
Title I Comprehensive Schoolwide Plan

RIVIERA BEACH PREPARATORY & ACHIEVEMENT ACADEMY (3355)

ELA

1. List prioritized needs statements.

By June 2025, 56% of the students will be proficient in English Language Arts (ELA), and 55% will make ELA learning gains. FY25 PM2 8th Grade: 24% Proficient (6 students) 44% Level 2 (11 students) 32% Level 1 (8 students) 9th Grade: 14% Proficient (1 student) 29% Level 2 (2 students) 57% level 1 (4 students) 10th Grade: 24% Proficient (5 students) 23% Level 2 (5 students) 55% Level 1 (12 students)

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

1. Lack of unified strategies & resources across content areas. 2. Lack of accountability (parent assistance, discipline, academics). Side note: Some students lack parents due to "non-traditional home setup". Students with daycare needs not being met. 3. Students missing foundational standards required to pick up where the current content/grade level expects. 4. Engaging online subscriptions not readily available to students. Additional training in rigor Utilization and support of district lesson plans - Blender Staff to support small group instruction & remediation

3. Share possible solutions that address the root causes.

1. Bring Performance Matters calendar to meeting. (Benchmarks and dates) 2. Improve the referral services process to better the access to closing the gaps which contributes to the issues we are limited in controlling. 3. Teams meet bi-weekly on targeting the students who are affected from this lack of foundation. The meeting will be geared around implementing a gap building ability to bring the students up from where they are. 4. Need for additional resources, online subscriptions & tutorial to support our students for remediation 5. Need for professional development for teachers Additional staff (ELA) to support teachers in lesson planning and small group instruction Additional staff to support teachers and students in data analysis and lesson planning; provide on-site training to support pedagogy

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

- Communication

Provide good communication between the parents and the school. We will continue to use parent link, email, student backpack, website, newsletter and social media to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA)

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

- School

School will... communicate with parents the data from FSQs, USAs, PM1, PM2 via FSA parent portal and parent-teacher conferences

- Students

Students will...create an action plan once meeting with teacher to have data chats

- Parents

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from the teacher

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Accessibility

Provide all students the same access to educational experiences, services, and information, whether a person has a disability or not; Families play an important role. Invitations will be sent through parent link via text, email and call out. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Math

1. List prioritized needs statements.

By June 2025, 24% of the students will be proficient in Mathematics, and 59% will make Mathematics learning gains. PM2 EOC Midterm 8th Grade: 17% proficient (3 students) 22% Level 2 (4 students) 61% Level 1 (Level 1) Algebra 1: 0% proficient 10% Level 2 (2 students) 90% Level 1 (19 students) Geometry: 0% proficient 3% Level 2 (1 student) 97% Level 1 (34 students)

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

1. Absenteeism 2. Discipline Issues 3. Need more parental involvement 4. Reading comprehension 5. Lack of small group remediation 6. Absences of resources to do hands-on learning 7. Engaging online subscriptions not readily available to students 8. Lack of a proficient Math teacher to provide small group instruction & remediation. High School Math (Algebra and Geometry) Knowledgeable in content, needs more professional development in teaching strategies Middle School Math Very structured teacher and at times not willing to deviate from Math Pacing Calendar.

3. Share possible solutions that address the root causes.

A Social Worker/Interventionist can make home visits to address absenteeism and behavior issues to parents via email and robocall. Discipline/behavior issues should be addresses in a timely , consistent manner Math Interventionist will deal with low level students Incentives every nine weeks to reduce absenteeism Students need small group remediation & resources for more engaging lessons. Acquire online subscriptions to motivate and engage students in learning. Provide professional development to Math staff to allow mastery of standards taught Provide training to parents to support students at home Additional staff (Math) to support teachers in lesson planning and small group instruction Additional staff to support teachers and students in data analysis and lesson planning; provide on-site training to support pedagogy

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

• Communication

Continue to share information about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times with parents via phone calls, text messaging and email

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math)

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

- School

School will... communicate with parents the data from FSQs, USAs, PM1, PM2 via FSA parent portal and parent-teacher conferences

- Students

Students will...create an action plan once meeting with teacher to have data chats

- Parents

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from the teacher

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math)

- Accessibility

Stress the importance of student performance and continue to share data to all families. All families are invited in parent trainings and meetings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Science

1. List prioritized needs statements.

By June 2025, 20% of the students will be proficient in Science. Winter Diagnostics Bio Midterm 8th Grade Science NGSS (PM2) 0% proficient 12% Level 2 88% Level 1 Biology Midterm 0% proficient 2% Level 2 98% Level 1

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

1. Absenteeism 2. Tardiness 3. Test-Taking Skills 4. Comprehension Skills Lack of resources & tutoring Lack of online resources available to students Parents lack of availability, time, or competency in the concepts. Teacher hasn't taught subject in years, lacking skilled staff in Science. Students lack foundational skills.

