
Title I Comprehensive Schoolwide Plan
Riviera Bch Prep&Achieve Acad (3355)

Title I Comprehensive Schoolwide Plan - Riviera Bch Prep&Achieve Acad (3355)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	N/A	N/A	38	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

In order to get "commendable" in our school rating, RBPA will aim to have 50% of our students needing to pass the required reading assessment for FY23 graduation. We are an alternative school subject to different rating/evaluation.

2. List the root causes for the needs assessment statements for your top priorities.

Year of learning/reading achievement gap due to inconsistent provision on meaningful instruction and uncoordinated home-school partnership to support the students. Below are specific input from stakeholders: Lack of academic skills critical thinking skills academic vocabulary comprehension strategy Lack of motivation Lack of buy-in Lack of discipline Low self-esteem The need for staff and community to be re-acclimated to various challenges the school faces (post pandemic) from students, families, resources through ongoing professional development and infusion of best practices from other district/schools doing the same services to the same population as RBPA Lack of parental support due to ingle family household and also some students need to support themselves

3. Share possible solutions that address the root causes.

Additional staff to provide academic and SEL support in small groupings PD opportunities to include conference and out of district training to learn and implement best practices in ELA and math instruction and SEL Provide extended learning and remedial opportunities to targeted students (focus on ACT/SAT Prep) and use of available classroom resources Utilize available resources in math and ELA (books) for differentiated instruction Increase parent engagement through training, PTC and progress monitoring meetings.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

<p>Share information through email, text messaging, robocall, SAC meetings, PTC, and workshops.</p>	<p>Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA/READ) strategies</p> <ul style="list-style-type: none"> o Increase awareness of the graduation requirements (ex ACT/SAT passing scores) o Transport them to the center for ACT/SAT weekend testing o Encourage students to test more than once o Do encourage reading at home including historical documents, scientific papers, classic literature, and unfamiliar topics. o Praise effort, not just results <p>There will be training on tools for monitoring student progress for families.</p>	<p>Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA/READ)- focus on reading strategies</p> <ul style="list-style-type: none"> o Provide "Family Engagement PD" at PLC. "Learning for Justice" has great PD ideas. <p>Teacher will be able to acquire skills necessary to understand and manage emotions. Teachers will use this skill to effectively deal with parents and share it with them so they can provide more support to students at home.</p>	<p>Translated documents, translator(s), ADA guidelines, resources, flexible scheduling of meetings and collaboration with district support services.</p>
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5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School

Students

Parents

<p>School will...offer formal training in collaborating with parents or in understanding the varieties of family life in the community. School will...evaluate parents' needs by conducting surveys. For example, school can share the survey link when parents are invited to our honor roll breakfast.</p>	<p>Students will...increase awareness of graduation and attend classes regularly</p>	<p>Parents will...reduce distrust and cultural barriers between families and teachers and attend meeting and trainings.</p>
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#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	N/A	N/A	35	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

By June 2023, there will be an increase of 30% in the number of students performing at the "Proficient" level of the Math (Algebra EOC & Geometry) assessment. This goal is in order to get "commendable" in our school rating. RBPA is alternative school subject to different rating/evaluation.

2. List the root causes for the needs assessment statements for your top priorities.

Year of math achievement gap due to inconsistent provision on meaningful instruction and uncoordinated home-school partnership to support the students. Below are specific input from stakeholders: Lack of motivation Lack of comprehensive ability in basic math and reading Incomplete/missing mastery of skills Difficulty transferring prior knowledge Math and testing anxiety Absenteeism Discipline issues Lack of parental involvement due to the uniqueness of student population and family Incomplete implementation of the school and classroom expectations

3. Share possible solutions that address the root causes.

Ongoing PD to help teachers create lessons that are relevant, differentiated and drilling on the basic skills Provide cross curriculum teaching, finding the similarities in different subjects and marry them Utilize grade level math resources Focus on Single School Culture implementation and more support to individual student learning The need for home visits, parent conferences and Incentives (PBS)

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

<p>Share information through email, text messaging, robocall, SAC meetings, PTC, and workshops.</p>	<p>Parent Trainings that may be offered to support parents/families as they work with their students at home (MATH) strategies</p> <ul style="list-style-type: none"> o Increase awareness of the graduation requirements (ex ACT/SAT passing scores) o Transport them to the center for ACT/SAT weekend testing o Encourage students to test more than once o Do encourage reading at home including historical documents, scientific papers, classic literature, and unfamiliar topics. o Praise effort, not just results <p>There will be training on tools for monitoring student progress for families.</p>	<p>Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (EOC math)- focus on math strategies</p> <ul style="list-style-type: none"> o Provide “Family Engagement PD” at PLC. o “Learning for Justice” has great PD ideas. <p>Teacher will be able to acquire skills necessary to understand and manage emotions. Teachers will use this skill to effectively deal with parents and share it with them so they can provide more support to students at home.</p>	<p>Translated documents, translator(s), ADA guidelines, resources, flexible scheduling of meetings and collaboration with district support services.</p>
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5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School

