
Title I Comprehensive Schoolwide Plan
UNIVERSITY PREPARATORY ACADEMY-PALM BEACH (4080)

ELA

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

1. List prioritized needs statements.

PM2 data indicates 48% of 3rd Grade students are at Level 1, 75% of 4th Grade students were at Level 1; 56% of 5th Grade students at Level 2; and 75% of middle school students at Level 1. As of PM 2 96% of ESE students are below proficiency in ELA. 83% of ELL students are below proficiency. The school has a 95% Black population so the above trends are indicative of that subgroup.

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

Students in low performing grades have not had a proficient teacher in the classroom due to either certification issues or underperformance. Students not having books to read at home. Poor home-school connections among failing students (attendance).

3. Share possible solutions that address the root causes.

Improved school-home communication regarding attendance and lost instruction. Improved MTTS instruction and support. Content specific support in reading. Additional student support for underperforming students. Classroom resources to support reading and math instruction.

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

• Communication

Create a parent program that ensures all parents, especially new ones, are annually trained on accessing school program and resources. This would include a more robust beginning of the year parent orientation that focuses on both current and new parents and students. During the orientation parents will be onboarded to school's communication programs such as Parent Portal and introduced to other communication platforms such as APNotify.

• Parent Training

Continue STEM, Reading, and Math Nights but expand them to include community partners to improve engagement with parents. Parents will be familiarized with reading, math, and science standards and informed of strategies and resources that will help them to support their students at home.

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

• School

Offer tutoring support year-round where funding allows. Provide resources for daily communication of homework, daily reading requirements, behavior, and assessments.

• Students

Take ownership of learning by hosting student-led conferences that outline their academic goals, accomplishments, and progress. Serve on Student Leadership Team or action committee where needed to support school cultural improvement and expand opportunities to grow as a leader.

• Parents

Attend trainings. Review school-home communications daily. Volunteer as needed to support school development and student achievement.

• Staff Training

Optimizing use of communication tools and initiatives. Standardizing parent conference information. Teachers will learn Google Classroom and Teacher Portal integration strategies to help streamline classroom assignments and student/parent communications. Teachers will also learn best practices for conducting parent conferences including content and frequency.

• Accessibility

School provides handicapped accessible parking. Assign a Creole speaking staff to help at meetings when we are notified of the need for a Creole speaker. Assist all students experiencing homelessness with the help of McKinney Vento giving them transportation, uniforms, and supplies. Assist Migrant students with the help of the multicultural department.

Math

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

1. List prioritized needs statements.

As of PM2 86% of students are at Level 1 or Level 2 in math. As of PM2 96% of ESE students are below proficiency and 83% of ELL students are below proficiency. The school has a 95% Black population so the aforementioned data is reflective of that subgroup.

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

Foundational math skills are deficient. Some students have weak home-school connections (attendance). Lack of math instructional resources. Lack of content specific training in math.

3. Share possible solutions that address the root causes.

Content specific training and school-based professional development for teachers in math. Additional student support in the classroom. Year-round tutoring support. Summer support. Math supplies and manipulatives to facilitate instruction.

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

- **Communication**

Create a parent program that ensures all parents, especially new ones, are annually trained on accessing school program and resources. This would include a more robust beginning of the year parent orientation that focuses on both current and new parents and students. During the orientation parents will be onboarded to school's communication programs such as Parent Portal and introduced to other communication platforms such as APNotify.

- **Parent Training**

Continue STEM, Reading, and Math Nights but expand them to include community partners to improve engagement with parents. Parents will be familiarized with reading, math, and science standards and informed of strategies and resources that will help them to support their students at home.

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

- **School**

Offer tutoring support year-round where funding allows. Provide resources for daily communication of homework, daily reading requirements, behavior, and assessments.

- **Students**

Take ownership of learning by hosting student-led conferences that outline their academic goals, accomplishments, and progress. Serve on Student Leadership Team or action committee where needed to support school cultural improvement and expand opportunities to grow as a leader.