3. Share possible solutions that address the root causes.

1. Advocate to help aid absent students increase attendance 2. Incentives for timely/punctual attendance 3. Advocate to help aid in increasing test-taking skill strategies 4. Increased in-class practice of foundational skills Acquire online subscriptions to motivate and engage students in learning. Students need small group remediation & resources for more engaging lessons. Provide professional development in Science staff to allow mastery of standards taught Provide training to parents to support students at home Additional staff (Science) to support teachers in lesson planning and small group instruction Additional staff to support teachers and students in data analysis and lesson planning; provide on-site training to support pedagogy

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

• Communication

Increase parent communication & Increase stakeholder involvement

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science)

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

• School

School will... communicate with parents the data from FSQs, USAs, PM1, PM2 via FSA parent portal and parent-teacher conferences

- **Students**

Students will...create an action plan once meeting with teacher to have data chats

- **Parents**

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from the teacher

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science)

- **Accessibility**

Stress the importance of student performance and continue to share data to all families. All families are invited in parent trainings and meetings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Social Studies

1. List prioritized needs statements.

By June 2025, 41% of the students will be proficient in Social Studies. Midterm 5% Level 3 (2 students) 38% Level 2 (15 students) 56% Level 1 (23 students)

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

Attendance Students need tutoring to retain information they missed/forgot Reading skills need improvement Need more parental involvement Two teachers: this is the first year for one teacher teaching content. Both teachers lack strategies to keep students engaged as well as test-taking skills Lack of small-group remediation Absences of resources to do hands-on learning Engaging online subscriptions not readily available to students Lack of a proficient Social Studies teacher to provide small group instruction & remediation. Teachers lack the skills needed to present SS in an engaging manner.

3. Share possible solutions that address the root causes.

1. Dedicated resource to work with guidance on high absenteeism of students 2. Attendance rewards/incentives 3. EOC Boot Camp 4. Additional staff who can provide remediation in preparation for EOC 5. US History resources 6. Additional staff who specializes in US History and primary source analysis 7. Ways to get community and parents involved. Hire community resource person who can go out and get what we need and visit homes. 8. Xfinity can provide internet benefits for low income households Students need small-group remediation Acquire online subscriptions to motivate and engage students in learning. Provide professional development in accelerated courses to allow mastery of standards taught Additional staff (Social Science) to support teachers in lesson planning and small group instruction Additional staff to support teachers and students in data analysis and lesson planning; provide on-site training to support pedagogy

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

• Communication

Teachers can update parents via Google Classroom or email. Teachers can also use SAL-P on EDW and go over that with them.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies)

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

- **School**

School will... communicate with parents the data from FSQs, USAs, PM1, PM2 via FSA parent portal and parent-teacher conferences Google Classroom just for the parents.

- **Students**

Students will...create an action plan once meeting with teacher to have data chats Each teacher can mentor a few students and meet with them on activity days

- **Parents**

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from the teacher

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies)

- **Accessibility**

Provide all students the same access to educational experiences, services, and information, whether a person has a disability or not; Families play an important role. Invitations will be sent through parent link via text, email and call out. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Acceleration Success

1. List prioritized needs statements.

By June 2025, 100% of the students will be proficient in Middle School Acceleration (Algebra I/Geometry) 8th grade: Alg 1 Midterm Geo Midterm
ALG1: 0% proficient 20% Level 2 (1 student) 80% Level 1 (4 students) GEO: 0% proficiency (0/1 student) 0% Level 2

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

1. Absenteeism (teachers and students) 2. Discipline Issues 3. Need more parental involvement 4. Reading comprehension 5. Lack of basic foundation skills. 6. Absence of resources to do hands-on learning 7. Engaging online subscriptions not readily available to students 8. Lack of a proficient acceleration teacher to provide small group instruction & remediation. 9. Lack of small group remediation

3. Share possible solutions that address the root causes.

1. A Social Worker/Interventionist can make home visits to address absenteeism and behavior issues to parents via email and robocall. 2. Discipline/behavior issues should be addressed in a timely, consistent manner 3. Interventionist will deal with low-level students 4. Incentives every nine weeks to reduce absenteeism 5. 8-period day in which the teacher sees students everyday. 6. Acquire online subscriptions to motivate and engage students in learning. 7. Students need small group remediation & resources for more engaging lessons. 8. Provide training to parents to support students at home. 9. Provide professional development to staff to allow mastery of standards taught

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

• Communication

Communication-Parent Gateway: Parents will understand and use the available resources to monitor their child's academic progress

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) 1. Training live tutorial and instruction of math in Google classroom 2. MathNation 3. Khan Academy

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

- **School**

School will... communicate with parents the data from FSQs, USAs, PM1, PM2 via FSA parent portal and parent-teacher conferences

- **Students**

Students will...create an action plan once meeting with teacher to have data chats

- **Parents**

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from the teacher

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Alg 1 and Geo)

- **Accessibility**

Stress the importance of student performance and continue to share data to all families. All families are invited in parent trainings and meetings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Graduation Rate

1. List prioritized needs statements.

By June 2025, the graduation rate will either remain at 81% (the graduation rate for SY2024) or increase by 5% points.