Students

Parents

<p>School will...have discussions with students on use of technology and data chats</p>	<p>Students will...abide by math classroom and school expectations</p>	<p>Parents will.. support and assist with math requirements and needs for graduation</p>
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#Science

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#SocialStudies

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Acceleration

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Graduation

Explain how this area of focus is being addressed elsewhere:

Not applicable.

Action Step		Professional Development					Budget Total: \$22,861.30					
Acct Description	Description											
Teacher Collaboration	Item						Teachers	Days	Hours	Weeks	Rate	Total
	After contract hours instructional planning for grades 8-12 in all content areas: Start date in September, 2022						10	2	2	8	\$25.00	\$8,000.00
Consultants	Item							Quantity	Cost	Total		
	PDD Consultant; Approximate date= Nov/Feb FY22-23; Focus on SEL Development/Classroom best practices for at-risk students							1	\$2,000.00	\$2,000.00		
Travel out-of-county	Item							Quantity	Cost	Total		
	AVID Conference/June 2023 (Tampa/Orlando); Implementation PD; Registration= \$500; Transportation= \$500; Lodging= \$500 and Per diem= \$72							2	\$1,572.00	\$3,144.00		
	At-Risk Youth National Forum (June 2023/Orlando; Learn best practices and programs for the support of at-risk students towards graduation and career readiness; Registration= \$600; Transportation= \$500; Lodging= \$400 and Per diem= \$72							3	\$1,572.00	\$4,716.00		
Supplies	Item					Quantity		Cost		Total		
	Paper- case					15		\$34.00		\$510.00		
	Chart Paper- pack of 4					5		\$125.00		\$625.00		
	Pens- box of 4					2		\$32.49		\$64.98		
	Pencils- box of 5					5		\$15.49		\$77.45		
	Post-it notes- stack of 5					6		\$22.99		\$137.94		
	Dry erase markers- pack of 2					7		\$18.99		\$132.93		

Computer HW; non-cap	Item	Quantity	Cost	Total
	Printer for data report and PDD	1	\$600.00	\$600.00

Action Step	Parent Engagement	Budget Total: \$1,012.43
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Acct Description	Description
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Postage	Item	Quantity	Cost	Total
	For Newsletters/Parent communication documents, meeting, flyers	200	\$0.58	\$116.00

Supplies	Item	Quantity	Cost	Total
	Paper- case	10	\$34.00	\$340.00
	Pens- box of 4	2	\$32.49	\$64.98
	Post-it notes- stack of 5	3	\$22.99	\$68.97
	Refreshments for parent training- 2 trainings in PFEP	40	\$3.00	\$120.00
	Colored ink- pack	2	\$96.99	\$193.98
	Shipping	1	\$30.00	\$30.00

Action Step	Classroom Instruction	Budget Total: \$23,913.27
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Acct Description	Description
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Tutorial	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Afterschool Tutorial-Graduation Cohort; Certified TCH; Start date- January	1	4	1.5	8	\$37.00	\$1,776.00

Online subscription	{"type":1,"data":[]}
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Supplies	Item	Quantity	Cost	Total
	Paper- case	40	\$34.00	\$1,360.00
	Easel Pad- pack of 4	14	\$125.00	\$1,750.00
	Dry Erase Markers- pack of 2	13	\$18.89	\$245.57
	Folders (Manila & Assorted)- box	5	\$38.49	\$192.45
	Post-it Notes- stack of 5	5	\$22.99	\$114.95
	Pens- box of 4	5	\$32.49	\$162.45
	Paper clips- box of 5	5	\$12.99	\$64.95
	3-ring Binders 1-1/2in- piece	20	\$7.89	\$157.8
	Ink Cartridges'- pack	5	\$96.99	\$484.95
	Pencils- box of 5	10	\$15.49	\$154.9
	Shipping	1	\$10.25	\$10.25
	Just Words Student Kit for grades 9-12 Intensive Reading	150	\$70.00	\$10,500.00