- **Parents**

Attend parent trainings. Review school-home communications daily. Volunteer as needed to support school development and student achievement.

- **Staff Training**

Optimizing use of communication tools and initiatives. Standardizing parent conference information. Teachers will learn Google Classroom and Teacher Portal integration strategies to help streamline classroom assignments and student/parent communications. Teachers will also learn best practices for conducting parent conferences including content and frequency.

- **Accessibility**

School provides handicapped accessible parking. Assign a Creole speaking staff to help at meetings when we are notified of the need for a Creole speaker. Assist all students experiencing homelessness with the help of McKinney Vento giving them transportation, uniforms, and supplies. Assist Migrant students with the help of the multicultural department.

Science

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

1. List prioritized needs statements.

Based on 22-23 FCAT results, 79% of students scored a Level 1 or Level 2 on the State science assessment. 100% (N=1) of ESE students scored below proficiency; 100% (N=4) of ELL students scored below proficiency. The school has a 96% Black student population whose results are reflected in the 79% of students scoring below proficiency.

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

School unable to recruit teachers with sufficient subject area knowledge. Insufficient teacher support. Lack of hands-on science resources. Insufficient curriculum resources aligned to State standards. Students lack background knowledge of science content.

3. Share possible solutions that address the root causes.

Support for teacher recruitment. Content specific professional development. School-based professional learning. Additional science resources. Science lab. Additional curriculum resources with opportunities for vertical alignment.

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

- Communication

Create a parent program that ensures all parents, especially new ones, are annually trained on accessing school program and resources. This would include a more robust beginning of the year parent orientation that focuses on both current and new parents and students. During the orientation parents will be onboarded to school's communication programs such as Parent Portal and introduced to other communication platforms such as APNotify.

- Parent Training

Continue STEM, Reading, and Math Nights but expand them to include community partners to improve engagement with parents. Parents will be familiarized with reading, math, and science standards and informed of strategies and resources that will help them to support their students at home.

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

- **School**

Offer tutoring support year-round where funding allows. Provide resources for daily communication of homework, daily reading requirements, behavior, and assessments.

- **Students**

Take ownership of learning by hosting student-led conferences that outline their academic goals, accomplishments, and progress. Serve on Student Leadership Team or action committee where needed to support school cultural improvement and expand opportunities to grow as a leader.

- **Parents**

Attend trainings. Review school-home communications daily. Volunteer as needed to support school development and student achievement.

- **Staff Training**

Optimizing use of communication tools and initiatives. Standardizing parent conference information. Teachers will learn Google Classroom and Teacher Portal integration strategies to help streamline classroom assignments and student/parent communications. Teachers will also learn best practices for conducting parent conferences including content and frequency.

- **Accessibility**

School provides handicapped accessible parking. Assign a Creole speaking staff to help at meetings when we are notified of the need for a Creole speaker. Assist all students experiencing homelessness with the help of McKinney Vento giving them transportation, uniforms, and supplies. Assist Migrant students with the help of the multicultural department.

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?

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

• Parents

This school has chosen to be exempt from this area.

• Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide rigorous and differentiated instruction to the lowest 25% in reading and math through small groupings. Implement the use of digital resources to support differentiated instruction, project based learning, and STEM programs. Provide differentiated instruction in reading, math, science, and civics to targeted students through small group instruction and address various foundational reading deficiencies and negative learning behaviors. Provide resources for teachers to adequately plan, prepare, and collaborate on reading, math, science, and civics lessons and benchmarks. Students will be provided resources and instructional materials as needed.

Budget Total: \$163,551.09

Acct Description	Description
Resource Teacher	Resource teacher will provide small group support for students needing additional support in math and reading.

