the form of counseling, psychiatric therapy, substance abuse counseling, and sexual trauma and risk reduction for families. During the school year school counselors, administrators and advisers are often faced with obstacles and need to provide help to students that is often time out of their depth.

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

Referral List, communication emails, emails, flyers.

- Frequency

as needed

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will provide families with information about our Title One Programs through our Title One Meeting, and our parent family trainings meeting. We will notify via website, social media, telephone, flyers going home with students, daily announcements, and posters displayed throughout the school.

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

Agenda for these meetings/trainings, flyers, screenshot of website and social media, eschoolware communication

- Description

Teachers hold parent teacher conferences to discuss curriculum, assessments, progress, etc . They also send a spreadsheet about each student's goals/credits. At orientation, parents will leave knowing curriculum expectations for each content area and each student and parent craft an Individual Graduation Plan (IGP). Review students' IGP plan with parents.

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

Sample of student's spreadsheets, parent conference notes, handouts, Sample IGPs, and Orientation PowerPoint presentation.

- Description

Parents/student are informed about the state assessments and results through the score report that is sent home. Parents are notified of student progress regularly throughout the year. Parents/students also have an advisory meeting with the academic advisor to provide individual information on their goals/credits.

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

Sample of student's spreadsheets, score report, assessment results, GPA progress, report cards, parent conference notes.

- Description

Parents are informed through our parent/teacher conferences. We have a student handbook on our website in 4 languages encouraging parents to contact to the school for more information. We mail letters home invites to parents for IEP/504 meetings. Send invitations to SAC meetings and conferences with virtual links as needed.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

- Description

We offer to meet with parents after school hours and via phone. Trainings are held either virtually or in the evenings. Parents are invited to participate in conferences at a day and time that is convenient to them.

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

flyers, agendas, phone logs, zoom meeting invitations, invitations for conferences/IEP/LEP meetings

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

We provide information in multiple languages. We have an interpreter at the meeting as needed and information is sent home in all languages, posted on school website in all languages.

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

We have teachers that speak other languages - conference notes. Flyers, sample communication in all languages, FY25 Compact, FY25 PFEP Summaries in all languages.

- **Description**

This is a handicap accessible school with allotted bathrooms and parking spaces. Parents are given ample notice of meeting dates and times. If a parent has a disability he/she can notify the school prior to the event and we will prepare by providing a sign-language interpreter, bolder/larger printed documents, etc. Parents with disabilities are accommodated on a case by case basis. We are ADA compliant.

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

Photo of accessible parking, elevators, automatic door, emails, invitations with virtual links as needed

- **Description**

We will provide translators, access to transportation - bus passes (if needed), and host meetings at different times to accommodate work schedules. We also conduct home visits as needed. We survey families to determine need and provide resources as applicable and connect them to resources in the community for support.

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

Information of resources available to migrant community, log of transportation bus passes, emails, migrant brochures of services provided in all languages.

- **Description**

Parents experiencing homelessness are provided with transportation (bus passes) as per the McKinney Vento Act. Contact social service agency to support families and meet their needs as possible. We survey families to determine need and provide resources as applicable and connect them to resources in the community for support

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

McKinney Vento brochures, log of transportation bus passes, referral to social worker, emails, McKinney Vento flyers of services provided in all languages.

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

One of our focuses is to provide our students with an environment where they foster growth and resilience. We promote a healthy mindset and use school-wide positive behavior incentives to help build character and strong work habits. We also work to incorporate team building with our single school culture program and the caring and supportive teachers we employ. Positive behavior Intervention system at PBPCA allows students to self modify their behavior through the Panther Store, where students can purchase items incentivized by good behavior. Students are able to earn Panther Bucks by exhibiting behavior of the 9 core values at PBPCA: Wisdom, Justice, Courage, Compassion, Hope, Responsibility, Respect, Integrity and Resilience. The school fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to display their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc. This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and displayed for all stakeholders to see. Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community. The Principal, Assistant Principal, Dean of Academics and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below: *Providing needed services and resources for students and families, such as: *Mental Health Services via "Talk It Out Thursdays", weekly counseling sessions *SBT and MTSS bi-weekly team meetings *Drug and alcohol abuse prevention *Crisis intervention *Mental health evaluations *Pregnancy counseling and parenting skills *Probation and truancy services *Allowing for follow-up and referral to outside agencies as needed *Having additional role models for students

