
Title I Comprehensive Schoolwide Plan
Rise Academy (3046)

ELA

1. List prioritized needs statements.

Based on FSQ and USA data along with progress monitoring data from PM1 and PM2 throughout the 2025 school year, the data reflects the following needs: 1. Among students enrolled in 6th-8th grade ELA, 85% scored at a level 1 on the PM1 assessment and 72% scored at a level 1 on the PM2 assessment. 2. Among students enrolled in 9th-10th grade ELA, 79% scored at a level 1 on the PM1 assessment and 100% scored at a level 1 on the PM2 assessment.

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

1. Students struggle with understanding rhetoric, due to a lack of vocabulary, understanding of morphology, and ability to decipher both the denotation and connotation of words. 2. Students struggle with reading across genres, because they lack the ability to identify genres and evaluate their purpose. 3. Student assessments reflect rigorous vocabulary within questions that effect the students' understanding of what is actually being asked of them. 4. Students are having difficulty staying attentive while reading passages that are longer in length.

3. Share possible solutions that address the root causes.

1. All classroom teachers can incorporate a word-wall that would include a familiar word, along with synonyms to help increase the rigor of the vocabulary students will be able to recall. 2. School staff can focus on the software programs such as Reading Plus and the SPIRE curriculum to create a competition on the amount of learning gains students earn in a given period of time. 3. Teachers can utilize a vertical progression of benchmarks to support instructional planning. 4. Teachers can be present at school more often.

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

• Communication

Communication with family members should be conducted on a more frequent basis. Communications should be for both positive and negative information. Communication should include multiple resources such as phone calls, letters, emails, Zoom meetings, Face Time, Class Dojo stories, etc... South Intensive will work with staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. ELA teachers will also incorporate Reading Plus on a more consistent basis within their classroom while working in small groups.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) -- Parent trainings to support ELA at home should be posted on-line and through emails for parents that cannot attend.

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

- **School**

Our school will work with staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. ELA teachers will also incorporate Reading Plus on a more consistent basis within their classroom while working in small groups.

- **Students**

Students will attend school on a consistent basis. Students will also participate in the Reading Plus assignments and other classroom activities

- **Parents**

Parents will be active members of the school community by attending events that the school will host throughout the year. Parents will receive monthly updates on school events and be able to contact their teachers to check on the progress of their child for both academics and behaviors.

- **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) -- Staff trainings are needed to assist teachers in understanding how to better engage students in classroom lessons. If students are interested and more engaged, then there is a higher chance of students sparking the interest of their parents. If the students are participating, they will be able to persuade their parents to take a more active roll in the school.

- Accessibility

Accommodations for families with disabilities, limited English proficiency, physical accessibility concerns, those experiencing homelessness, or are engaged in migrant work need to be made aware of the resources that are available to assist them. In addition, flexibility with times and technology options also need to be addressed with some latitude.

Math

1. List prioritized needs statements.

Based on FSQ and USA data along with progress monitoring data from PM1 and PM2 throughout the 2025 school year, the data reflects the following needs: 1. Among students enrolled in 6th–8th grade math classes, 81% scored at a level 1 on the PM1 assessment and 55% scored at a level 1 on the PM2 assessment. 2. Among students enrolled in Algebra and Geometry classes, 36% scored at a level 1 during the Fall and Winter test administration sessions.

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

1. Students have difficulty staying engaged in learning foundational mathematic skills that they feel they have already mastered; differentiated of instructional practices is needed to compact mastered curriculum and provide targeted instruction for unmastered skills. 2. Many students do not take assessments such as PM1, PM2, FSQs, USAs seriously since they do not need to pass these to be promoted. 3. Historically low attendance rates have decreased students' exposure to essential skills and vocabulary needed to perform well on assessments. 4. Construction noise has been a major contributor to students' lack of focus this year during classroom instruction. 5. Lack of foundational knowledge makes attainment of skills nearly impossible in algebraic, liner, and proportional reasoning and relationships, data analysis, and functions.

3. Share possible solutions that address the root causes.

1. School staff can focus on various software programs such as IXL and Khanmigo in addition to Math Nation as additional resources to demonstrate mathematical strategies for those students needing additional assistance. 2. Teachers can utilize a vertical progression for scaffolding benchmarks to support instructional planning. 3. All mathematics classroom teachers can incorporate anchor/flow charts that would include vocabulary to help increase the rigor of the vocabulary students will be able to recall and to give students a visual reminder of math processes.