FFE; non-cap	<table border="1"> <thead> <tr> <th data-bbox="359 77 1341 142">Item</th> <th data-bbox="1341 77 1528 142">Quantity</th> <th data-bbox="1528 77 1696 142">Cost</th> <th data-bbox="1696 77 1866 142">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 142 1341 196">1. Klein 9.5" Side Cutter Pliers</td> <td data-bbox="1341 142 1528 196">2</td> <td data-bbox="1528 142 1696 196">\$100.00</td> <td data-bbox="1696 142 1866 196">\$200.00</td> </tr> <tr> <td data-bbox="359 196 1341 250">2. Klein 8.5" Needle Nose Pliers</td> <td data-bbox="1341 196 1528 250">2</td> <td data-bbox="1528 196 1696 250">\$100.00</td> <td data-bbox="1696 196 1866 250">\$200.00</td> </tr> <tr> <td data-bbox="359 250 1341 303">3. Klein 9" Diagonal Pliers / Cutter</td> <td data-bbox="1341 250 1528 303">2</td> <td data-bbox="1528 250 1696 303">\$100.00</td> <td data-bbox="1696 250 1866 303">\$200.00</td> </tr> <tr> <td data-bbox="359 303 1341 357">4. Ideal 6" Wire Stripper for #10, 12, 14, 16, 18-gauge wire</td> <td data-bbox="1341 303 1528 357">2</td> <td data-bbox="1528 303 1696 357">\$100.00</td> <td data-bbox="1696 303 1866 357">\$200.00</td> </tr> <tr> <td data-bbox="359 357 1341 410">5. Channel Lock 10" Adjustable Pliers</td> <td data-bbox="1341 357 1528 410">2</td> <td data-bbox="1528 357 1696 410">\$100.00</td> <td data-bbox="1696 357 1866 410">\$200.00</td> </tr> <tr> <td data-bbox="359 410 1341 464">6. (Any Brand) 9" Magnetic Level</td> <td data-bbox="1341 410 1528 464">2</td> <td data-bbox="1528 410 1696 464">\$100.00</td> <td data-bbox="1696 410 1866 464">\$200.00</td> </tr> <tr> <td data-bbox="359 464 1341 518">7. Dry Wall Keyhole Saw</td> <td data-bbox="1341 464 1528 518">2</td> <td data-bbox="1528 464 1696 518">\$50.00</td> <td data-bbox="1696 464 1866 518">\$100.00</td> </tr> <tr> <td data-bbox="359 518 1341 571">8. Wood Chisel- 3/4" Blade</td> <td data-bbox="1341 518 1528 571">2</td> <td data-bbox="1528 518 1696 571">\$50.00</td> <td data-bbox="1696 518 1866 571">\$100.00</td> </tr> <tr> <td data-bbox="359 571 1341 625">9. Tape Measure- 1" wide – 25 FT long</td> <td data-bbox="1341 571 1528 625">2</td> <td data-bbox="1528 571 1696 625">\$100.00</td> <td data-bbox="1696 571 1866 625">\$200.00</td> </tr> <tr> <td data-bbox="359 625 1341 678">10. Assorted Philips and Slotted Screw Drivers</td> <td data-bbox="1341 625 1528 678">2</td> <td data-bbox="1528 625 1696 678">\$50.00</td> <td data-bbox="1696 625 1866 678">\$100.00</td> </tr> <tr> <td data-bbox="359 678 1341 732">11. Hammer</td> <td data-bbox="1341 678 1528 732">2</td> <td data-bbox="1528 678 1696 732">\$50.00</td> <td data-bbox="1696 678 1866 732">\$100.00</td> </tr> <tr> <td data-bbox="359 732 1341 786">12. Romex Cover Stripper Tool</td> <td data-bbox="1341 732 1528 786">2</td> <td data-bbox="1528 732 1696 786">\$50.00</td> <td data-bbox="1696 732 1866 786">\$100.00</td> </tr> <tr> <td data-bbox="359 786 1341 839">13. Leather Electrical Pouch and Adjustable Belt</td> <td data-bbox="1341 786 1528 839">2</td> <td data-bbox="1528 786 1696 839">\$50.00</td> <td data-bbox="1696 786 1866 839">\$100.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	1. Klein 9.5" Side Cutter Pliers	2	\$100.00	\$200.00	2. Klein 8.5" Needle Nose Pliers	2	\$100.00	\$200.00	3. Klein 9" Diagonal Pliers / Cutter	2	\$100.00	\$200.00	4. Ideal 6" Wire Stripper for #10, 12, 14, 16, 18-gauge wire	2	\$100.00	\$200.00	5. Channel Lock 10" Adjustable Pliers	2	\$100.00	\$200.00	6. (Any Brand) 9" Magnetic Level	2	\$100.00	\$200.00	7. Dry Wall Keyhole Saw	2	\$50.00	\$100.00	8. Wood Chisel- 3/4" Blade	2	\$50.00	\$100.00	9. Tape Measure- 1" wide – 25 FT long	2	\$100.00	\$200.00	10. Assorted Philips and Slotted Screw Drivers	2	\$50.00	\$100.00	11. Hammer	2	\$50.00	\$100.00	12. Romex Cover Stripper Tool	2	\$50.00	\$100.00	13. Leather Electrical Pouch and Adjustable Belt	2	\$50.00	\$100.00			
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Computer HW; cap	{"type":1,"data":[]}																																																											

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.