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens	2	\$5.22	General Supplies	Original	\$10.44
	Pencils	10	\$4.59	General Supplies	Original	\$45.90
	Reduced classroom supplies per allocation differential based on survey 3 data.	1	-\$56.25	General Supplies	Original	-\$56.25
	Amendment 90 / BT #1 - iReady workbooks grades 6	40	\$12.75	Instructional Materials	Amendment	\$510.00
	Amendment 90 / BT #1 - iReady workbooks grades 7	40	\$12.75	Instructional Materials	Amendment	\$510.00
	Amendment 90 / BT #1 - iReady workbooks grades 8	25	\$12.75	Instructional Materials	Amendment	\$318.75
Online subscription	Item	Quantity	Rate	Type	Total	
	Amendment 90 / BT #1 Curriculum and Associates - iReady, toolbox - ELA and Math K-8	1	\$15,300.00	Amendment	\$15,300.00	
	Amendment 90 / BT #1 Math 360 - Math K-8	1	\$3,235.25	Amendment	\$3,235.25	
Educational consultants	Item	Quantity	Rate	Type	Total	
	Amendment 90 / BT #1 Amergis - ESE Support Coordinator * ESE Support Coordinator. Will schedule and lead IEP meetings. Monitor schools compliance for ESE. Progress monitoring for all ESE students. Serve as ESE Liaison with school district. ESE is one area where UPA struggles and this position will greatly help	1	\$2,628.00	Amendment	\$2,628.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	us and our students daily. \$62/hour x 7.5 hours per day = \$465/day Per quote -73 days x \$495/day (Max) = \$26,208.				
	Amendment 90 / BT #1 Amergis - Resource Teacher * Resource teacher will provide small group support for tier 2 students needing additional support in math and reading. \$60/hour x 7.5 hours per day = \$450/day, per quote - 128 days x \$480/day (max) = \$61,440.	1	\$61,440.00	Amendment	\$61,440.00
Paraprofessional	Classroom paraprofessional will support the classroom teacher with providing differentiated instruction small group support, aid in student data collection and analysis, and support implementation of individualized student instruction. Grade K-2.				
Paraprofessional	Classroom paraprofessional will support the classroom teacher with providing differentiated instruction small group support, aid in student data collection and analysis, and support implementation of individualized student instruction. Grade 3-5				

Action Step: Professional Development

Provide collaborative planning for unpacking standards, aligning assessments with curriculum, creating data systems to streamline instruction, and sharing best practices in reading, math, science and civics for SY24 in order to improve teachers' capacity and increase student achievement.

Budget Total: \$4,400.00

Acct Description	Description				
Tch Res Staff Development	Staff Development Resource Teacher will work as a colleague with classroom teachers to support student learning and teacher practice. The Staff Development Resource will focus on individual and group professional learning that will expand and refine the understanding about researched-based effective instruction. In order to meet this purpose, the Resource Teacher will provide personalized, 1:1 support based on the goals and needs of individual teachers.				
Online subscription	Item	Quantity	Rate	Type	Total
	iReady Professional Learning 2 days Professional learning with iReady - 2 day training at \$2,200 each. In-person trainings.	1	\$4,400.00	Amendment	\$4,400.00

Action Step: Parent Engagement

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

Budget Total: **\$2,078.91**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Case of paper for parent handouts and invitations	9	\$55.99	General Supplies	Original	\$503.91

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will go above and beyond their contracted hours to support and attend training events designed to engage parents and lead workshops at these events (like School Literacy Night, School Math Night, and School STEM Night) to foster a strong school-home connection and support the educational development of all students.	13	\$25.00	1	1.5	3	Certified	Original	\$1,463.00

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

Our school strives to be a community school that engages parents and families for the purpose of supporting the academic, leadership, and character development of all students by providing a leadership-rich environment where high expectations are held for all, and all students are afforded the opportunity for an education.

