
Title I Comprehensive Schoolwide Plan
BELIEVERS ACADEMY (3400)

ELA

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

1. List prioritized needs statements.

As an ESE alternative high school and post-graduate program, 100% of our students have an IEP. On local diagnostic assessments, 92% of students read below grade level and in 2023 29% of assessed students were proficient on the FASST. 1. Students have substantial reading difficulties ranging including deficiencies in all five reading components. 2. Students lack stamina for reading tasks. 3. Students demonstrate task avoidance and a lack of self-efficacy in the area of reading-both in school-based and real-world scenarios.

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

Previous gaps in schooling including extended disengagement during the pandemic. Language and processing disabilities Behavioral disabilities and off-task behavior Truancy Previous failures and continued reinforcement of negative attitudes around reading.

3. Share possible solutions that address the root causes.

IXL to fill content gaps independently. Use of Reading Plus to improve fluency and comprehension while building and improving reading stamina and rate. Use of STAR Reading for diagnostic data. Use of Progress Learning assessments for for grade level standards-based progress monitoring in addition to the use of USA and FSQs from the district.

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

• Communication

School will use varied methods of communication with all stakeholders including PRAXI for emails and text messages, general email, phone calls, print materials, and audio visual presentations, as appropriate. School will also send home data and progress reports and meet with families at least annually to review student progress (IEP meetings).

• Parent Training

Parent training regarding online resources and home-based literacy strategies.

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

- **School**

Purchase necessary resources and provide applicable trainings.

- **Students**

Attend school regularly and participate actively.

- **Parents**

Attend parent trainings and reinforce student learning at home.

- **Staff Training**

Staff training on Progress Learning. Staff training on reading strategies within content area courses. (CARPD)

- **Accessibility**

School will continue to provide bus passes, uniforms, meals, and technology for students as needed.

Math

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

1. List prioritized needs statements.

As an ESE alternative high school and post-graduate program, 100% of our students have an IEP. On local diagnostic assessments, 87% of students perform below grade level in math and in 2023 24% of assessed students were proficient on the FASST. 1. Students do not complete multi-step word problems with accuracy. 2. Students avoid use of strategies to complete problems beyond simple arithmetic. 3. Students struggle to maintain employment in positions that require counting money, making change and other on-demand math tasks.

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

Poor reading comprehension skills prevent understanding of math word problems. Lack of math fact fluency. Lack of math stamina to push through metacognitive hurdles. Lack of ability to identify money denominations and their value. Poor number sense skills. Lack of confidence in on-demand math tasks.

3. Share possible solutions that address the root causes.

Use of STAR math for diagnostics and gap identification. Math skill drill warm-ups in elective courses. Use of Progress Learning for grade level standards-based progress monitoring, as well as district USAs and FSQs. Incorporation of real-world math situations into career exploration and life skills courses. Renewed emphasis on career exploration components.

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

• Communication

Send home data reports and progress reports Meet with families to discuss individual progress

• Parent Training

Understanding reports and online resources

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

- **School**

Purchase necessary resources and provide applicable trainings.

- **Students**

Attend school regularly and participate actively.

- **Parents**

Attend parent trainings and reinforce student learning at home.

- **Staff Training**

Programs and curriculum

- **Accessibility**

Provide bus passes, uniforms, meals, and technology for students 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?

How will school strengthen the PFEP to support Social Studies?

- 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?

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

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

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?

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

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.

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 Graduation Rate?

How will school strengthen the PFEP to support Graduation Rate?

- How will school strengthen the PFEP to support Graduation Rate?

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 Graduation Rate?

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

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

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.

Action Step: Classroom Instruction

Engage all students differentiated, individualized and standard based instruction that fosters learning gains in reading and math.