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

Students are taken through MTSS by using SBT. Teams consist of a Leader, Time Keeper and Record Keeper. The child and the parent are also considered members of the team along with the classroom teacher and the necessary administrators. Teachers normally refer students to SBT. Data is gathered based on the need of the student. Different measuring tools are used to assist the classroom teacher in implementing strategies to assist the student. Student goes through the different tiers, at which time parents and the students are notified of their progress. Students that show improvement can eventually be returned to the strategies that are being used through the entire class. Students that do not show improvement will continue through the tiers and will be referred to the ESE team. Students that are listed as teen parents and or homeless are automatically placed on the SBT list and are monitored throughout the school year. These students will receive services as funded by the School District of Palm Beach County. The MTSS-A Program is to be implemented as a problem-solving process that is data driven, supports teachers in seeking positive solutions for all students and supports students' academic achievement. By way of the Response to Intervention the primary goal of MTSS-A is to support teachers and parents by generating effective research-based academic and behavioral strategies for individual targeted students. Problem Solving Teams can use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and interventions to be applied to class or school-wide issues. While each school will be implementing the MTSS-A Program in accordance with their chartering district's requirements, there are key components that will be present throughout each NorthStar Academy: The Response to Intervention Program seeks to ensure that each student who is referred to this Multi-Tiered System of Support receives the appropriate intervention in an effort to improve their academic performance. Within this problem-solving model, teams follow the PAIR format. PAIR stands for: I. Problem identification II. Analysis of the problem III. Intervention implementation IV. Response to intervention. Students will meet or exceed the pre-determined objectives and expectations of the program, Create a community of support, Identify and intervene early, Provide collaborative intervention for all students using data-based problem-solving strategies. Areas of challenges are addressed using effective intervention grounded in proven researched best practices, School based leadership and collaborative team consists of a minimum of 8 members inclusive of subject area teachers (Reading and Math), ESOL Coordinator, ESE specialist, Academic Advisor/Guidance Counselor, and administrators. • The MTSS-A Coordinator will ensure there is a yearly MTSS-A Meeting calendar with a minimum of two documented meetings per month (sign in sheets, agenda and minutes) for a minimum total of twenty meetings per school year. • This team meets biweekly (entire team) to share best practices, collaborate, and progress monitor in both academic and behavioral areas • The team completes specific documentation and monitors the academic intervention plan for all students. • The team also reviews the progress and duration of the intervention as well as the transition to the next Tier and/or level. Tier 1 - All Students, Tier 2 - Students who test between grade 6-8, Tier 3 - Student below grade 6 Foundational systems include: An established MTSS- Team made up of the Principal, Assistant Principal, Dean of Students, Dean of Academics, Truancy Officer, Attendance & Welfare Officer, Academic Advisor, Guidance Counselor, ESE Specialist, ESOL Contact/Coordinator, instructional staff members and any other staff members who contributes to meeting the needs of all students. • Minimum of two meetings per month, Documentation of all meetings with agenda, sign-in sheets and minutes, Implementation of an approved Reading Curriculum that is in accordance with the chartering district's Reading Plan, Use of research-based instructional strategies that will positively impact student's academic achievement, On-going use of data for decision making, Professional Development plan that includes Data Analysis Training Students on Level 2 will complete all introductory courses and/or has completed all introductory courses Additional Interventions: Study Island, GED Prep, Microsoft Digital Literacy, Resume Workshops Students on level 2 who are not making progress will be discussed during MTSS meetings to determine if student needs to be placed in Tier 3 for additional intervention. Tier 3 students are pulled in small groups instruction with our Reading Coach. They are also pulled once or twice a week for one on one instruction.