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

1. Students need more monitoring and resources to address problem-solving skills to address obstacles and distractions that hinder progress toward graduation. 2. Students don't have access to technology and resources at home to be able to maintain and progress through the curriculum in a timely manner. 3. Students lack individualized support to graduate on time. 4. Lack of training to assist teachers with graduation requirements. 5. Parents lack knowledge of graduation requirements. 6. Additional staff to support students for graduation. Attendance: students missing insurmountable days of school, resulting in falling behind Lacking foundational skills: students unable to pass classes due to lack of foundational skills leads to failing classes Students need more monitoring and problem solving skills to address obstacles and distractions that hinder progress toward graduation. Students don't have access to technology and resources at home to be able to maintain and progress through the curriculum in a timely manner.

3. Share possible solutions that address the root causes.

1. Hire additional staff that will monitor individual student progress, identify personal issues, assist with testing strategies and assist with post-secondary planning. The coach would also teach SLL strategies to students to enhance their life experiences. 2. Obtain Resources to secure chromebooks for students and wifi services which will enable them to complete assignments, do credit recovery work online and study for mandatory testing like ACT, SAT and CLT after school hours. Family Counselor makes weekly contact with parents of truant students Resource teachers (Math and Reading) to support students who require remediation on foundational skills to support small group instruction Provide professional development to staff to allow mastery of content taught

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

• Communication

Provide good communication between the parents and school. We will continue to use parent link, email, student backpack, website, newsletter and social media to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation) Parents will understand the graduation requirements and be able to effective assist their children with tracking their progress to completing their current school year

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

- **School**

School will... communicate with parents the assessment data from attendance, FSQs, USAs, PM1, PM2, EOCs via FSA parent portal and parent-teacher conferences School will provide virtual learning opportunities by providing resources to families to work on classes after school hours

- **Students**

Students will...create an action plan after meeting with teachers and school counselors to ensure their continued success leading up to graduation Counselors will provide ongoing training and updates to staff & parents on graduation requirements, testing, and strategies for handling socio-emotional issues

- **Parents**

Parents will...support teachers to ensure students arrive at school on time and prepared with materials. They will also express interest in their child's education by asking for periodic updates from teachers and meeting with them, when necessary Parents will monitor student progress by reviewing SIS teacher updates, progress reports, and report cards. They will work with school to address issues like attendance, preparation, student motivation and personal matters.

- **Staff Training**

Trainings provided by counselors to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Graduation)

- **Accessibility**

Provide all students the same access to educational experiences, services, and information, whether a person has a disability or not. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

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: \$25,945.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teacher tutors will provide remedial afterschool tutorial-ELA, MATH, SCI & SS Grades 7th-12th-1st & 2nd Semester	3	\$37.00	3	2	20	Certified	Original	\$13,320.00
Supplies	Item	Quantity	Rate	Supply Type		Type		Total	
	Binder clips	5	\$7.00	General Supplies		Original		\$35.00	
	Chart Paper	1	\$35.62	General Supplies		Original		\$35.62	
	Hanging File Folders	3	\$8.00	General Supplies		Original		\$24.00	
	Ink Cartridges	2	\$97.00	Technology		Original		\$194.00	
	Folders (Manilla & Asst.)	1	\$39.00	General Supplies		Original		\$39.00	
	Pencils	1	\$24.38	General Supplies		Original		\$24.38	
	Paper clips	3	\$8.00	General Supplies		Original		\$24.00	
	Paper, pencils, pens, folders, binders	1	\$334.00	General Supplies		Original		\$334.00	
	Test prep materials for various EOC including Civics and FCLE	1	\$840.00	Instructional Materials		Original		\$840.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Adjustment - benefits credit and final allocation.	1	\$133.00	General Supplies	Other	\$133.00
	BT 518643 Reducing supply adjustment review notes from 08.28	1	-\$40.00	General Supplies	Budget Transfer	-\$40.00
Online subscription	Item	Quantity	Rate	Type	Total	
	CommonLit Essential Pro Plus/ Additional resources to use in the content areas to remediate students in their deficiencies. READ/MATH Grades 8-12	1	\$6,500.00	Original	\$6,500.00	
	DISSOLVED IXL/Additional resources to remediate in content deficit areas. READ/MATH/Science Grades 8-12	1	-\$3,700.00	Original	-\$3,700.00	