Budget Total: \$9,750.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Renaissance STAR Reading and Math will be used for reading/math assessments across all grades level (9-12) School site license	1	\$1,081.60	Original	\$1,081.60
	Reading Plus will be used for reading remediation across all grades level (9-12) - School site license	1	\$6,168.40	Original	\$6,168.40
	IXL will be used for remediation (content presentation & practice) across all content areas (ELA, Math, Science, SS, Vocational) and all grades level (9-12) School site license	1	\$2,500.00	Original	\$2,500.00

Action Step: Parent & Family Engagement

Engage parents/guardians with the educational resources available while providing easy means of communication between school and home.

Budget Total: \$188.50

Acct Description	Description			
Online subscription	Item	Quantity	Rate	Total
	Praxi School Software : Praxi will be used for reporting and direct communication between school and home. Text messaging to all parents and they can respond directly to school. School Site License	1	\$188.50	\$188.5

Action Step: Professional Development

Budget Total: \$0.00

Acct Description	Description
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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

It is the mission of Believers Academy, in partnership with our parents, families and community partners, to set high standards & expectations for every student. We are committed to excellence in education and preparation of our students with the knowledge, skills and ethics for responsible citizenship and productive employment. By establishing the school as a center of the community, effectively communicating instructional goals, and creating an environment that is inclusive and inviting, we strive to empower families to actively participate in their students' educational journey!

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
Margaret Prince	Principal
Kelly Allen	Parent Involvement Liaison
Michael Kelley	Lead Teacher
Christina Vargas	ELA Teacher
Melissa Smith	SAC President
Shelly Travelstead	SAC Parent Representative
Lynn Kelly	SAC VP
Bruce Fowler	SAC Treasurer
Tammy Ferguson	SAC Secretary
Lori Dyer	Executive Director
Courtney Campisi	Vocational Teacher

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

We post an open invitation on our school website and signage in the school window. Topics are discussed and voted upon. Meeting minutes are on file and available to view at the school and posted on the school website. The principal has chosen school leaders to participate based upon their job responsibilities and the constituents they represent as part of that function. School Advisory Council (SAC) members were placed on the stakeholders team as well previously elected parental membership. We had no additional volunteer stakeholders.

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

Stakeholders reviewed and discussed data presented by administration, and provided feedback and input into the plan through discussion and meeting template completion. The meetings that have occurred and will occur, are: (A) Title I Stakeholder Input Meeting: February 14,2024 at 4:30pm, and (B) SAC Meetings (each occurs at 5:30 p.m.): July 17, 2024; September 25, 2024; November 13, 2024; February 12, 2025; and April 9, 2025.

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

Stakeholders agreed to funding various differentiated, individualized and standards-based instructional supports to provide assessment, remediation & data information and extend learning outside the classroom, these programs include Renaissance Learning, IXL, Progress Learning, Reading Plus, Flocabulary and NearPod. They also agreed to fund our Parent/Family communication platform, PraxiSchool, which provides direct communication between school and home. As school administration reported out annual performance data and tentative Title I plan, stakeholders participated in guided discussion, providing individual verbal feedback, which was recorded on meeting templates.

Name	Title
Margaret Prince	Principal
Melissa Smith	SAC President
Lynn Kelly	SAC VP
Bruce Fowler	SAC Treasurer
Shelly Travelstead	SAC Parent Representative
Tammy Ferguson	SAC Secretary
Lori Dyer	Executive Director

Annual Parent Meeting

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

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

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

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

The Title I Annual Meeting will be held September 5th at 5:30pm in Training Room 1.

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

We will notify parents, teachers, and the community of the Annual Title I meeting through the following methods: (a) flyers that are emailed to parents, (b) an invitation on our school website's News & Announcements section, and (c) a Parent text blast reminder.

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

We will prepare the following resources for our Annual Title I Meeting: (a) Title I Powerpoint Presentation, (b) School-Parent Compact, and (c) Parent and Family Engagement Plan (PFEP) Summary.

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

Parent Communication 101

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

Staff will learn how to proactively initiate communication with families using phone, text, and email platforms.

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

Consistent parental communication will increase classroom productivity and increase parent support for student learning & school initiatives.