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

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model. This cohesive structure provides a layered view that reaches every piece of our school. All instruction is data driven; Students are placed on a PMP if they score a level one on their B.E.S.T. Algebra 1 EOC and their F.A.S.T. Reading. Students scoring at a level one are also placed in Intensive classes that will assist in scaffolding strategies and skills in order to assist students in reaching their next learning goals. Additionally, we offer a College and Career elective-which is a research class that allows students to learn the different types of colleges, loan assistance, and majors that will be most beneficial after high school. Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Teachers will utilize student centered Weekly Progress Monitoring Logs including data forms for students and teachers. Targeted students receive weekly pullouts and push-ins focusing on reading and math skills involving test taking strategies. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards. Our Blended learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out. Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning. A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software. Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real world connections relevant to students' lives. Individual Graduation Plan – A comprehensive plan that serves as a "roadmap" to student success. Integrated Support Services – Attendance and Welfare Coordinator that works with each student to address and remove various barriers that prevent students from being successful. Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic. Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan. Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention. Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards. Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days. Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community. Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

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

The school participates in a Spring College Fair, where several schools visit and meet with students. We also participate in a Discovery Day in which local Business', Entrepreneurs and parents can visit to highlight their professions and garner interest among the students. The school allows the different branches of the military to visit the school and house presentations with the students throughout the school year. Students take the ASVAB during the year to assist with their readiness for the military as well with giving them an idea of which career might benefit them in the future. Local colleges and vocational schools also participate in College Days. They spend the day with students and interact with them using demonstrations and hands on approaches. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Palm Beach Preparatory Charter Academy implemented a career and technical education (CTE) barbering program for the 22-23 school year. On May 31, 2023, the CTE barbering program celebrated its first two graduates of the program. The barbering program currently continues with curricula, practice tests and industry certification exams with retakes are available to both students and staff. Palm Beach Preparatory Charter Academy currently offers the Introduction to Information Technology course via ESW, and expects to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, Palm Beach Preparatory Charter Academy will build career academies that include both state and online curricula, industry certification, and articulation agreements. The Academic Advisor helps students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. The Academic Advisor schedules ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources.

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
- Looping from Pre-K to K

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

This school has chosen to be exempt from this area.

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

Throughout the year teachers will attend Professional Development that is offered through the District. Teachers will also participate in Professional Development that is geared towards their success at Palm Beach Preparatory Charter Academy which include but not limited to: Classroom Management, Reading Plus, Study Island, and Testing. We also assign new teachers to a veteran mentor and we participate in the Peer Observation Program using PBMI. Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers. The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective. The rationale for pairing the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently. Peer Teacher Mentoring (Math Teachers) (Reading and English Language Arts Teacher) (Social Studies, Science and Reading Teacher) (Math and Science Teacher) Planned Mentoring Activities: 1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams. 2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom. 3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups. 4. Classroom observations and follow-up to address best practices in the area of classroom management. 5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. 6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues. The school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals. Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Teams will work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis. Additionally, the school implemented an Instructional Leadership Team that consists of teacher leaders, curriculum coaches, ESE and ESOL Coordinators. The purpose of this time is to collaborate with instructional staff and leadership

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

We recruit our teachers through Teacher. Teacher, Indeed, and Paycom. We also host two job fairs annually. Additionally, we offer a referral incentive to current employees. Lastly, Math and Science teachers are offered a \$1000.00 signing bonus upon hire. We retain teachers by offering an in-depth orientation upon hire. We also pair new teachers with a veteran teacher to assist them with any questions/concerns that may arise. Administration holds weekly check-ups and create an open door policy for all staff. The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions: (a) A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com, the Palm Beach Post, and other pertinent publications. (b) The Principal reviews all resumes for staff. (c) Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School. (d) Interviews are conducted with the Principal. (e) Background and extensive reference checks are conducted. (f) Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff. All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District. Professional development is extensive and ongoing, incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff. Finally, we give our teachers opportunities to make extra part time pay by participating in club sponsors, sport team coaching, and tutoring.