Action Step: Professional Learning

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

Budget Total: \$12,913.00

Acct Description	Description					
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	Three staff members will attend the 2026 Annual Conference of the Association of Mathematics Teacher Educators (AMTE) on Feb 5-7, 2026, in Portland, Oregon to learn research-based strategies and practices to enhance math instruction for struggling students. Registration \$850;	3	\$2,364.00	Original	\$7,092.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Transportation \$654.00; Lodging \$716.00; Per diem \$144. \$2,364 per person x 3 = \$7,092.				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Staff will attend 35th Annual National Dropout Prevention Conference/Oct 12-15. 2025/Orlando, Purpose: Learn best practices and programs for the support and well being of students towards graduation and career readiness; Registration: \$795; Transportation: \$180; Lodging: \$736 and Per diem - \$144; Number of attendees - 3; TOTAL = \$5565	3	\$1,855.00	Original	\$5,565.00
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total
	Cambridge International AS Level English General Paper (8021)/June 4-July 13/Online, Prerequisite for teaching AICE General Paper	2	\$128.00	Original	\$256.00

Action Step: Parent 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: \$4,256.75

Acct Description	Description						
Supplies	Item	Quantity	Rate	Supply Type	Type	Total	
	Chart Paper	5	\$35.00	General Supplies	Original	\$175.00	
	Shipping	1	\$1.75	General Supplies	Original	\$1.75	
	Paper	10	\$34.00	General Supplies	Original	\$340.00	
Travel out-of-county	Item		Quantity	Rate	Total		
	ACE training		1	\$740.00	\$740.00		
Consultants	Item			Quantity	Rate	Type	Total
	Consultant for Young Men of Distinction.			1	\$3,000.00	Budget Transfer	\$3,000.00

Mission Statement

1. Mission Statement

We recognize at Riviera Beach Preparatory and Achievement Academy (Riviera Beach Prep) that parental engagement has a direct correlation to the academic success of students. Our school strives to empower parents and families to support their children's cognitive development and skills for learning and life (SLL) by strengthening school, family, and community partnerships through communication, resource support, and training. We collaboratively designed trainings to help parents with strategies that support students in the classroom and their surrounding communities.

Involvement of Stakeholders

Name	Title
Mark Simmonds	Principal-Administration
Veneise Harrell	Assistant Principal-Administration
Denise Beattie	Assistant Principal-Administration
Shameka Thomas	Non-Instructional
Tanya Walker	Classroom Teacher
Robert Agostino	Classroom Teacher
Enver Peck	Classroom Teacher
Rupert Edwards	Classroom Teacher
Houphouet Harper	Classroom Teacher
Shelteria Rolle	Non-Instructional
Gertrude Chateau	Classroom Teacher
Antwyane Osby	Classroom Teacher
Eze Cedano	Classroom Teacher
Glenda Garrett	Community Member
Lasheena Smith-Evans	Classroom Teacher
Jason Carver	Classroom Teacher
Fercella Panier	School Counselor

Name	Title
Mercia Kelly	Classroom Teacher
Demarco Mott	Classroom Teacher
Lakanjala Rideau	Classroom Teacher
Cassietta Rogers	Classroom Teacher
Marcia Foster	Classroom Teacher
Lynette Harville	Classroom Teacher
Antoniette Pietro	Classroom Teacher
Nicole Williams	Resource Teacher
Rafer Williams	Classroom Teacher
Ingrid Bent	Non-Instructional

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

To ensure meaningful input and representation from all stakeholders, including parents, teachers, administrators, students (as appropriate), and community members. The school follows a structured, inclusive process for the selection and election of members. The school issues an open invitation to all stakeholders (via newsletters, school websites, and robocalls), encouraging them to serve on advisory committees or planning teams. At least 51% of committee members must be parents or guardians of current students to ensure family voices are prioritized. Teachers, instructional support staff, and non-instructional personnel are nominated by their peers or selected by administration to participate, ensuring a variety of school roles are represented.

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

To ensure that the Schoolwide Plan reflects the diverse needs and priorities of the school community, stakeholders are meaningfully involved through a series of collaborative meetings and engagement opportunities. The Comprehensive Needs Assessment (CNA) meeting introduces data sources such as academic performance, attendance, discipline, and survey results, which will aid in the plan development. Leadership Meeting: February 3, 2025, at 8:30 a.m.; Staff-Data Review & CNA Development: February 12, 2025, at 3:30 p.m.; Stakeholders-Data Review, CNA Development, PFEP development: February 18, 2025, at 1:30 p.m. School Advisory Council (SAC) Involvement- The SAC, which includes parents, staff, and community members, reviews school data and identifies priority areas. Members help develop strategies and provide feedback on draft components of the CNA/SWP/PFEP. Parent and Family Engagement Focus: to gather parent input on activities, barriers to engagement, and communication strategies.