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
Dr. Mike Hill	Principal
Lashay Stokes	Instructional Coach
Jasmine Jackson	School Staff/Parent
Brittany Nelson	Parent/Teacher
AJ Donaldson	Community Partner
Brittany Dale	Parent
Nicole Diaz	ESE Coordinator
Emily Vasquez	Parent
Tashara Wilson	Parent
Gainese Cylia	Parent
Nadge Joseph	Parent
Janelle Willis	Parent
Velide Celise	Parent

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

The procedure for selecting members representing all stakeholders included considering the value, knowledge and commitment each stakeholder would bring to helping develop and implement the school-wide plan. After determining the date, time, and location of the meeting, invitations are sent out to all school stakeholders in our communications database. The database includes school staff, parents, and community members with interests and partnerships with the school. This provides the broadest contact with our school community. At the time of the meeting, members' associations with the school is reviewed, if any stakeholders are not represented, we look for a member that has dual roles in the school community that may be able to share perspectives from the missing stakeholder group.

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

Stakeholders are jointly involved in the development of the school-wide plan by attending meetings with school staff to establish the goals and reinforcing the importance of developing and implementing the school wide plan. The school utilizes governing board meetings to allow input from school stakeholders. Governing board meetings are held once per quarter (Sept. 17, 2024; December 10, 2024; March 11, 2025, and May 20, 2025. The school conducts a comprehensive needs assessment each Spring designed to gather, analyze, and integrate stakeholder input.

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

Stakeholders provided input to how Title 1 funding will support parent and family engagement by engaging with school staff to determine opportunities for improvement and how available services and resources can help capitalize on those opportunities. During FY24 a comprehensive needs assessment was conducted involving stakeholders, during which stakeholders were asked for and provided input on how Title I funding could be used. After discussing school needs and goals, stakeholders agreed the school should have additional classroom support and resources as well as continue with current interventions such as providing an instructional coach.

Name	Title
Dr. Mike Hill	Principal
LaShay Stokes	Instructional Coach
Amaryllis Farrel	ESE Coordinator
Chrystal Watson	Lead 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 8, 2024 @ 8:30am (In-person) & 6:30pm (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.).

Parents, teachers, and community members are notified of the Annual Meeting via Parent Portal, email, text messages and all call.

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

The annual meeting will utilize a digital PowerPoint slide, meeting invitation, agenda, and evaluations and digital copies of pertinent Title I information for parents such as: how the school participates in Title I, requirements for Title I, and parents' rights to be involved. Additionally, the school will review and provide copies of the PFEP and School-Parent Compact.

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**

Engaging Students and Families through effective home-school communication.

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

Teachers will learn strategies to streamline and enhance communications between home and school. Teachers will review and learn best practices for working with busy parents and parents that may be disengaged from their students' learning as well as working with elderly guardians.

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

Student learning experiences will be enriched by deeper involvement with parents and guardians and more effective communication between their teachers and home.

• **What will teachers submit as evidence of implementation?**

Samples or pictures of strategy implementation.

• **Month of Training**

September 24

• **Responsible Person(s)**

Dr. Mike Hill

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging Families and Students through Literacy Strategies

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

Teachers will learn best practices for encouraging reading at home in conjunction with school resources.

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

Families will deepen engagement and monitoring of student reading performance.

- What will teachers submit as evidence of implementation?

Samples or pictures of student reading log or other method used to encourage reading at home.

- Month of Training

October

- Responsible Person(s)

LaShay Stokes

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

To support students learning at home parents will learn about the curriculum, B.E.S.T. standards, and proficiency levels students are expected to meet by the end of the year. Families will also learn about the different forms of academic assessments used to measure student progress and achievement levels of State academic standards. Additionally, families will also learn about ways to communicate with their child's teacher and the school, homework policies, and ways families can support the student at home.