• What will teachers submit as evidence of implementation?

Teachers will submit Parent Communication Logs by September 1, 2024. Communication will include parent contact via phone, text, and email.

• Month of Training

August

• Responsible Person(s)

Maggie Prince

2. Reflection/Evaluation of Training #1

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

n/a

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

n/a

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Deepening Parent/Family Relationships

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

Teachers will learn to use Behavior Monitoring Form (BMF) goals & Vocational Monitoring Form (VMF) goals to deepen relationships with students & families and keep parents informed of student progress.

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

This will increase classroom productivity and increase parent support for student learning & school initiatives.

- What will teachers submit as evidence of implementation?

Teachers will submit BMF's or VMF's for two students and record parental contacts on their Parent Communication Log by Jan 30th.

- Month of Training

January

- Responsible Person(s)

Maggie Prince

4. Reflection/Evaluation of Training #2

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

n/a

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

n/a

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

Parent University

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

Parents will learn how to access extended learning programs from home, how to communicate with teachers/staff and how to use the parent portal.

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

Parents will participate in logging into and accessing learning programs; they will also receive access codes to log into the Praxi Parent Portal

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

Parents will be able to assist their child with extended learning at home and monitor their progress through the Parent Portal.

- Date of Training

9/5/2024

- Responsible Person(s)

Maggie Prince

- Resources and Materials

Chromebooks, Parent/Student Login Cards

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

Road to Graduation

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

Parents will be able to understand the requirements for graduation; they will identify outstanding graduation criteria and what steps their child(ren) must take to meet those requirements.

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

Parents will use an individualized chart to identify their child's progress toward graduation and outstanding requirements. Parents will learn about post-graduate options and will work with staff to evaluate the appropriateness of these options for their children.

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

Parents will gain a deep understanding of their child's progress toward graduation and post-graduate career/college options.

- Date of Training

2/6/2025

- Responsible Person(s)

Maggie Prince

- Resources and Materials

Grad-Tracking Forms; Student Interest Surveys; Post-Graduate TA Handout

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

n/a

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

n/a

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

n/a

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

n/a

- Date of Training

n/a

- Responsible Person(s)

n/a

- Resources and Materials

n/a

- Amount (e.g. \$10.00)

n/a

Coordination and Integration

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

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

- Name of Agency

Exceptional Student Education (ESE) office of the School District of Palm Beach County.

- Describe how agency/organization supports families.

The department provides technical assistance , funding, and compliance support to help us meet the diverse needs of families and students with disabilities.

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

Site Visit Logs ESE Meeting Agendas Emails and/or letters home

- Frequency

Once per semester

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

- Name of Agency

McKinney Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento program supports families by offering assistance with enrollment, school supplies, uniforms & referrals to community resources.

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

Email Correspondence SIS Attendance Report Student Housing Questionnaire

- Frequency

Once per semester

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

- Name of Agency

Social Age Counseling Services for students and parents.

- Describe how agency/organization supports families.

Social Age Counseling provides counseling services for families.

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

Counseling Time Sheets Counseling Activity Logs [students and parents/families] Student Sign-in Sheets

- Frequency

Once per semester

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 utilize our Title I Annual Meeting, Parent Training Text Reminders, and the BA school website to provide parents and families with timely information about Title I programs, meetings and other activities in a format and language parents can understand.

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

Screenshot of Website Parent Training Text Report School-Parent Compact PFEP Summary

- Description

We inform parents about the curriculum and proficiency levels students are expected to meet through Teacher Syllabi distributed to students at the beginning of each year, during annual IEP meetings, during teacher conferences, and via teacher-parent phone calls and email communications. Parents of vocational students will also receive information regarding Vocational Seminars (functional literacy instruction).

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

Teacher Communication Logs Signed IEP Conference Notes Teacher Syllabi

- Description

To ensure parents are informed about the forms of academic assessments used to measure student progress and achievement levels of State academic standards, we regularly provide parents with academic progress reports and classroom performance data reports. Additionally, we discuss this information with parents and students at annual IEP meetings.