Mission Statement
We recognize at Riviera Beach Preparatory and Achievement Academy that parental engagement has a direct correlation to the academic success of students. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school, family and community partnerships through communication, resource support, and training. We collaboratively designed trainings to assist parents with strategies to support students in the classroom and surrounding communities.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Mark Simmonds	Principal-Administration
Veneise Harrell	Assistant Principal-Administration
Rafer Williams	Classroom Teacher
Shameka Thomas	Non-Instructional
Tanya Walker	Classroom Teacher
Robert Agostino	Classroom Teacher
Toshimi Abe-Janiga	Classroom Teacher
Cassandra Thomas	Classroom Teacher
Enver Peck	Classroom Teacher
Rupert Edwards	Classroom Teacher
Houphouet Harper	Classroom Teacher
Shelteria Rolle	Non-Instructional
Gertrude Chateau	Classroom Teacher
Antwyane Osby	Classroom Teacher
Edwina Osborne	Classroom Teacher
Eze Cedano	Classroom Teacher
Lynette Harville	Classroom Teacher
Regina Campbell	Classroom Teacher

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Glenda Garrett	Community Member
Walter Thomas	Math Coach-Support Services
Lasheena Smith-Evans	Classroom Teacher
Antionette Pietro	Classroom Teacher
Cleveland Collie	Classroom Teacher
Elizabeth Thomas	Classroom Teacher
Stephanie White	Community Member
Elaine Hubbard-Williams	Director of Support Services
Andria Heaven	Literacy Coach-Support Services
Jeff Pollard	Manager-Instructional Projects-Support Services
Jason Carver	Classroom Teacher
Fercella Panier	School Counselor
Tanya Dillard	Classroom Teacher
Sonja Kelly	Classroom Teacher

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

Parents, students, community members and school staff are ALL invited to attend school sponsored meetings. In doing so, meetings such as Parent/Stakeholder Input Meeting, Student Advisory Council (SAC) and Title I meetings/trainings an invitation to be part of the decision making committee will be extended. Notification of upcoming meetings/trainings will be sent to all stakeholders.

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

All stakeholders including school personnel, parents, students, and community will have the opportunity to give input and review survey results, evaluations, and other pertinent results in the development of the PFEP and School-Parent Compact. The compact and previous year's PFEP will also be reviewed and amended based on feedback. Recording template from Stakeholders (CNA and PFEP & School-Parent Compact) input meetings will be collected. Leadership Committee Meeting-January 18, 2022, Staff Meeting-March 2, 2022 and Stakeholder Meeting-February 15, 2022. Throughout the year, the agenda and minutes from every SAC meeting will be used to document discussion and feedback. Evaluations from parents and staff per training will be collected and reflected on. CNA evidence was submitted to the district.

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

Recording template from Stakeholders (CNA and PFEP & School-Parent Compact) input meetings will be collected. Funds will be utilized for Parent Trainings (instructional materials and resources for parents to use at home), travels, Monthly newsletter, paper, folders, and ink. All stakeholders will have opportunity to give input on the type of trainings and other items they would like to include in the plan and budget. Title I budget will be spent on classroom supplies, tutorial, PD travels,

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Mark Simmonds	Principal
Veneise Harrell	Assistant Principal
Shelteria Rolle	SAC Chair
Toshimi Abe-Janiga	PD Contact
Shameka Thomas	Family Counselor
Glenda Garrett	Community Member
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
October 11, 2022; 6:00 pm- Cafeteria
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
All stakeholders will be notified of the Annual meeting via call-out, school website, and invitations/flyers.
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
A PowerPoint presentation that explains the Title I requirements, the school's participation in the program, and the rights for parents to be involved. Copies of handouts (Agenda, School-Parent Compact, Parent and Families Engagement Plan (PFEP)) summary. Google Form Link will be available to provide feedback (via Parent email and/or Student District email).