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

The interactive hands-on component of Curriculum Night is an engaging and immersive experience that allows parents and guardians to actively participate in various educational activities alongside their child. It is designed to provide a glimpse into the classroom environment and promote a deeper understanding of the curriculum. Upon arrival at the event, parents are greeted by enthusiastic teachers and provided with a schedule of activities. These activities are set up in different stations, each focusing on a specific subject or skill area covered in the curriculum. The stations may include math, science, language arts, social studies, arts, and physical education, among others. At each station, parents and guardians are invited to join their child in hands-on activities that are carefully designed to align with the concepts and skills being taught in the respective subject. For example, at the math station, they might solve puzzles, engage in mathematical games, or work through real-life problem-solving scenarios. In the science station, they might conduct simple experiments or explore interactive exhibits. The interactive hands-on component also provides an opportunity for parents to interact with teachers, ask questions, and gain a deeper understanding of the teaching methods employed in the classroom. Teachers and staff members are readily available at each station to guide and support parents through the activities, explaining the purpose and relevance of each exercise. Additionally, the interactive component may include technology showcases, where parents can explore educational software, online platforms, and digital tools that are utilized in the classroom. This allows parents to understand how technology is integrated into the curriculum and how it enhances their child's learning experience.

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

Parents and guardians develop a firsthand understanding of the curriculum, witness their child's progress, and gain valuable insights into their learning styles and preferences

- Date of Training

October 15, 2024

- **Responsible Person(s)**

Mike Hill, LaShay Stokes

- **Resources and Materials**

Invitation, agenda, sign in-sheet, evaluations, curriculum overviews, student work samples, other curriculum resources needed for hands-on activities.

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

300

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Family Fun Night

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

Family Fun Night incorporating educational games, challenges, and activities that promote academic growth and reinforce key concepts. Additionally, families will learn how to support students' learning at home using hands-on strategies and games.

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

Families will participate in learning stations comprised of various subject-specific learning activities such as math manipulatives, science exploration, literacy games, arts and craft projects, and technology.

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

Will promotes a positive attitude towards learning, strengthens the bond between families and schools, and encourages a lifelong love for knowledge and academic growth. Additionally, families will learn about academic activities that will improve the learning outcomes for students.

- Date of Training

January 28, 2025

- Responsible Person(s)

Mike Hill, LaShay Stokes

- Resources and Materials

Invitation, agenda sign-in sheets, games for learning stations, evaluations.

- Amount (e.g. \$10.00)

450.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding, Measuring, and Monitoring Student Progress

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

Parents will have an opportunity to learn how to make best use of academic information available to parent in Parent Portal, on report cards, and various data reports such as iReady diagnostics, PM1 family reports, and other platforms used to measure student progress.

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

Parents will log into their accounts to view information pertinent to their child's academic abilities.

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

Parents will have a deeper understanding of how to track student learning, which may produce deeper engagement thus strengthening student outcomes.

- Date of Training

November 2024

- Responsible Person(s)

Mike Hill, Elisheia Orr

- Resources and Materials

Invitations, agendas, report cards, evaluations.

- Amount (e.g. \$10.00)

450

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

Palm Beach County Schools MultiCultural Program

• Describe how agency/organization supports families.

The Multi-Cultural Department (ESOL/ELL) departments provide the school with resources to share with families to promote and support student achievement for ELL students.

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

Emails sent to families; flyers, presentations slides

• Frequency

As needed

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

• Name of Agency

Bridges of Palm Beach County

• Describe how agency/organization supports families.

Bridges at West Palm Beach provide workshops for parents of young children, help find community resources, and provide kindergarten readiness and access to quality aftercare and summer programs. They attend our monthly School Advisory Council meetings as well as Kindergarten Roundup. Additionally, they provide in-kind donations, Teacher Appreciation gifts, and testing snacks.

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

Photos of Events, flyer shared with families, emails correspondence between school and bridges

- Frequency

Annually

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

- Name of Agency

McKinney Vento Program- Department of Safe Schools

- Describe how agency/organization supports families.

The mission of the MVP team is to work collaboratively with all stakeholders to remove barriers to successful outcomes for homeless students. The McKinney Vento Program provides a connection to resources related to homelessness that UPA can offer as support to our families.

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

Email communications between the school and MVP program, flyers shared with families, presentation slides.

- 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

University Preparatory Academy provides families with timely information about Title I programs, meetings, and other activities by using flyers, in all languages, shared via email as well as sending a copy home with students. The school also uses the school website and parent portal to provide parents with information.