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

- **Communication**

Communication with family members should be conducted on a more frequent basis. Communications should be for both positive and negative information. Communication should include multiple resources such as phone calls, letters, emails, Zoom meetings, Face Time, Class Dojo stories, etc... South Intensive will work with staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. Math teachers will also incorporate technology resources within their classrooms.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) -- Parent trainings to support mathematics at home should be posted on-line and through emails for parents.

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

- **School**

South Intensive school will work with staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. Math teachers will also incorporate technology resources within their classrooms.

- **Students**

Students will attend school on a consistent basis with a target goal of at least 90%. Students will also participate in the classroom hands-on activities that teachers will host throughout the year.

- **Parents**

Parents will be active members of the school community by attending events that the school will host throughout the year. Parents will receive monthly updates on school events and be able to contact their teachers to check on the progress of their child for both academics and behaviors.

- **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)
-- Staff trainings are needed to assist teachers in understanding how to better engage students in classroom lessons.

- **Accessibility**

Accommodations for families with disabilities, limited English proficiency, physical accessibility concerns, those experiencing homelessness, or are engaged in migrant work need to be made aware of the resources that are available to assist them. In addition, flexibility with times and technology options also need to be addressed with some latitude.

Science

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- **How will school strengthen the PFEP to support Science?**

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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.

Graduation Rate

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Graduation Rate?

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

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide instructional resources and support for all core content areas (English Language Arts, Social Studies, Science, and Mathematics) to increase learning outcomes for all students, primarily those identified as at-risk of not meeting standard levels of academic achievement.

Budget Total: \$36,600.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	pens, spiral notebook	1	\$34.00	General Supplies	Original	\$34.00
	Adjustment - benefits credit and final allocation.	1	\$1,928.00	General Supplies	Other	\$1,928.0

Acct Description	Description																									
Tutorial																										
	<table border="1"> <thead> <tr> <th data-bbox="489 251 1024 305">Item</th> <th data-bbox="1024 251 1171 305">Quantity</th> <th data-bbox="1171 251 1287 305">Rate</th> <th data-bbox="1287 251 1388 305">Days</th> <th data-bbox="1388 251 1503 305">Hours</th> <th data-bbox="1503 251 1623 305">Weeks</th> <th data-bbox="1623 251 1772 305">Certified</th> <th data-bbox="1772 251 1900 305">Type</th> <th data-bbox="1900 251 2026 305">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="489 305 1024 500">Certified staff to provide Sat. tutorial in ELA, Math, Social Studies, and Science for level 1 and 2 students in corresponding content areas, with an estimated start date in October</td> <td data-bbox="1024 305 1171 500">2</td> <td data-bbox="1171 305 1287 500">\$37.00</td> <td data-bbox="1287 305 1388 500">2</td> <td data-bbox="1388 305 1503 500">1</td> <td data-bbox="1503 305 1623 500">20</td> <td data-bbox="1623 305 1772 500">Certified</td> <td data-bbox="1772 305 1900 500">Original</td> <td data-bbox="1900 305 2026 500">\$2,960.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified staff to provide Sat. tutorial in ELA, Math, Social Studies, and Science for level 1 and 2 students in corresponding content areas, with an estimated start date in October	2	\$37.00	2	1	20	Certified	Original	\$2,960.00							
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Paraprofessional	Paraprofessional will provide pull-out and push-in instructional support for all level 1 and level 2 in the area of Mathematics and English Language Arts for students in grades six (6) through twelve (12).																									

Action Step: Professional Learning

Provide staff professional learning (and the redelivery of such) to strengthen each instructor's toolkit in improving content-area academic performance for at-risk students.

Budget Total: \$0.00

Acct Description	Description

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: \$442.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Post it easel pads	3	\$70.30	General Supplies	Original	\$210.90
	Pens	2	\$37.94	General Supplies	Original	\$75.88
	Paper	3	\$46.99	General Supplies	Original	\$140.97
	Adjustment - benefits credit and final allocation.	1	\$14.50	General Supplies	Other	\$14.50

Mission Statement

1. Mission Statement

RISE Academy strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training. RISE Academy will work to enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance. RISE Academy is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for parents, and establishing the school as the center of our community.