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Mental Health and Social-Emotional Development	Teachers will be able to acquire skills necessary to understand and manage emotions. Teachers will use this skill to effectively deal with parents and share it with them so they can provide more support to students at home.	As a result of this training, teachers will be able to establish and maintain positive relationships with families	Sample socio-emotional training materials. Teacher artifacts (email, phone log, notes)?.	November 2022	Consultant

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Strategies for At-Risk Students	Teacher will be able to acquire strategies (capturing kids' hearts) to assist in obtaining increased parental involvement with student academics and motivation.	As a result of this training, teachers will be able to establish a more supportive and active role from families pertaining to behavior, attendance and study habits.	Sample strategies for at-risk students, teacher artifacts (email, phone log, notes).	February 2023	Consultant

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.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="60.00"/>
Tools for Monitoring Student Progress	To support learning at home, parents will be able to assist their child through the use of available resources to monitor their academic progress.	Families will navigate the use of SIS Gateway with emphasis on attendance, grades and credits	Families will be able help the school and students decrease the number of incomplete assignments, low averages and failed courses and increase number of students promoted to the next grade level.	November 2022	Teachers	Invitation, agenda, Internet, Laptop/ChromeBook, handouts	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="60.00"/>
State Assessments	To support learning at home, parents will be able to effectively implement test-taking strategies at home.	Families will participate in mock Reading/Math Assessments and practice taking the test using test taking strategies.	Parent supporting and motivating the students to take the test seriously and help increase graduation rate.	January 2023	Teachers	Sample test items and test taking strategies, Internet, Laptop/ChromeBook, handouts	

Parent and Family Capacity Building Training #3 (PFEPStep6)						
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Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
N/A- Secondary/ALT School	N/A- Secondary/ALT School	N/A- Secondary/ALT School	N/A- Secondary/ALT School	N/A- Secondary/ALT School	N/A- Secondary/ALT School	N/A- Secondary/ALT School	

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.

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Communities In Schools	Program provides onsite volunteer to assist families/parents and students by providing resources and connecting them with outside organizations and community. This person also provide students with the necessary strategies with emphasis on high school completion.	Resources for families	As Needed

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
ESE Department	District support services are provided to improve the social needs of the parents/families and educational needs of students. Services are provided through the district for education materials as well.	Consultation log/notes, IEPs, Resources for families	AS Needed

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Title X- Homeless (MVP)	District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for parents/families and students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.	Resources for families, Student Housing Questionnaire (SHQ)	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.

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will provide information to parents/families regarding Title I programs, meetings and other activities in a format and language parents can understand through callouts, email, and flyers.</p>	<p>Callout log, copy of email, and flyers.</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will inform parents/families about the curriculum, academic assessments, student progress, proficiency levels, graduation check and expectations via SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings.</p>	<p>Syllabus (course outlines), handouts, parent/teacher conference notes, graduation requirements, invitation/ advertisement of event, sign-in sheets, SAC documentation</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will inform parents/families about academic assessments used to measure student progress and achievement levels of State academic standards through SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, and assessment results.</p>	<p>Progress reports, report cards, SAC agendas and sign-in document, IEP/LEP meeting sign-in sheets, SBT documentation</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will announce opportunities for parents to provide input through our New Student Orientation, Open House, Title I Annual Meeting, parent meetings and SAC meetings.</p>	<p>Title I Annual meeting invitation and sign-in document, SAC meeting invitations and sign-in document, parent meeting notes, Open House flyer, sample New Student Orientation</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will offer flexibility by hosting New Student Orientation and parent meetings at times convenient to families.</p>	<p>Calendar invite and training schedule.</p>

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	List evidence that you will upload based on your description.	File Attachments
The school ensures parents with Limited English Proficiency or ELLs are able to understand the information being shared by having Interpreters (CLF) at meetings and translated documents in their respective languages.	Translated compacts/documents, invitations, flyers	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
The school ensures parents with disabilities are accommodated by being ADA compliant (accessible handicapped ramp and parking located at the front of the school). If additional parent needs are to be met, we will contact the district for assistance.	Photos of handicapped parking, ramps, sample request to District for staff support to parents (see Mr. Augustino)	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
Parents of Migrants are invited to all school meetings. Migrant parents will be surveyed for needs when the child enters school. This will allow the school to connect the family with resources and information needed. The school will seek additional assistance from Title I Migrant Education Program if the needs of the family can not be met at the school.	School staff referrals to Migrant Department, flyer of services offered	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
Based on response from the Student Housing Questionnaire Form #2479, school staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We ask for assistance from the McKinney Vento Program (MVP) to ensure families have equal access to the same educational opportunities as non-homeless students.	Student Housing Questionnaire (Form #2479), McKinney-Vento Program Flyer of services	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
None	N/A

Activity #2

Name of Activity	Brief Description
None	N/A

Activity #3

Name of Activity	Brief Description
None	N/A

Building Students' 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.

