
Title I Comprehensive Schoolwide Plan
BODWELL ACADEMY (2531)

ELA

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

1. List prioritized needs statements.

Students need to increase their ELA goal achievement on their IEP's with 80% mastery. Students need health issues addressed as they affect their attendance and IEP goal achievement. Staff needs training for best practices in working with students who are medically fragile, nonambulatory, and non-verbal.

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

Students need supplemental resources to address students' ELA needs. Students are medically fragile, non-ambulatory, and non-verbal. Students need equipment to assist with positioning to maintain their health and increase attendance.

3. Share possible solutions that address the root causes.

Trainings for families and staff with topics related to students' health. Adaptive equipment to help students have proper positioning. Activities to strengthen the school-family relationship.

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

• Communication

Accommodations as needed for language, homelessness, disabilities, and migrant families.

• Parent Training

Supporting health and learning at home.

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

- **School**

Provide individualized instruction to each student.

- **Students**

Attend school regularly.

- **Parents**

Partner with school by staying involved in students' education.

- **Staff Training**

Effectively communicating with families. Exploring evidence based teaching strategies for students with disabilities.

- **Accessibility**

Accommodations as needed for language, homelessness, disabilities, and migrant families.

Math

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 Math?

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

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 Math?

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

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

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.

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.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$6,311.02

Acct Description	Description						
FFE; cap	Item		Quantity	Rate	Type	Total	
	Adaptive Equipment - Activity Chair for students with orthopedic challenges; Additional help for students on their daily academic tasks		1	\$3,087.36	Original	\$3,087.36	
FFE; non-cap	Item		Quantity	Rate	Type	Total	
	Big Mack Button - Press button to communicate a single message		3	\$155.00	Other	\$465.00	
	Therapy Mouse - assistive pointing device for learning		1	\$398.99	Other	\$398.99	
	Step-By-Step Communicator With Levels - instructional material for speech lessons		3	\$220.00	Other	\$660.00	
	Vision Board 2 White Keyboard - for students with vision disability to see printed materials		2	\$90.00	Other	\$180.00	
	Type Aid Typing Tool - instructional tool for the students to learn/point letters		3	\$30.95	Other	\$92.85	
	Z- Vibe - a tool to stimulate speech		2	\$49.23	Other	\$98.46	
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	24 Packs of 10 Crayola Markers		24	\$4.49	General Supplies	Original	\$107.76
	8 Packs of 300 Sheet Construction Paper		8	\$20.99	General Supplies	Original	\$167.92

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	2 Boxes of 72 Pencils	2	\$11.99	General Supplies	Original	\$23.98
	2 Pads of Chart Paper	2	\$56.49	General Supplies	Original	\$112.98
	Folding Slant Board	4	\$19.18	Program Supplies	Other	\$76.72
	Readtopia - Reading Curriculum/Instructional Program	1	\$839.00	Instructional Materials	Other	\$839.00

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students’ academic success.

Budget Total: \$176.73

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Case of paper for flyers and parent communication	2	\$50.75	General Supplies	Original	\$101.50
Online subscription	Item	Quantity	Rate	Type	Total	
	Reach Unlimtes- For mass parent engagement communication (blind carbon copy texting)	1	\$75.23	Other	\$75.23	

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$4,604.00

Acct Description	Description				
Travel out-of-state	Item	Quantity	Rate	Type	Total
	Council for Exceptional Children/ March 12-15, 2025/ Baltimore Maryland -- Learn best practices in supporting academic and mobility needs of students with mental and physical exceptionalities K-12	2	\$2,302.00	Other	\$4,604.00

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

Parents and caregivers are great partners in education. As a result, Potentials Charter will strive to enhance continuous parent engagement in their child's education through effective home-school communication, meaningful training, and strong and consistent family input and collaboration.

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
Bairbre Flood	Head of Schools/Principal
Amy Siegel-Brown	Title I Contact
Windslie Jean Francios	ESE Teacher
Kim DeLuccia	Resource Teacher
Kate Johnston	Resource Teacher
Anne Daane	ESE Teacher
Tom Legienza	Parent

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

All families are invited and welcome to attend our meetings. Invitation to parents were sent through email and student backpacks. We will continue to engage more parents in the future.