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

Evidence will include School-Parent Compact, invitations/flyers about Title I Annual Meeting, and curriculum night.

- Description

University Preparatory Academy will provide parents with information about the curriculum and proficiency levels students are expected to meet through Curriculum Night, Parent Teacher Conferences, IEP Meetings, Progress Reports, and Report Cards.

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

Evidence will include curriculum night presentation, invitation/advertisement of the event, and sign-in sheets.

- **Description**

Parents will be informed about academic assessments via regular contact from teachers via progress reports and school-wide communications regarding diagnostic assessments.

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

Curriculum night presentation, Progress Reports, and Report Cards.

- **Description**

University Preparatory Academy will provide families with information about opportunities to participate in decision-making related to their child's education through translated flyers, callouts, and during Parent Trainings. In addition, notes will be sent home, in all languages, inviting parents to IEP and LEP meetings.

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

Evidence will include Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, and parent-teacher conference notes.

- **Description**

The school will offer Title I annual meeting at a morning and evening time and both in-person and virtual. The school will offer parent teacher conferences during a range of times, allowing parents to choose a time that is most convenient for them.

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

Invitations to parent meetings that show different times offered, emails showing invitations were distributed, schedule 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

The parents and families with limited English Proficiency need to be provided with equal access to the information provided at school meetings. Currently, we have families that speak Spanish and Creole. University Preparatory Academy will need to address this barrier, by ensuring that translators are made available to ensure families are able to receive the information presented. - Provide School-Parent Compact, academic reports, flyers/notices in their primary language - Ensure that a translator is available to assist at parent meetings upon request.

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

Parent compact, Annual Title I Meeting announcement, and Parent's Right to Know documented translated into Spanish, Creole, and Portuguese.

- Description

The parents and families with disabilities need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that accommodations are made available to ensure families are able to receive the information presented. These accommodations include handicap parking, ADA compliant seating, sign-language interpreters, and additional needed accommodations. For parents and families whose disability prevents attendance, home visits, or virtual attendance for school meetings.

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

Photos of handicapped parking, flyers translated in languages, school-parent compact in different languages

- Description

The parents and families who are engaged in migratory work need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in the event that they are unable to attend. Families will be referred to the District's Migrant Education Program. In addition, UPA will conduct home visits, arrange transportation for families interested in attending meetings, provide resources, including learning devices, to support continued learning, school uniforms, as well as provide interpreters during meetings.

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

Presentation slides, flyer of services provided by migrant department, emails to families showing information shared.

- Description

The parents and families who are experiencing homelessness need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in the event that they are unable to attend. In addition, SBT leader will complete the Student Housing Questionnaire in proxy, for parents that are unable to complete the document. In addition, the school will contact local agencies and organizations to provide support and resources for food assistance, uniforms, and supplies. SBT Leader will also contact the McKinney-Vento Program for resources for families experiencing homelessness.

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

Sample student housing questionnaires from student application or form 2479. Communications (emails) between school and MVP; MVP flyer

Other Activities

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

1. Activity #1

• Name of Activity

N/A

• Brief Description

N/A

2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

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

- Build coping skills;
- Address social/emotional needs;
- 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

University Preparatory Academy makes deliberate efforts to build our scholars academically, as well as socially. UPA utilizes quarterly "Enrichment Days" to recognize students who are modeling expected school behavior and attending school consistently. Our teachers also utilize classroom management systems that reinforce positive behaviors and communicate with parents. We can also post events, pictures, and videos of our scholars engaging in academic activities, as well as social events. This allows parents to have a glimpse of what their scholar experiences on a day-to-day basis. Our scholars benefit from support from our school social worker and mental health provider. She collaborates with teachers and staff and identifies and develops strategic interventions that greatly improve our scholars' social development. We have a staff member who is dedicated to providing mentoring and behavior support to students on an ongoing basis. For SY25, University Preparatory Academy is implementing the Leader In Me program. This program is a school improvement model that provides a framework for school culture, leadership, and academics. The program is based on The 7 Habits of Highly Effective People and The Four Disciplines of Execution. Staff, students, and parents receive training on the 7 Habits and the school develops both an adult Lighthouse Leadership Team as well as a Student Lighthouse Leadership Team. Both teams are responsible for ensuring that 100% of adults and 100% of students are engaged with the school's mission, goals, and leadership activities.