Our school is fortunate to have the following: School Counselor, School Behavior Health Professional (SBHP), Co-located Therapist, Graduation Coach, and Family Counselor. The collaboration of these services allows our students to build a mind and skillset beyond the classroom. Our SBHP responds to students' crisis and any mental health issues including but not limited to, community agencies referrals, linking families to outreach programs, and providing support to the teen parent program. Additionally, our SBHP hosts many service projects for our students to develop a sense of giving back to the community. Our School Counselor in addition to scheduling, conducts data chats with students to help them set goals, review their progress toward goals, and plan for college or careers. Additionally, we use the following agencies: Families First of the Palm Beaches and Communities in Schools to help us provide not only academic support for our students but also social support. Students are invited to small groups with the counselors depending on needs to include but not limited to grief, divorce, and anger management. Our Family Counselor provides family, group and intensive counseling and crisis intervention to students and their families. The Mental health department team leader, prioritizes ESE/EBD students by ensuring weekly individual therapy. McKinney-Vento (MV) Contact, assists and provides services alongside MV case manager to identify and provide adequate services to our homeless population. The Foster Care Campus Coordinator collaboratively work with Legal Aid Society, Foster Children's Project, and Guardian ad Litem/Foster Parents to provide services to our student population that are currently in foster care. Additional efforts are made to address the needs of low-achieving and/or at-risk students, through the assistance of our family counselor who conducts home visits, builds coping skills, addresses students social/emotional needs, assist students with fostering a growth mindset, encourages positive behaviors throughout the campus and mentors students who are in need of additional support in academics or socially. All students are paired with a designated mentor with the goal of supporting each students' academic, social, emotional, and physical needs. Our Co-located Therapist, works with the mental health team, which is comprised of the School Family Counselor and the School Behavioral Health Professional, to provide therapy to those students that the team identifies as needing intensive supports. Typical goals and interventions assist the students in building positive coping skills, highlighting and utilizing the student's strengths to foster resiliency and positive self-esteem, which in turn impact positive behavior and healthy relationships. The Graduation Coach work tirelessly with a team of other professionals to monitor student's needs, growth, and performance daily to ensure that student's success is a priority. alleviate The Graduation Coach alleviate obstacles students face in their everyday life and provide them with the tools and resources needed to achieve their goals. To address positive school climate and safety, classroom discipline and behavior management, and student self-management and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges; Positive Behavior Interventions and Supports describe a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. It addresses the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior change Implemented with fidelity: improves school climate, reduces negative behavior, strengthens responsible behavior, and increases academically engaged time. The focus is on the preferred behaviors rather than telling students what not to do. Some activity restrictions will be in place to ensure compliance with COVID safety guidelines. To document implementation, RBPAA will provide samples of mentoring/counseling logs, data chat sheets, and samples of Corrective Behavior Intervention (CBI) reports as evidences.

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.

This is how the implementation of a tiered model of support (SBT/MTSS) looks like at Riviera Beach Preparatory & Achievement Academy.

TIER 1: Core Instruction

All Students

Focus: For all students
Program: Research-based reading instruction and curriculum emphasizing the critical elements of beginning reading
Grouping: Multiple grouping formats to meet student needs
Time: Equivalent to one class period
Assessment: Standards assessments as prescribed by the district department
Interventionist: General Education Teacher
Setting: General Education Classroom

TIER 2: Core + Supplemental Instruction

Some Students (Intensive classes)

Focus: Students not proficient with Tier 1 efforts as documented by assessment
Program: Specialized, scientifically based program(s) targeting area of need and ability level
Grouping: Homogeneous small group instruction (RIM) Focus
Time: Additional minutes per day in addition to regular class of core instruction
(*may already be in place)
Assessment: Progress monitored biweekly (or more) on target skill to ensure adequate progress
Interventionist: Classroom teacher, Special Education teacher, specialized reading/math tutor, etc.
Setting: May be the regular classroom, computer lab – dependent upon intervention and available resources

TIER 3: Core + Supplemental + Intensive Intervention

FEW Students

Focus: Students with marked difficulties – have NOT responded adequately to Tier 1 and Tier 2 efforts
Program: Sustained, intensive, scientifically-based reading/math program (s) emphasizing the critical elements for students with difficulties
Grouping: Homogeneous very small group instruction
Time: Suggested 30 minute sessions per day in addition to the core class and supplemental instruction
Assessment: Weekly progress monitoring on target skill to ensure adequate progress and learning
Interventionist: Specialized personnel: Special Ed. Teacher, specialized reading/math teacher, etc.
Setting: May be the regular classroom, computer lab – dependent upon intervention and available resources

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 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)].*