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

All Stakeholders were invited and were given the opportunity to share input on the plan during the Spring meeting. Input and feedback were recorded on the the template for consideration. Compact and PFEP were discussed. We will continue to add more information to the plan as more input and feedback are received. Tentatively we intend on hosting meetings in February of 2025 at various times virtually and in-person. CNA compliance evidence to include parents and stakeholders who attended the meeting and were not included in question number 1 was submitted to the district for review.

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

We held our Comprehensives Needs Assessment meeting, Compact, and Parent and Family Engagement meeting in the Spring. Invitation, agenda, sign-in, minutes, feedback template, and evaluation of the meetings were collected and submitted. CNA evidence was submitted to Title I. Needs were determined to be keeping students healthy and in school. This year, Title I fund will be used to purchase classroom supplies, including adaptive equipment, and supplies for parent training and communication.

Name	Title
Bairbre Flood	Principal
Anne Daane	ESE Teacher

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

October 3, 2024, 2:30 p.m. - Virtual

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 via flyers home, email, and phone calls as needed.

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

Resources will include the invitation, agenda, Title I Annual Meeting PowerPoint, FY25 PFEP, and FY25 School-Parent Compact. For families unable to attend in person, a recording of the narrated PowerPoint will be posted online and hard copies of resources will go home in backpacks or by mail upon request.

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

Progress Track

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

Teachers will learn to collect and log meaningful data that can be shared with parents via goal progress reports quarterly and at IEP's as needed.

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

Families will gain a better understanding of what is being worked on at school and can use this knowledge to support learning at home.

- What will teachers submit as evidence of implementation?

Samples of goal progress reports and, if applicable, IEP conference notes.

- Month of Training

September 2024

- Responsible Person(s)

Valerie Omans-Diaz

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Progress Track

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Communication

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

Staff will learn communication techniques to encourage teamwork with families.

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

Families will feel welcome to be more involved in their students' education.

- What will teachers submit as evidence of implementation?

Notes from conversations with families.

- Month of Training

January 2025

- Responsible Person(s)

Amy Siegel-Brown

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Effective Communication

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Agencies and Resources for Your Student

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

Families will learn where they can turn for the resources they need at different stages of their students' lives, (i.e., Social Security, Vocational Rehabilitation, Agency for Persons with Disabilities, etc.).

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

Families will create a resource list that they can take home.

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

Students and their families will be able to develop realistic plans for the future and be more invested in reaching their goals.

- Date of Training

October 2024

- Responsible Person(s)

Agency Representatives

- Resources and Materials

Invitation, sample presentation and handouts

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Supporting Learning at Home

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

Parents will learn strategies on how to incorporate lessons into real world situations at home.

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

Parents will create a list of three resources or strategies or activities they can do at home with their student.

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

Students will have school lessons reinforced in practical ways at home.

- Date of Training

January 2025

- Responsible Person(s)

Cindy Morris

- Resources and Materials

Invitation, sample presentation, handouts and worksheets

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Keeping Your Child Healthy

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

Techniques recommended by medical and therapeutic personnel that will help students stay healthy and, therefore, be able to attend school.

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

Parents will have an opportunity to use adaptive equipment that can assist in positioning for health.

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

Students will be in attendance and able to receive educational services on more days.

- Date of Training

March 2025

- Responsible Person(s)

Staff Therapists

- Resources and Materials

Invitation, sample presentation and handouts

- Amount (e.g. \$10.00)

TBD

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

School District ESE Department

- Describe how agency/organization supports families.

The ESE dept. assists the school in meeting the needs of families and individual students (compliance and curriculum) and provides access to families about resources

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

Emails from the ESE dept containing pertinent parent information and screenshots or flyers to show the information being forwarded to parents

- Frequency

As needed

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

- Name of Agency

Clinics Can Help

- Describe how agency/organization supports families.

Clinics Can Help works closely with Potentials families to provide donated medical equipment as necessary. In turn Potentials donates gently used equipment to them.

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

Thank you note

- Frequency

As needed

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

- Name of Agency

South Florida Food Bank

- Describe how agency/organization supports families.

The Food bank provides us with bags of food for families during prolonged school breaks such as Thanksgiving, holiday break, etc.

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

Thank you note

- Frequency

As needed

Communication

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

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

- Description

The school provides parents with timely information about Title I programs through Open House/Annual Meeting and Parent-Teacher Conferences: Flyers will be sent home via student backpacks to families. Meeting invitations will also be translated into Creole, Spanish, and Portuguese and emailed to families.