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

Progress Report Samples Data Report Samples PBS/D Report Cards Signed IEP Conference Notes

- Description

Parents are informed about opportunities to participate in decision-making related to the education of their children at every parent training event, during parent-teacher phone calls, during annual IEP Meetings, and at school board meetings, with input and feedback opportunities provided at each.

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

Parent Training Sign in Sheets Teacher Communication Logs IEP Meeting Calendars School Board Meeting Dates

- Description

Believers Academy offers flexible meeting dates and times, as well transportation or home visit options for parents to ensure all parents have an equal opportunity to participate in school activities and meetings. This includes scheduling meetings at times when parents find it most convenient, providing late evening and early morning events and activities, and using virtual technologies (ZOOM) to allow participation of parents who cannot attend meetings in-person at the designated times.

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

IEP Meeting Calendar Parent Liaison Log IEP Parent Participation Form Invitations/Agendas (with different times)

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

Believers Academy will contact parents via phone calls, texts & written communication in the parent's native language. Translators are used as needed and forms are read for parents who struggle with illiteracy.

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

PBSD forms in multiple languages BA Website in Multiple languages Praxi log in multiple languages Compact and PFEP Summary in multiple languages

- Description

Believers Academy will arrange transportation or necessary services for any parent in need of support to ensure all parents/families have an equal opportunity to participate in school activities and meetings. Handicap accessible parking is available as well as elevator access and first floor meeting options.

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

Photo of elevator Photo of Handicap Parking Availability Parent Liaison Log

- Description

Believers Academy will collaborate with the PBCSD Migrant office if eligibility is met. We provide school supplies, dress code & home visits for families in need.

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

Email correspondence with Migrant office Photo School Supplies Photo Uniform Closet

- Description

Believers Academy will arrange transportation to and from meetings/events, as well as, offer face to face meetings by the parent liaison to provide information & ensure parents are kept informed. Collaboration with McKinney-Vento if services are needed. We also provide school supplies, Dress code & home visits for families in need.

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

Student Housing Questionnaire Parent Liaison Log Photo School Supplies Photo uniform Closet McKinney-Vento program flyer of services offered

Other Activities

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

1. Activity #1

Activity #1

• Activity #1

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

• Activity #2

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Believers Academy believes in developing the academic, behavioral, skills for learning and life, independent living and vocational aspects of a student, in order to produce a productive and independent citizen. Believers Academy follows Palm Beach County's references to Single-School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i). Counseling & Mental Health: Counseling and Mental Health programs are provided to students through an on site colocated LMHC and referrals to Community Partners and various other outside agencies. In collaboration with school, family and other outside sources, strategies are shared and put into place to maximize student success in all areas. Academics: Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels; All the students are trained in John Maxwell's Youth Max - Anti Bullying and Leadership Development Course. Additionally, Believers provides professional development on skills for learning and life (i.e. Learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community. Teachers attend Monthly learning team meetings where student work and assessments are analyzed to determine areas of strength and weaknesses to drive/reteach instruction. Teachers also attend professional learning communities/ planning, providing opportunities for teachers to collaborate and thereby develop more rigorous lessons. Specialized Instructional Services Believers Academy prides itself on building relationships to make a difference. In doing so Believers Academy utilizes and incorporates ongoing multicultural training into their Pre-School Staff Trainings, and Professional Development for staff throughout the year. All Teachers are required to set behavioral and communication goals for each student through student-led conferences on a monthly basis and chart their progress daily. All Teachers have a caseload of students that they are required to do academic counseling with 2 times per term at a minimum. In addition, the teachers are mandated to involve parents in this process and collaborate with them to ensure the student's success in the classroom. Students who have greater needs are suited with a behavioral monitoring tool or a specialized incentive program that is used daily and monitored by the ESE Coordinator and parents. Additionally, using CHAMPS & Love & Logic Strategies for classroom management breeds an environment that embeds building relationships between students and teachers. Once a month we host a community-based independent living activity where students are mentored by a different staff member regarding social skills and independent living content. Our SwPBS team and staff play an integral role in celebrating success on all levels and fostering a very tolerant atmosphere. Job Training Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences, and interests, Teaches specific JOB SKILLS while also addressing academics, and Develops LIFE SKILLS for getting and keeping a job, as well as independent living. Students work with Believers Academy Staff and their parents on MY NEXT MOVE which is a state-run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery). Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation, or career placement. Our Life Coach, Job Coaches, and Daily Living Skills Teachers collaboratively work with our students in an after-school program to procure employment, get their driver's licenses, and handle independent living skills that are needed for their future.