Students entering our school is underperforming in reading, all RBPAA students are scheduled to an 85 minutes Intensive Reading block. The computer program used is Reading Plus. This program is an online reading support curriculum for students. It allows students to read interdisciplinary informational or literary texts and receive specialized academic vocabulary and reading comprehension instruction. For mathematics, eighth grade students based on FSA level will be enrolled in Pre-Algebra/ Algebra I w/support. Students in grades eight through twelve schedules are tailored to their individual academic needs. Our class scheduling for the current academic school year includes an 85-minute block schedule. Our students who have not mastered standards in their courses and do not receive credit for coursework previously taken are provided an opportunity to recover the credit through our credit recovery lab (Edgenuity) or eighth grade students recover quality points through the Middle School Course Recovery Program (MSCR). This allows credit deficient students to recover credits to prevent them from falling too far behind in earning the credits they need to graduate. We also offer exploration of three (3) career fields: Carpentry, Emergent Technology Business, and Digital Design. Additionally, students are given an opportunity to accelerate by utilizing online programs approved by the district (Palm Beach Virtual and Florida Virtual). At the beginning of the school year and upon enrollment, the students who have not met the math or reading state requirement for graduation are enrolled in an 85 minutes Intensive Reading block to address their deficiencies and prepare them for the upcoming state assessments through remediation and differentiation in the classroom. Schedules are modified throughout the year as students' needs change. Data from classroom and district assessments are reviewed throughout the year to monitor students' progress and to plan instruction in response to the data. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Teachers collaboratively plan for students' success through common planning and Professional Learning Communities (PLCs) that meet biweekly to address the progress of students and ways in which to meet their individual needs based on the data. Our school district provides us with web portal access to an abundance of resources and materials in addition to offering various training throughout the year to ensure that instruction is aligned to the standards. Our school creates ongoing opportunities for teachers to plan and discuss reading and writing curriculum that aligns to the standards during common planning. These conversations and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards. Our teachers' effort in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Tutoring for mathematics is offered before school and is available to all RBPAA students free of charge. RBPAA teachers adjust their instructional strategies to reach students of various abilities and backgrounds in the same classroom to maximize the individual success of each student by meeting them where he/she is (Differentiated Instruction). RBPAA teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. In addition to state-mandated assessments, prior to the administration of the ACT, students participate in an in-house ACT boot camp. Increased use of technology will also be incorporated across the curriculum. With media and technology, it easy to connect lessons with real life examples. Our teachers not only bring the material to life but the lessons are interesting and interactive with the aid of multi-media i.e. video clips and games. RBPAA teachers have access to Chromebooks that is available for use in their classrooms. In addition to increasing student engagement, Chromebooks allow teachers to check for student understanding and use the real time data to ensure students misconceptions and needs are met instantly. In addition to the clubs, we have at RBPAA, this year we have incorporated sports. According to the data, extracurricular activities serve as an outlet to build team relationships and self-esteem.

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.

Riviera Beach Preparatory and Achievement Academy (RBPAA) promotes academic and career planning cross curriculum. The school counselor communicates with administration to be aligned with the school's educational missions and outcomes by engaging in continuous dialogue, encouraging effective interventions and practices. The school counseling program will then increasingly be respected for its academic and career planning in the classroom: paying attention, asking for help, completing assignments, setting goals, time management, attending school and going to class leads to increased learning and achievement. Students will see how linking academic plans to career plans can lead to success.

The work of school counseling is collaborative. RBPAA works to incorporate applied and integrate courses to help students see the relationships between subjects and relevance to their future in September and January of every school year. The team reviews the master board and collaborate on courses needed for the upcoming school year. Upon enrollment at RBPAA, students have an option in enrolling in one of the career programs: Digital Design, Building Trade & Construction, Emergent Technology Business.

Core courses (English, Math, Science and Social Studies) are established and determined, then the elective courses required for graduation are incorporated into the scheme of the master board. Students see the results in their schedules at the beginning of the new school year. Each student receives a personalized schedule. Grade level meetings are held to review the requirements for graduation and students receive a copy of their Student Data Summary. The School Counselor reviews the summary and entertain questions. It is at this time students see the relationship between the subjects on their schedule and how it is relevant to their future goal of graduating/college/career.

As a requirement for graduation, each Senior has an opportunity to meet a Palm Beach State representative to register for Palm Beach State College. In addition, each Senior will complete an application for another college or vocational program of their choice. Students are guided through the completion of financial aid forms, complete academic plans and make post-secondary plans.