Involvement of Stakeholders

Name	Title
Reginald Jeudy	Principal
Eric Gross	Assistant Principal
Diana Berrieum	Guidance Counselor
James Pegg	High School teacher/grade chair
Alonzo Jefferson	Middle School teacher/grade chair
Alton Lane	Lead BIA
Fabian Campbell	Head Custodian
Mark Hoshing	SAC Chair

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

The SAC committee is composed of the Principal, teachers, parents, education support employees, students, and business/community representatives. Teachers, parents, education support employees, and students are all elected by their peers to become members of the SAC. Business/Community representatives are appointed to the SAC by the principal. SAC representation must be in balance with the school's demographics. Elected SAC members are responsible for the development and implementation of the School-wide plan. In addition, the SAC chairperson invites non-elected SAC members such as school staff, parents, and business/community stakeholders to volunteer in the development of the School-wide plan during SAC meetings.

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

Stakeholders are involved in the development of the School-wide plan through a comprehensive needs assessment process and through parent input meetings. On February 12, 2025 at 8:15am, parents, teachers, staff members and community stakeholders gave critical input for the school-wide plan to be implemented in SY26. Stakeholders will also be jointly involved when participating in our School Advisory Council (SAC) Meetings held on the second Wednesday of each month. The SY26 SAC meetings are scheduled for 9/10/25, 10/8/25, 11/12/25, 12/10/25, 1/14/26, 2/11/26, 3/11/26, 4/8/26, and 5/6/26 at 8:15am for each meeting.

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

Stakeholders indicated that RISE Academy continues to have difficulty with employing enough certified teachers. Stakeholders stated that it is imperative that RISE Academy hires new certified teachers to fill in vacant teaching positions rather than long-term substitutes. Stakeholders also recognized that the class sizes have drastically increased and RISE Academy needs more staff to accommodate the increased student population and have a lower student to teacher ratio in order to effectively provide services.

Name	Title
Reginald Jeudy	Principal
Eric Gross	Assistant Principal

Annual Parent Meeting

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

The Title I annual meeting for RISE Academy will be held in person and recorded on September 24, 2025 at 8:15AM. A recording of the meeting will be posted on the school's website following the meeting.

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 will be notified through parent and student emails, through robo calls, and through flyers sent home with students in the languages of English, Spanish, and Creole..

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

Resources for this meeting include the Title I Annual Meeting PowerPoint. This PowerPoint will cover the topics of: What is Title I, Qualifying for Title I, Title I, Schoolwide Plan (SWP), Parent & Family Engagement Plan (PFEP), the School-Parent compact, Parents' Right to know, Migrant Education Program and Services for Homeless Families.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Engagement #1

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

Teachers will be able to communicate and demonstrate with parents the basics of utilizing Class Dojo and the SIS portal for communication and student behavior monitoring and reporting.

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

Through mutual understandings of students' behavior during the school day, as well as day to day expectations and assignments, teachers and parents will increase communication for the success of the student.

- What will teachers submit as evidence of implementation?

Teachers will submit a sign-in sheet of attendance, a copy of the agenda, and a sample of communication with parents through the ClassDojo application and/or SIS portal. Teachers will also submit an invitation to parents to sign-up for Class Dojo.

- Month of Training

August 2025

- Responsible Person(s)

Eric Gross

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent Engagement #2

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

Teachers will be able to discuss with parents and families mental health resources available to them through the caring first portal. Teachers will also become aware of services provided by the Outreach Center, and be more aware of the signs of suicide, homelessness and the McKinny Vento resources available through the school district.

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

Through better understanding, teachers maybe better equipped to talk with parents about resources available to families in need.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy of the sign-in sheet, the agenda, and a copy of the monthly newsletter that communicates some of the resources available to families in need.

- Month of Training

February 2026

- Responsible Person(s)

Eric Gross

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Learning Language Arts

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

To support students learning at home, parents will be able to navigate various websites and resources that are available to help prepare their children for the State assessment in language arts.

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

Parents will work alongside staff members on computers to explore recommended sites and resources that are made available at home for students to hone their skills in English Language Arts.