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

Stakeholders provided input on how Title I funding will support parent and family engagement through a variety of collaborative methods, including: Annual Title I Meetings, where families were informed about the Title I program, school goals, and how funds could be used; Parent Surveys and Feedback Forms distributed during meetings and events to gather opinions and suggestions regarding parent and family engagement priorities; School Advisory Councils (SAC) Meetings where stakeholders discussed strategies and made recommendations for allocating funds to support family engagement; Trainings/Workshops held throughout the year, allowing parents and community members to express their needs and identify supports they found valuable (e.g., curriculum nights or family academic events). Outcome: Based on stakeholder input, Title I funds were allocated to support initiatives such as curriculum nights and communication tools like newsletters and digital platforms to keep families informed. These actions led to increased family participation, stronger home-school connections, and improved student outcomes as families became more actively engaged in their children's education.

Name	Title
Mark Simmonds	Principal
Veneise Harrell	Assistant Principal
Denise Beattie	Assistant Principal
Nicole Williams	Resource Teacher
Shameka Thomas	Family Counselor
Glenda Garrett	Community Member
Shelteria Rolle	SAC Chair

Annual Parent Meeting

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

The date of the Annual Meeting will take place on Tuesday, September 9, 2025, at 5:00 pm in Riviera Beach Prep's cafeteria.

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

All stakeholders will be notified of the Annual Meeting via call-out, school website, and invitations/flyers.

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

A PowerPoint presentation that explains the Title I requirements, the school's participation in the program, and the rights of parents to be involved. Copies of handouts (Agenda, School-Parent Compact, Parent and Families Engagement Plan (PFEP) summary. Hard copy evaluation and/or Google Form Link will be available to provide feedback (via Parent email and/or Student District email). Available resources from the Title I SharePoint site will be used to host the meeting.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Family Engagement Through Academics

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

Teachers will learn how to implement academic-focused family workshops (e.g., literacy nights, math games, digital learning sessions) that empower families to support learning at home.

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

Teachers will be better equipped to connect with families as co-educators, leading to increased parent confidence, participation in academic support at home, and consistent collaboration that enhances student learning and performance.

- What will teachers submit as evidence of implementation?

Teacher artifacts and/or reflection.

- **Month of Training**

September 2025

- **Responsible Person(s)**

PD Contact

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Communication is Key

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

Teachers will build skills in communication that honor family backgrounds, use plain language, and emphasize shared responsibility.

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

Improved trust and clarity in communication will lead to more meaningful collaboration, increased parent responsiveness, and goal-setting for student success.

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

Teacher artifacts and/or reflection.

- **Month of Training**

February 2026

- Responsible Person(s)

PD Contact

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Gateway

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

By implementing a progress monitoring strategy with their children at home, parents become partners in their child's learning journey, increasing motivation, accountability, and academic performance.

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

Activity Title: "SIS Scavenger Hunt: Discover Your Child's Progress" Parents will become more familiar with key features of the platform (SIS Gateway) to monitor grades, attendance, missing assignments, and test scores that relate directly to their child's goals. Setup: (1) Parents are provided with a scavenger hunt checklist (printed or digital) that includes a series of tasks/questions to complete within SIS Gateway. (2) Staff members are available to assist as needed. (3) Parents use their own devices or school-provided laptops to log in.

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

The training is designed to strengthen the partnership between home and school by equipping parents with tools and strategies to actively support their child's academic progress. The anticipated impact on student achievement includes: Increased Academic Performance, Improved Attendance, Higher Rates of Assignment Completion, and Strengthened Study Habits and Motivation.

- Date of Training

October 2025

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Graduation Requirements

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

Parents will be trained to: • Hold monthly academic check-ins at home using a simplified graduation tracker template. • Help their child break down goals into short-term academic tasks (e.g., passing Algebra 1 EOC, registering for credit recovery). • Reinforce time management, class attendance, and consistent communication with school counselors and teachers.

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

Activity Title—"Build the Path to Graduation"—Parents will engage in a hands-on, scenario-based Graduation Planning Workshop using a customized graduation tracker toolkit that mirrors Florida's 18-credit diploma pathway. (1) Parents receive their student's Graduation Profile Report that outlines current credits earned, GPA, and state assessment results. Profiles may include gaps (e.g., missing science credit, low GPA) for parents to address. (2) Parents work through the "graduation profile," where they must: (a) Identify remaining credits needed based on diploma requirements. (b) parents navigate SIS Gateway to check their child's graduation progress. (c) Each parent leaves with a customized checklist for their child.

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

The training is designed to strengthen the partnership between home and school by equipping parents with tools and strategies to actively support their child's academic progress. The anticipated impact on student achievement includes: Increased Graduation Readiness, Improved Academic Performance, Reduction in Credit Deficiencies and Enhanced Parent Confidence & Involvement.

- Date of Training

January 2026

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

Migrant Education Program

- Describe how agency/organization supports families.