Students receive personal ACT/SAT registration assistance and instructions through our guidance department. The Guidance Department provides assistance to students and parents on post-secondary readiness. Additionally we will assist students with College and Career Readiness to include assistance with SAT, ACT, and college or vocational program applications, dual enrollment and accelerated course offerings ie Honors. We provide ACT strategies for all of our Juniors and Seniors in Reading, Math and English classes. Our School Counselor will conduct academic seminars for students which will focus on strategies and skills needed to be successful in a post-secondary setting including Community College, Universities, and career settings.

To document implementation, RBPAA will collect the master schedule, samples of students' schedule, data chats, and Grade level meeting agenda & sign-in sheet as evidences.

Transition from Early Childhood Education Programs 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

null

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 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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue our school uses for encouraging positive working relationships with teachers is through their monthly departmental and weekly planning meetings. The master schedule has been designed to allow teachers to meet and discuss researched-based protocols and instructional practices to focus on meeting students' academic needs. Student improvement is monitored and instruction is adjusted according to student data. Additionally, our school participates in Professional Learning Communities (PLCs) bi-weekly that will include unpacking standards, creating scales, determining learning targets, and creating rigorous student tasks. All Teachers will participate in PLCs and PD (Professional Development).

The professional development team provides planned professional development that are geared to improving academic achievement for our students. Classroom observations occur throughout the year and feedback is provided in a timely manner. Teachers are encouraged to participate in our after-school Virtual Trainings to enhance the use of technology in the classroom. Selected teachers that have received AVID training will effectively use the strategies to deliver instruction and promote student achievement. All PD activities will be in accordance with the district's safety guidelines.

To document implementation, RBPAA will collect the master schedule, samples of students' schedule, and Departmental/Training meetings agenda & sign-in sheet as evidences.

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

We will continue to participate in all district recruitment and retention efforts. Currently the School District of Palm Beach County participates in district wide recruitment fairs and partners with local colleges which afford students pursuing the field of education an opportunity to complete their practicum in our schools. Collaboration with Human Resources and the Regional Office, Riviera Beach Preparatory & Achievement Academy (RBPAA) makes every effort to employ certified and effective teachers. We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by conducting interviews to collect additional information about the candidate's qualification to work with our students. Teachers, who are not highly qualified, work closely with their department instructional leader/chair, department administrator, principal's secretary, and county level designee to remedy deficient areas in order to become highly qualified. We are fortunate to have a low rate of teacher turnover. With the exception of teachers that have departed due to promotions, retirements, and career change, our staff's focus on student achievement has been quite consistent. In addition to our District offering a competitive salary and benefits package for prospective employees, high need schools are given priority when staffing decisions are made. Our school's Leadership Team informs applicants about monetary incentives such as loan forgiveness grants that are available for new teachers who are certified to teach mathematics or science or who teach in Title I schools such as ours as well as opportunities for part-time pay in tutoring/coaching a sport or club sponsor/enrichment activities.

RBPAA develops and maintains policies, procedures, and protocols to ensure a supportive school environment. Teachers new to our staff have mentors/buddies to guide them through the transition to a new assignment. New teachers attend New Teacher Orientation and continued instructional support through the district provided Educator Support Program (ESP), which continues throughout the school year with diverse opportunities for teachers to learn new knowledge and skills. Our Teacher Mentor is an available resource for all teachers working to improve their craft. The Teacher Mentor assist new and veteran teachers in implementing instructional practices. Professional Learning Communities are established through departments to look at student work and plan for growth.

RBPAA has a strong supportive administration (principals and assistant principals), sufficient support personnel consisting of academic coaches, Instructional leaders, school counselor, family counselor, Families First counselors, Behavior Intervention Assistants, Behavior Health Professional and Communities In Schools. Administration has an open door policy that allows and encourages teachers to bring their visions or concerns for discussion and there is ongoing teacher appreciation throughout the school year from administrators. This develops a sense of belonging and responsibility needed for job satisfaction and long term commitment to our students. The Leadership Team meets regularly to discuss the goals, plans, adjustments, and concerns of the staff. Teachers are provided opportunities to develop in a teacher leadership capacity by serving in various roles. RBPAA provides quality professional development for faculty and staff on a continuous basis. Through weekly departmental planning, the professional development needs and how they will be addressed are determined, taking into consideration of the goals of the school. Sufficient resources are devoted to providing specific training throughout the school year that will best address the needs of our students and school. County coordinators, instructional leaders, administrators, and expert teachers are all used to conduct training for target areas of professional learning. Adequate resources and student materials, current technology systems, limited additional teaching duties, a safe environment, time for collaboration, ongoing professional development, mentoring and instructional support are an ongoing process at Riviera Beach Preparatory & Achievement Academy to attract and retain effective teachers.