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

As a result of this training, parents will be able to access a variety of ELA resources that they can work on with their child at home. The expected impact of this training is that more students will be better prepared for the state assessment in language arts.

- Date of Training

October 23, 2025

- Responsible Person(s)

Jacqueline Major and/or Shannon Burch

- Resources and Materials

Computers, Chart paper, markers, and copy paper for parent handouts.

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Mania

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

To support students learning at home, parents will be able to navigate various websites and resources that are available to help prepare their children for the state assessment in Mathematics.

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

Parents will work alongside staff members on computers to explore recommended sites and resources that are made available at home for students to hone their skills in Mathematics.

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

As a result of this training, parents will be able to access a variety of Mathematic resources that they can work on with their child at home. The expected impact of this training is that more students will be better prepared for the state assessment in Mathematics.

- Date of Training

January 22, 2026

- Responsible Person(s)

Eric Hollander and/or Rudley Harvey

- Resources and Materials

Computers, Chart paper, markers, and copy paper for parent handouts.

- Amount (e.g. \$10.00)

\$0.00

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

Exceptional Student Education Department

- Describe how agency/organization supports families.

The ESE department of the SDPBC supports families in students transitions, placements, compliance concerns and IEP development for all ESE students.

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

IEP meeting notes, ESE placement meeting notes, and calendar invitations to various ESE type meetings.

- Frequency

Daily

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

- Name of Agency

Living Skills in Schools

- Describe how agency/organization supports families.

Living Skills in Schools support our students and families by providing education about substance use and resources.

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

Email confirmations of dates from Living Skills and Schools, pictures of staff presenting to the students, flyers/handouts of materials presented.

- Frequency

Once a quarter.

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

- Name of Agency

Faulk Center

- Describe how agency/organization supports families.

The Co-located Mental Health Counselor from the Faulk Center works with students to address mental health concerns that will improve interpersonal and family relationships.

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

Service log, co-located mental health professional agency agreement between the school and the company, same handouts provided to students/families

- Frequency

Ongoing

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

RISE Academy provides families with current information about our Title 1 program throughout the year. A newsletter is available to highlight school events and celebrate student/staff successes, along with parent resources and links to support parents. The school's website offers detailed information about the staff and functionality of the school. In addition, SIS Gateway provides a link to parent/teacher communication and academic monitoring. The School Advisory Council offers a venue for staff, parents, business partners, and other stakeholders to assist with school improvement.

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

Newsletters, screenshots of the school website, and screenshots of parentlink communications

- Description

In order to inform parents about curriculum and proficiency levels their children are expected to meet, RISE Academy offers a Literacy/Writing Workshop and a Mathematics/Science Fair Workshop where families have the opportunity to learn different strategies that enhance academic skills. Parents are invited to our Parent Training in October 2025 and January 2026 from 6-8 p.m. in the cafeteria. The specific date and details are forthcoming. RISE Academy also provides necessary literacy, mathematics and science updates throughout the year for parents. Additionally, the school's staff works closely with community-based organizations and businesses, including faith-based organizations, to offer opportunities for parent involvement.

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

Parent training handouts, FAST/BEST state testing schedule, progress monitoring testing information shared with families.

- Description

Parents are encouraged to attend meetings that outline state assessment requirements for student proficiency. Parents are given strategies to help their child at home. Additionally, families are encouraged to attend a technology workshop, designed to provide information on various online programs throughout the school, district and state.

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

Parent training handouts, FAST testing information shared with families, progress monitoring testing information shared with families.

- Description

Parents are invited to attend the Title I Annual Meeting on September 24, 2025. Parents/guardians review the Title I School-Parent Compact during the Title I annual meeting. Parents are strongly encouraged to attend monthly School Advisory Council (SAC) meetings throughout the school year in order to provide input in allocating Title I funds. The monthly SAC meetings will be held on the second Wednesday of each month at 8:00am in the cafeteria.

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

Title I annual meeting presentation materials, sign-in sheets, school-parent compact

- Description

Parent meetings are scheduled at flexible times throughout the school year for your convenience. Upcoming meetings include morning SAC meetings, Parent Trainings, Open House, Parent Orientation and ongoing parent/teacher conferences. If parents are unable to attend a scheduled meeting, simply contact the school and a summary of the meeting will be issued upon request.