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

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. The RtI process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our RtI team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility. The school based RtI Leadership Team is comprised of the following members: Principal, ESE Coordinator & Area Resource Teacher (when necessary), reading teacher, math teacher, and school psychologists (as required). The principal provides a common vision for the use of data based decision making to ensure: * a sound, effective academic program is in place * a process to address and monitor subsequent needs is created * the IEP Team is implementing RtI processes * assessment of RtI skills that school staff possesses is conducted * fidelity of implementation of intervention support is documented * adequate professional development to support RtI implementation is provided * effective communication with parents regarding school based RtI plans and activities occurs Due to the fact that our students are already identified as ESE and we are looking to service their needs that have already met the criteria for which the RtI process has been implemented to serve a remediation tool for, it really does not apply unless additional eligibilities are being sought. However, IEP teams meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications. The team then implements a process that mirrors the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

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

The ESE Coordinator is key to organizing and developing the IEP Team and serves as the LEA in the absence of the Principal in IEP Meetings. The function and responsibility of the IEP Leadership Team is to develop an individualized education plan for each student based on formal and informal instructional, social, and vocational data. Data meetings are held individually with all instructional staff with the principal on a monthly basis. In addition, the leadership team meets with the entire instructional staff use data to drive instructional decisions in cross curricular settings weekly. Additionally, the function and responsibility of the leadership team regarding the SIP is the work in committees to develop, monitor, evaluate the SIP. Utilizing the previous year's data the committees establish goals, monitor progress and evaluate effectiveness of action steps throughout the entire year, and focus attention on deficient areas are continuously analyzed. Areas of focus are, but not limited to the following: - STAR Diagnostics scores indicating the lowest 25% of our readers. - FSA Diagnostic Results when applicable and FSAA previous years scores - Standard based assessments and EOC data - Strengths and weaknesses of intensive programs - Mentoring, tutoring, and other services. - Attendance and SwPBS initiatives

Believers Academy implements evidence-based interventions to close student need gaps related to learning warning systems. SRA REACH reading program, ReadingPlus, and STAR (ELA & Math) - intensive remediation programs are implemented and student progress is monitored, tracked and documented. Additionally, using the STAR Diagnostics to identify specific standards that the need addressed and using instructional remediation these needs can be pinpointed and addressed for those students with significant deficits and who are working on access point standards. Using the Performance Matters data and FSA Diagnostics we are able to identify and problem solve the same way for students who are working on Florida State Standards. We have implemented a learning strategies class that will use data for skill remediation of deficiencies on a daily basis for mathematics and science skills. Additionally, all students are enrolled in 100 minutes of ELA instruction daily. Students at Believers Academy are enrolled in vocational electives that foster vocational, adult living and life skills that are need to become productive citizens. Believers Academy's Career Experience, Independent living, Career Education and Career Placement courses encompass HANDS-ON curriculum that get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living. Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore post secondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained.