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

At UPA, our Tier 1 support is that all students are exposed to the core curriculum. For reading and writing, our core curriculum is Into Reading, a standards-based curricula that allows for rigorous and relevant instruction. For mathematics, we utilize the GoMath/Into Math series, which also allows our students access to a research-based program. Additionally, the school utilizes Math180 to assist 5th–8th students with making progress toward algebra readiness. As teachers utilize each of these curricula, if they find that a scholar is having difficulty performing successful on Tier 1 curriculum, they will implement interventions for 6 weeks, collecting data and progress monitoring. After 6 weeks, if the student makes improvement, the teacher will determine whether to continue interventions or if the student is now proficient and no longer requires interventions. However, if after 6 weeks of interventions, the student is not making progress academically, that student will be referred to School Based Team, where the teacher, SBT leader, and other faculty members will meet and analyze the student's progress on baseline assessments. After analyzing the academic data on the student, along with a questionnaire and observations on the student, the team identifies specific areas to focus on and a Tier 2 plan will be developed. The student's tier 2 plan must be specific, measurable, attainable, realistic, and timely. After the team has identified the specific and measurable realistic goal, the team implements the plan and reconvenes with data was collected over 6 weeks. For Tier 2 services in reading, we utilize Fountas and Pinnell's Leveled Literacy Instruction. LLI is an intensive, evidence-based intervention program. Utilizing this program 30 minutes, daily, outside of the Tier 1 instructional time, will give the scholar the additional time and instruction, that will support them during Tier 1 instruction. The classroom teacher traditionally provides the tier 2 services, however, we do utilize a resource teacher to support with those services as well. When the team reconvenes after 6 weeks, the team analyzes the data collected. The team determines if the intervention is working and Tier 2 services should be continued. If the student has made significant progress and can return to Tier 1 services only. In this case, the data would show that the interventions have been so successful that the scholar is now performing on grade-level and no longer needs Tier 2 services. On the other hand, the student may have shown minimal to no improvement since beginning Tier 2 services, and the team may determine that the scholar needs Tier 3 services. At that time, the team would determine which Tier 3 services would best support the student.

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

At UPA, we use academics, attendance, behavior data, and parent feedback to determine our students' core instructional needs. This includes F.A.S.T assessment, FSQs and USAs, I-Ready, HMH Growth Measure, and Literacy Assessment data. After analyzing the data, we determine if the curriculum fits the needs of our students. If the curriculum provides the differentiated strategies and resources that we need, we then determine how to best incorporate the components of the curriculum to fit the needs of our students. Some resources will be used for whole group instruction, while other resources can be used for small group, intervention and remediation. The students of UPA are able to receive enrichment lessons daily through Fine Arts and STEM classes. These classes include Physical Education, Music, Guidance, and STEM. Each class session is 30-55 minutes daily and enables our students to supplement their core education. We believe that it is important for students to be stimulated in multiple content areas and provide opportunities to collaborate with their classmates and achieve success outside of academics. Students in our Music and band class are learning how to play various musical instruments as well as music theory. For SY23 UPA also added drama/performing arts to provide additional creative outlets for our students. Lastly, the school partner's with Epic Kids and Holisitc learning to provide on-campus after care programs. Epic Kids and Holistic Learning programs provide sports, music and dance lessons, as well as homework assistance. All students also have the opportunity to participate in various extracurricular and athletic activities during the school day or after school.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

As early as kindergarten UPA begins to introduce students to the prospect of college or career after their post-secondary education. The school does this by promoting an atmosphere of high expectations, exposing students to the possibility of a college education in the future, and making college and career preparation core components of our school's mission and vision. The school regularly invites outside speakers to support the mission and vision of the school. Furthermore, the school works to develop student's soft skills such as interpersonal skills, speaking skills, personality development (through our Skills for Life and Learning program), leadership development, and more. The school uses a program called "Leader In Me" as the structure for skills for life and learning development as well as life-long leadership skills.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