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

Sign-in sheets, agendas with various times, meeting summaries, and call logs.

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**

RISE Academy provides oral and written translation services when requested through the use of interpreters and translated documents in English, Spanish and Creole for all meetings including but not limited to: parent-teacher conferences, SAC meetings, parent trainings, and IEP/LEP meetings.

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

Student/school compacts, PFEP summaries, and invitations will all be translated in 3 major languages; Spanish, English, and Creole.

- **Description**

RISE Academy has been constructed in accordance with ADA guidelines and is considered an ADA compliant building. The school provides disabled parking spaces, special seating during meetings, along with hearing and vision interpreters when necessary. RISE Academy will provide a welcome packet of information for new families. In addition, home visits will be conducted as needed. The school will also work in cooperation with the Migrant Education Program and the McKinney Vento program of the SDPBC to provide necessary support to families as needed. Additionally, RISE Academy will provide uniforms, school supplies, food, and information about available services.

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

Photos of handicapped parking spaces, ramps, and audio enhancement equipment.

- Description

RISE Academy will provide a welcome packet of information for new families. In addition, home visits will be conducted as needed. The school will share information about available services through Migrant Education Program to our families as well as distribute uniforms and school supplies as needed to assist families. The school will also make referrals to the Migrant Department and provide further assistance through the Title I part C Migrant Education department as necessary.

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

SIS comment log verification of home visits as necessary. Provide a list of services offered posted on the school's website. Slides in the Title I annual meeting presentation sharing migrant services offered.

- Description

RISE Academy will provide a welcome packet for new families. Additionally, RISE Academy will provide uniforms, school supplies, food, and information about available services. The school will conduct home visits and Student Housing Questionnaires as well as reach out to the McKinney Vento program of the SDPBC or other organizations for support as needed.

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

Completed needs survey, Student Housing Questionnaire (SHQ) form (2479), and McKinney-Vento program flyer of services offered

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

At RISE Academy, we employ a family counselor, a co-located mental health counselor, a behavior health professional as well as a guidance counselor who services the students on a daily basis. The collaboration of these services allows our students to build a mind and skillset beyond the classroom. Counselors respond to students' crises and any mental health concerns including but not limited to, anxiety, divorce, parent loss, self-esteem, bullying, decision-making, etc. Our counselors also support family needs through home visits and connections to community resources and outreach programs. Additionally, the school hosts a behavior coach, school psychologist, and Safe Schools resource associate to assist students with academic issues and skills for learning and life. Our guidance counselor in addition to scheduling, conducts data chats and grad chats with students to help them set goals, review their progress towards goals, and plan for college or careers after high school. In addition to the core academic middle and high school teachers and ESE direct instruction teachers, the school provides special education services using an inclusion model via a certified support facilitation teacher. Additional efforts are made to address the needs of low-achieving and/or at-risk students, by having a resource teacher pushing into ELA classes and through the assistance of our family counselor who conducts home visits, builds coping skills, addresses students life long learning needs, assist students with fostering a growth mindset, encourages positive behaviors throughout the campus and mentors students who are in need of additional support in academics or socially. All students are paired with a designated mentor with the goal of supporting each student's academic, skills for learning and life, and physical needs. Every staff member participates in the school-wide mentoring program entitled Mentoring Matters. Our mentoring program provides various models of support, which include: individual, small group, and grade-level rotations. To address positive school climate and safety, classroom discipline and behavior management, student self-management, and interventions for students exhibiting skills for learning and life challenges and/or behavioral challenges; the Positive Behavior Interventions and Supports team describes a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. It addresses the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior changes. Implemented with fidelity, it improves school climate, reduces negative behavior, strengthens responsible behavior, and increases academically engaged time. School-wide positive behavior universal guidelines entitled "RISE" (Respect; Integrity; Safety; Excellence) are evident throughout the school. Students can earn points on a daily basis when they follow these universal guidelines. Positive praise and Point Sheets are used to reinforce behaviors. Students can use their Points for weekly reward incentives.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) at RISE Academy uses the Problem Solving Model* to conduct all meetings. Meetings are held every other Monday. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed, which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. All student progress is monitored using probes from EasyCBM. Each case is assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via email, letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during Professional Learning Community (PLC) meetings, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in the program Reading Plus and Read 180 for reading along with IXL, EDIA, DreamBox and Math Monitoring programs in Blender for math. In order to ensure a positive learning environment students are expected to adhere to the "RISE" expectations (Respect; Integrity; Safety; Excellence). Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 60 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Members of the school-based RtI Leadership Team meet with the School Advisory Council (SAC) in developing the School Improvement Plan. Utilizing the previous year's data, information on Tier 1, and Tier 2, targets and focus attention on deficient areas are evaluated as potential areas of academic focus for each school year. Students have the opportunity to attend the Title I Enrichment Lab every Tuesday & Thursday from 8:00 a.m. - 9:15 a.m., and on Saturdays from 9:00a.m. - 12:00 p.m. Class size is small (about 6-15 students) in order for all students to receive small group and individualized instruction. Teacher support systems include, but are not limited to the following: 1. Preschool workshops and Professional Development Days 2. Faculty meetings 3. Department meetings 4. Grade Level meetings 5. Learning Team meetings 6. Literacy Leadership Team meetings 7. Truancy Team meetings 8. School Based Leadership Team meetings 9. School-wide Positive Behavior Support Team meetings 10. Tier 2 School-wide Positive Behavior Support Team meetings 11. Collegial Planning and Performance Matters Online Professional Development