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

Believers Academy's vocational program offers a plethora of programs in workforce readiness. Believers Academy's main instructional focus helps to remediate reading, writing and math deficits in a real life situation to allow all students to grasp concepts and skills that are needed to function independently and successfully reach their highest potential. For college bound students, BA looks forward to introducing the educational opportunities after high school that can be incredibly rewarding. We provide assistance entering Post Secondary College Programs, skills remediation, guidance through the entire college entrance process as well as field trips to various college programs. Whether it is attending a trade school or taking certification courses at the local community college, we support and encourage each student to set and attain appropriate educational goals. Providing support and assistance in completing the FASFA and training on ACT/SAT prep for all students with aspirations to attend college are components used with our students. The school also schedules college visits and college program explorations based on students' interests. Believers Academy's vocational program offers a plethora of programs in workforce readiness. The Believers Academy Career Development Program is a two part system. Part I is called Project Discovery. This hands-on comprehensive curriculum provides students with the skills necessary for entrance into the workforce and independent life. Students learn hundreds of real world job skills as well as the academic skills needed to perform those tasks. Students also gain important life skills and employability skills. Students exit the program with a better understanding of the job world and potential careers that meet their interests, ability and aptitude. Part II is Job Placement. Students put their employable skills to the test. They are placed in internships and paid employment within the community. Students will earn elective credits while becoming career ready. All students will be afforded the opportunity to graduate with a high school diploma and paid employment. In addition, students and parents are encouraged to use MY NEXT MOVE program provided by the Florida Department of Education to continue their education on various careers. The school hosts guest speakers to allow students to explore career opportunities in various fields throughout the year.

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:

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• On-site school tours for new kindergarten families• Early school year start/summer program for incoming Kindergarteners• Staggered start• Meet the teacher• Kindergartener for a day for pre-K students• Looping from Pre-K to K• Collaboration with local preschools to develop readiness skills |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

1. Transition to Elementary School

Not Applicable

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:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Regional Support• District Curriculum Support• Conferences (AVID, content specific, STEM, AP/IB/AICE, etc) | <ul style="list-style-type: none">• Mentoring• PAR Teacher• Online workshops |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Believers Academy implements the following professional development opportunities: Online workshops and training are offered to help improve the delivery of instruction and provide curriculum support. Additionally, each month our teachers are trained in specific Marzano Elements to increase the pedagogical skills which directly affect students performance and outcomes. Believers Academy also employs the SDPBC - ESP Beginning Teachers program and we currently have three teachers that are Clinical Education Certified to Mentor Teachers. Believers Academy participates in the professional development offerings through eLearning at the SDPBC (as we allocate our Title II funds for this access) in the content areas. Believers Academy offers independent study courses and facilitated professional development to their staff through BEESS Portal. Additionally, teachers have the opportunity and are encouraged to access FDLRS (Florida Diagnostic & Learning Resources System) PDA to refine their instructional skills to maximize student achievement.

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

Believers Academy services all ESE students, which means that our school is operating in the teacher shortage area, but we have always been able to find highly qualified personnel. The Principal develops relationships with various Universities (even out of state), attends job fairs, offers her site and educated staff to various programs a field experience site for teachers in training, using advertising on Believers Academy's website, community service events gives the school a larger word of mouth pool, additionally using AmeriCorps Volunteers in the school - all avenues have proven to be lucrative for the school. Additionally, teachers are offered a plethora of professional development opportunities and training throughout the entire year during In-Service Days, and During Common Planning Meetings. All Staff has access to all district and state offered training and professional development opportunities. Believers Academy monitors and assists all applicants and employees with the hiring processes, licensing and renewals to minimize the stress that is associated with the processes and the ensure our staff is always qualified. Believers Academy executes the following retention strategies: Teachers are provided an orientation and on boarding process that allows them to be supported and provided with the tools needed to be as successful as possible. The new employee training program provides buddies and mentors to all new staff to ensure they have someone to help them navigate the profession and job. Believers Academy's staff has common planning times everyday, which are used to support a variety of aspects that are required of the teaching positions. Staff is offered professional development opportunities that they choose and some that are required by administration. The principal has an open door policy and able to be accessed by the staff at any time.