University Preparatory Academy has established relationships with local Voluntary Pre-K Program providers and daycare providers. Through this relationship, we are able to visit the sites and meet with site directors, as well as parents. We are also invited to monthly meetings at the daycare sites. Attending these meetings allows us the opportunity to share with parents and directors our Kindergarten Readiness Presentation. This presentation gives parents and directors vital information to prepare their children in literacy, mathematics, fine and gross motor skills. This information enables parents and site directors to know critical skills to reinforce with their children, so that they will be more successful as they enter elementary school. We also seek out other community organizations and events, where we can share our Kindergarten Readiness presentation as well. At the conclusion of the presentation, we are able to give each participant a Kindergarten Readiness packet, full of activities to reinforce skills taught throughout the presentation. Students are able to work on the various activities throughout the packet to prepare them for the academic rigor of elementary school.

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

Faculty and staff are provided with a variety of professional development opportunities. Our school pre-service provided teachers and support staff with training in our various curricula programs. Teachers will also be trained in using I-Ready Tools for Instruction and Teacher-led small group lessons. Reading teachers were trained in Close Reading, through Catapult Learning. Teachers were also trained in School Based Team, and the MTSS process. Staff also receive training and coaching in Leader In Me as part of our school-wide initiative to improve school culture, academics, and leadership among staff, students, and parents. Other technological trainings during the pre-service include I-Ready, an adaptive computer-based program for reading and math, as well as Standards Mastery, an assessment component of I-Ready, Standards Mastery allows teachers to create focused standards-based assessments that are presented in a format similar to the Florida Standards Assessment. Our STEM Lab teacher will utilize Tynker, a coding program. Throughout the school year, teachers, interventionists, fine arts teachers, and administrators attend Professional Learning Communities, or PLCs. Although the Instructional Coach and Assistant Principal facilitate these meetings, they are collaborative meetings focus on a variety of topics including classroom management, parent conferencing, data driven instruction, and lesson planning. Teachers also have opportunities to attend workshops where the Instructional Coaches provide additional support. This targeted support focuses on both individual and group small group teacher support by reviewing data, content specific strategies, and other topics based on teacher feedback. The Principal facilitates monthly faculty meetings that also provide teachers and staff with an opportunity to learn other effective strategies to implement in their classrooms. The Educator Support Program allows experienced teachers the chance to support and develop newer teachers.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

Retention:

- 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
- 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

UPA strongly believes in and has taken significant efforts to recruit, develop, retain, and support certified teachers and to be in compliance with certification requirements. These effective as instructors and positive assets to the professional learning community. We have taken the following steps to ensure a strong teaching force: attending Job Fairs at colleges throughout the state, advertisements in local newspaper, as well as internet career sites, recommendations from current teachers at our school, stipends for "Master teachers", who teach in critical areas, such as 3rd-5th grade and who have graduate degrees and specialized certifications, as well as participation in the Educator Support Program. We have conducted on-the-spot interviews at Job Fairs, and seek to fill a variety of positions including our Teaching Fellow position. This position is a great way for a non-education major to experience teaching and work alongside a "master teacher". While working in this position, a teaching fellow gets the opportunity to work with small groups, learn effective instructional strategies, as well as engaging activities to utilize with their students in the future. Our advertisements yield us candidates that interview with multiple members of administration and staff and are asked a series of questions regarding themselves and their instructional practices. Candidates may also be required to conduct a mock lesson, in which they pick a topic and teach it to a group of students or staff members. We look for candidates who are willing to build relationships with their students and the student's parents. Once hired, some teachers may benefit from the ESP program. Mentors are already identified. Mentees are matched up with those educators who meet the qualification to be an ESP mentor. Establishing this relationship helps to retain teachers.