The program assists all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

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

Resources for families, Program Contact Information, and students identified (If any)

- Frequency

As Needed

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

District support services are provided to improve the social needs of the parents/families and educational needs of students. Services are provided through the district for education materials as well.

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

Conference notes (1051), IEPs, Resources for families

- Frequency

As Needed

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

- Name of Agency

Title X-Homeless(MVP)

- Describe how agency/organization supports families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for parents/families and students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Resources for families, Student Housing Questionnaire (SHQ), and students identified

- Frequency

As Needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will provide information to parents/families regarding Title I programs, meetings and other activities in a format and language parents can understand.

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

School-Parent Compact, Title I Annual Meeting, Invitations/flyers

- **Description**

We will inform parents/families about the curriculum and proficiency levels students are expected to meet via meetings/staffings, Open House, and parent-teacher conferences.

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

Syllabus (course outlines), invitation, sign-in sheets, parent-teacher conference notes.

- **Description**

We will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards through staffings/meetings, parent-teacher conferences, and mid-term reports/report cards.

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

Progress reports/report cards, staffings/meetings notes, parent-teacher conference notes.

- Description

We will inform parents about opportunities to participate in decision-making related to the education of their children through our Title I Annual Meeting, SAC meetings, and Stakeholder's meeting.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitation and sign-in sheets, and Stakeholder's meeting invitation and sign-in sheets.

- Description

We will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance by asking parents to choose a more convenient time.

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

Title I Annual Meeting (post powerpoint to school's website), schedule parent-teacher conferences on the parents' availability (calendar invites), flyers offering child care.

Accessibility

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 school ensures parents with Limited English Proficiency or ELLs are able to understand the information being shared by having Interpreters (CLF) at meetings (need-based) and translated documents in their respective languages.

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

Translated compacts, PFEP summaries, flyers/invitations

- Description

The school ensures parents with disabilities are accommodated by being ADA compliant (accessible handicapped ramp and parking located at the front of the school). Additional parent needs are met by reaching out to the district contact for more assistance as requested.

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

Photos of handicapped parking, ramps, and water fountains.

- Description

Migrant parents are invited to all school meetings. Migrant parents will be surveyed for needs when the child enters school. This will allow the school to connect the family with the resources and information needed. The school will seek additional assistance from the Title I Migrant Education Program if the needs of the family can not be met at the school.

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

Invitations, flyer of services offered, and translated letters.

- Description

Based on response from the Student Housing Questionnaire Form #2479, school staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We ask for assistance from the McKinney Vento Program (MVP) to ensure families have equal access to the same educational opportunities as non-homeless students.

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

Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, and photos of donated items.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