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

Invitation, sign-in and agenda, meeting notes, copies of flyers and emails.

- Description

IEP meetings and parent-teacher conferences.

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

IEPs (redacted) and and parent-teacher conference notes

- Description

Regular school communication, IEP meetings, and parent teacher conferences

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

IEPs (redacted), sample school-home communication and parent-teacher conferences.

- Description

IEP meetings and parent conferences and stakeholder meetings

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

IEPs and conference notes, stakeholder meetings evidences

- Description

Meetings will be held virtually to allow families to participate from home.

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

Invitation and screenshots of meetings.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

A translator is always available for meetings, parent conferences and trainings. All written communication is translated to Creole, Spanish and Portuguese as needed.

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

Copies of flyers, translator notes and parent conferences notes

- Description

All accommodations are made for families to participate in meetings if they have a disability. This will include ASL if necessary. We have an ADA compliant building.

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

Listed accommodations for families when requested and picture of ADA compliance.

- Description

We will contact the district Migrant Office for services if this population is present at Potentials.

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

Sample email communication to Migrant Office as applicable.

- Description

We will contact the district Homeless Dept. for services if this population is present at Potentials.

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

Sample email communication to McKinney Vento and flyers as applicable.

Other Activities

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

1. Activity #1

- Name of Activity

None

- Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Potentials Charter School is a separate school for children with diverse special needs. We build the students non-academic skills by teaching them basic life skills such as hygiene, basic bathrooming skills, feeding, and functional communication and social skills. We also offer older students training in job readiness skills and independent living skills. We teach conflict resolution and resilience and have a school-wide system of positive behavioral supports.

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

Potentials is a separate school for children with diverse special needs. We do not implement a tiered model of support as the students come to us with their needs already outlined on their IEPs. As we work with our students, if our professional staff recognize the need for additional supports, we implement them and track student progress via notes as well as Progress Tracking in EdPlan.

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).
- Opportunities to extend learning time.
- How the school ensures instruction is aligned to standards.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- 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

Potentials students learn using the Unique Learning System Curriculum and other teacher-created materials to supplement these lessons and aid student development. All lessons follow Florida State Standards with modifications to be appropriate for students with special learning needs. This includes all required academics, physical education, online course requirement, volunteer hours, and fine arts, as well as social skills, pre-employment skills, and access to internships as appropriate. Students who have already earned enough credits for graduation have the option to defer their diploma and continue working on pre-employment skills with a focus on job interview skills, filling out job applications, internships, job placement, job coaching, hygiene, social skills, and real-world exposure to job-related tasks. In addition, students have the ability to participate in enrichment field trips (and in-house field trips) including science, nature, and the arts. To document implementation, our school keeps records of field trips and enriching activities along with attendance sheets as evidence. The school staff and registered nurse attend home visits to assist families with medical issues as necessary. The Arc as an agency also provides respite services for families who need it.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

The Potentials curriculum is geared towards students with significant cognitive disabilities. Therefore, traditional college and advanced coursework are not part of the plan for our students. However, since our focus is on independence, our curriculum intertwines job-readiness skills and independent living skills with required academic classes. Our students are able to participate in internships when they have shown a level of readiness, they participate in interviewing skills classes, and they can participate in our Career Camps to gain even more exposure to possible jobs. Parents and students are educated about resources such as VR, APD, Social Security, and Guardianship to help students as they transition out of school. To document implementation, our school creates goals within the IEP and notes goal progress quarterly as evidence.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- 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

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

As a Charter School, all Potentials teachers and staff are encouraged to participate in training provided by the Palm Beach County School District. Additionally, less experienced teachers are mentored by those trained to do so. The staff at Potentials attend workshops and conferences in their specified fields and return to school with that information. The staff hold trainings for all team members, especially in the therapeutic fields (Occupational therapy, Speech/Language Therapy, Physical Therapy, and Respiratory Therapy). We conduct regular meeting and in-house PD to better serve our students and families. Whenever possible, key staff attend conferences and workshops specifically designed to provide training on best practices for working with our special population. This information is then shared with the entire school staff to improve the services provided to our students.

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

Potentials has a small student population and therefore a small team of professionals. We strive to hire staff that are certified and experienced in dealing with children with severe special needs and medical fragility. The teachers and therapists have been recruited through specified advertising in their particular fields. They have been retained due to the positive team culture and team atmosphere at the school.