This is how the implementation of a tiered model of support (SBT/MTSS) looks like at Riviera Beach Preparatory & Achievement Academy: TIER 1: Core Instruction All Students Focus: For all students Program: Research-based reading instruction and curriculum emphasizing the critical elements of beginning reading Grouping: Multiple grouping formats to meet student needs Time: Equivalent to one class period Assessment: Standards assessments as prescribed by the district department Interventionist: General Education Teacher Setting: General Education Classroom TIER 2: Core + Supplemental Instruction Some Students (Intensive classes) Focus: Students not proficient with Tier I efforts as documented by assessment Program: Specialized, scientifically based program(s) targeting area of need and ability level Grouping: Homogeneous small group instruction (RIM) Focus Time: Additional minutes per day in addition to regular class of core instruction (*may already be in place) Assessment: Progress monitored biweekly (or more) on target skill to ensure adequate progress Interventionist: Classroom teacher, Special Education teacher, specialized reading/math tutor, etc. Setting: May be the regular classroom, or computer lab – dependent upon intervention and available resources TIER 3: Core + Supplemental + Intensive Intervention FEW Students Focus: Students with marked difficulties – have NOT responded adequately to Tier 1 and Tier 2 efforts Program: Sustained, intensive, scientifically-based reading/math program (s) emphasizing the critical elements for students with difficulties Grouping: Homogeneous very small group instruction Time: Suggested 30-minute sessions per day in addition to the core class and supplemental instruction Assessment: Weekly progress monitoring on target skill to ensure adequate progress and learning Interventionist: Specialized personnel: Special Ed. Teacher, specialized reading/math teacher, etc. Setting: May be the regular classroom, or computer lab – dependent upon intervention and available resources Universal Guidelines and behavior matrix are taught continuously to ensure students are aware of the school's expectations. Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.) The PBS team reviews classroom data to ensure students are engaged while in class. Maintain an instructional time. Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Data Chats with School Counselor will occur monthly to include student feedback. The school-wide recognition system is implemented throughout the school year, such as Honor Roll Breakfast, Perfect Attendance Pizza Party, Principal's Luncheon Effective multi-disciplinary teams are in place to problem-solve and create action plans • Reading Plus, After school and Saturday tutorials, Provide teachers with classroom libraries • Planned Discussions and Goal Setting for identified student • Notification procedures for parents, agency, and community outreach • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement, and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources All required meetings will be done following safety and procedural guidelines. To document implementation, RBPAA will provide SBT meeting notes, school-wide recognition system incentives, and samples of Corrective Behavior Intervention (CBI) reports as pieces of evidence.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students entering the school who are underperforming in reading are scheduled for an 85-minute Intensive Reading block. The Middle School program used is Read 180--Phonics-based (CODE) the High School program used is Just Words and Blender (District Reading Program). These programs are a reading support curriculum for students. It allows students to read interdisciplinary informational or literary texts and receive specialized academic vocabulary and reading comprehension instruction. For mathematics, the seventh and eighth-grade students based on assessment results will be enrolled in Pre-Algebra or Algebra I. Students in grades nine through twelve schedules are tailored to their individual academic needs. Our class scheduling for the current academic school year includes an 85-minute block schedule. Our students who have not mastered standards in their courses and did not receive credit for coursework previously taken are provided an opportunity to recover the credit through our credit recovery lab. Our eighth-grade students recover quality points through the Middle School Course Recovery Program (MSCR). This allows credit-deficient students to recover credits to prevent them from falling too far behind in earning the credits they need to graduate. We also offer an exploration of three (3) career fields: Carpentry, Entrepreneurship, and Cosmetology. Additionally, students are allowed to accelerate by utilizing online programs approved by the district (Palm Beach Virtual and Florida Virtual). At the beginning of the school year and upon enrollment, the students who have not met the math or reading state requirement for graduation are enrolled in an 85-minute Intensive Reading block to address their deficiencies and prepare them for the upcoming state assessments through remediation and differentiation in the classroom. Schedules are modified throughout the year as students' needs change. Data from classroom and district assessments are reviewed throughout the year to monitor students' progress and to plan instruction in response to the data. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Teachers collaboratively plan for students' success through common planning and Professional Learning Communities (PLCs) that meet biweekly to address the progress of students and ways in which to meet their individual needs based on the data. Our school district provides us with web portal access to an abundance of resources and materials in addition to offering various training throughout the year to ensure that instruction is aligned to the standards. Our school creates ongoing opportunities for teachers to plan and discuss reading and writing curricula that align with the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and standards. Our teachers' effort in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Tutoring for mathematics is offered before and/or after school and is available to all RBPAA students free of charge. RBPAA teachers adjust their instructional strategies to reach students of various abilities and backgrounds in the same classroom to maximize the individual success of each student by meeting them where he/she is (Differentiated Instruction). RBPAA teachers and administrators closely monitor students' academic performance. We review grades quarterly to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. In addition to state-mandated assessments, prior to the administration of the ACT, students participate in an in-house ACT boot camp. Increased use of technology will also be incorporated across the curriculum. With media and technology, it is easy to connect lessons with real-life examples. Our teachers not only bring the material to life but the lessons are interesting and interactive with the aid of multi-media i.e. video clips and games. RBPAA teachers have access to Chromebooks that are available for use in their classrooms. In addition to increasing student engagement, Chromebooks allow teachers to check for student understanding and use real-time data to ensure students' misconceptions and needs are met instantly. According to the data, extracurricular activities such as clubs and sports serve as an outlet to build team relationships and self-esteem.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Riviera Beach Preparatory and Achievement Academy (RBPAA) promotes academic and career planning across the curriculum. The school counselor communicates with the administration to align with the school's educational missions and outcomes by engaging in continuous dialogue and encouraging effective interventions and practices. The school counseling program is highly regarded for its academic and career planning in the classroom: paying attention, asking for help, completing assignments, setting goals, time management, attending school, and going to class leads to increased learning and achievement. Students will see how linking academic plans to career plans can lead to success. The work of school counseling is collaborative. RBPAA works to incorporate applied and integrated courses to help students see the relationships between subjects and their relevance to their future in September and January of every school year. The team reviews the master board and collaborates on courses needed for the upcoming school year. Upon enrollment at RBPAA, students have the option to enroll in one of the career programs: Digital Design, Building Trade & Construction, and Computer Fundamental. Core courses (English, Math, Science, and Social Studies) are established and determined, and then the elective courses required for graduation are incorporated into the scheme of the master board. Students see the results in their schedules at the beginning of the new school year. Each student receives a personalized schedule. Grade level meetings are held to review the requirements for graduation and students receive a copy of their Student Data Summary. The School Counselor reviews the summary and entertains questions. It is at this time students see the relationship between the subjects on their schedule and how it is relevant to their future goal of graduating/college/career. As a requirement for graduation, each Senior has an opportunity to meet a Palm Beach State representative to register for Palm Beach State College. In addition, each Senior will complete an application for another college or vocational program of their choice. Students are guided through the completion of financial aid forms, and academic plans and make post-secondary plans. Students receive personal ACT/SAT registration assistance and instructions through our guidance department. The Guidance Department provides assistance to students and parents on post-secondary readiness. Additionally, we will assist students with College and Career Readiness to include assistance with SAT, ACT, and college or vocational program applications, dual enrollment, and accelerated course offerings i.e. Honors. We provide ACT strategies for all of our Juniors and Seniors in Reading, Math, and English classes. Our School Counselor will conduct academic seminars for students which will focus on strategies and skills needed to be successful in a post-secondary setting including Community colleges, Universities, and career settings. To document implementation, RBPAA will collect the master schedule, samples of students' schedules, data chats, and Grade level meeting agenda & sign-in sheet as pieces of evidence.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

1. Professional Development

Our strong academic foundation focuses on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. To ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student-centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue our school uses for encouraging positive working relationships with teachers is through their monthly departmental and weekly planning meetings. The master schedule has been designed to allow teachers to meet and discuss researched-based protocols and instructional practices to focus on meeting students' academic needs. Student improvement is monitored and instruction is adjusted according to student data. Additionally, our school participates in Professional Learning Communities (PLCs) bi-weekly which will include unpacking standards, reviewing data, determining learning targets, and best practices for enhancing the rigor. All Teachers will participate in PLCs and PD (Professional Development). The professional development team provides planned professional development that is geared to improving academic achievement for our students. Classroom observations occur throughout the year and feedback is provided in a timely manner. Teachers are encouraged to participate in District and job-embedded trainings annually. Selected teachers who have received AVID training will effectively use the strategies to deliver instruction and promote student achievement. All PD activities will be aligned with the school's focus. To document implementation, RBPAA will collect the master schedule, samples of students' schedules, and Departmental/Training meetings agenda & sign-in sheet as pieces of evidence.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We will continue to participate in all district recruitment and retention efforts. Currently, the School District of Palm Beach County participates in district-wide recruitment fairs and partners with local colleges which afford students pursuing the field of education an opportunity to complete their practicum in our schools. In collaboration with Human Resources and the Regional Office, Riviera Beach Preparatory & Achievement Academy (RBPAA) makes every effort to employ certified and effective teachers. We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by conducting interviews to collect additional information about the candidate's qualifications to work with our students. Teachers, who are not highly qualified, work closely with their department instructional leader/chair, department administrator, principal's secretary, and county-level designee to remedy deficient areas in order to become highly qualified. We are fortunate to have a low rate of teacher turnover. With the exception of teachers who have departed due to promotions, retirements, and career change, our staff's focus on student achievement has been quite consistent. In addition to our District offering a competitive salary and benefits package for prospective employees, high-need schools are given priority when staffing decisions are made. Our school's Leadership Team informs applicants about monetary incentives such as loan forgiveness grants that are available for new teachers who are certified to teach mathematics or science or who teach in Title I schools such as ours as well as opportunities for part-time pay in tutoring/coaching a sport or club sponsor/enrichment activities. RBPAA develops and maintains policies, procedures, and protocols to ensure a supportive school environment. Teachers new to our staff have mentors/buddies to guide them through the transition to a new assignment. New teachers attend New Teacher Orientation and continued instructional support through the district-provided Educator Support Program (ESP), which continues throughout the school year with diverse opportunities for teachers to learn new knowledge and skills. Our Teacher Mentor is an available resource for all teachers working to improve their craft. The Teacher Mentor assists new and veteran teachers in implementing instructional practices. Professional Learning Communities are established through departments to look at student work and plan for growth. RBPAA has a strong supportive administration (principals and assistant principals), and sufficient support personnel consisting of academic coaches, Instructional leaders, school counselors, family counselors, Behavior Intervention Assistants, Behavior Health Professionals, and Communities In Schools. Administration has an open-door policy that allows and encourages teachers to bring their visions or concerns for discussion and there is ongoing teacher appreciation throughout the school year from administrators. This develops a sense of belonging and responsibility needed for job satisfaction and long-term commitment to our students. The Leadership Team meets bi-weekly to discuss the goals, plans, adjustments, and concerns of the staff. Teachers are provided opportunities to develop in a teacher leadership capacity by serving in various roles. RBPAA provides quality professional development for faculty and staff continuously. Through weekly planning, the professional development needs and how they will be addressed are determined, taking into consideration the goals of the school. Sufficient resources are devoted to providing specific training throughout the school year that will best address the needs of our students and school. County coordinators, instructional leaders, administrators, and expert teachers are all used to conduct training for target areas of professional learning. Adequate resources and student materials, current technology systems, limited additional teaching duties, a safe environment, time for collaboration, ongoing professional development, mentoring, and instructional support are an ongoing process at Riviera Beach Preparatory & Achievement Academy to attract and retain effective teachers.