Provision of a Well-Rounded Education

1. Well-Rounded Education

At RISE Academy, we ensure all of our students receive instruction in the core academic subject areas. Upon entry to RISE Academy, an intake meeting is held to review the student's current academic progress, their current GPA, the credits that they have earned, and the academic subjects that the student will need in order to graduate either with a 24 credit diploma or an 18 credit diploma. Additionally, we provide students with enrichment opportunities through Edgenuity, non-school hour tutorial services, a variety of counseling services, and community service opportunities. Some of our counseling services are provided through our guidance counselor for academics. Our family counselor provides students with both individualized and family counseling based on IEP needs. The Behavior Health Professional at RISE Academy also provides individual as well as group counseling to students. A representative from the Faulk Center is on campus to provide intensive individual counseling for mental health and substance abuse. The school also houses a behavior coach and a behavior health resource teacher to help counsel students with violence, weapons, threats, and gang affiliations. The school also provides a character education curriculum that includes physical activity incentives. Each student has a behavior point sheet that, when their goal is met, earns them extra physical activity opportunities, such as basketball, volleyball, ping pong and recess. They can obtain rewards through point sheets, such as snack cart, ice cream, and electronic use. Each staff member at RISE Academy participates in a mentoring program to assist students with non-academic issues. Staff members have between 3-5 students that they meet with on a bi-weekly basis to check on the student's well-being. Administrators conduct professional learning committee meetings and curriculum mapping meetings bi-weekly with teachers. Lesson plans are reviewed monthly by administration and walkthroughs are conducted at random by administration in order to ensure that classroom instruction is aligned to the standards. In addition to the regular school day, students are provided the opportunity to participate in a before-school tutorial program between the hours of 8:00 a.m. - 9:15 a.m. as well as Saturday tutoring between the hours of 9:00 a.m. - 12:00 p.m.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At RISE Academy, we offer multiple testing opportunities to help students foster post-graduate success. Students are given individualized assistance by the guidance counselor to help them assess their graduation needs. ESE teachers also have a dual role as transition specialists through the "Pathway to My Future" program. Through this individualized program, ESE teachers and contacts meet with students to provide activities and discuss students' "next steps". Those next steps could include college courses, vocational schools, comprehensive school sites, or job interview skills. RISE Academy offers students the opportunities to participate in national standardized tests such as the CLT, ACT, SAT, and the PSAT. Assessments are offered at various times throughout the year at no cost to students and are administered at the school center. On a monthly basis, staff members raise awareness of post-secondary goals by participating in "College Fridays": Students and staff are encouraged to wear college attire and display college paraphernalia in order to engage students in conversations about post-high school options. All students have the opportunity to travel to a local college campus to learn about the various opportunities available to them. Students are also encouraged by staff members to attend the College and Career Fair held at the South Florida Fairgrounds. In addition, RISE Academy also conducts an in-house career day where local businesses are invited to come to campus and talk to students and promote community awareness of job needs locally.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable to RISE Academy.

Professional Development

1. Professional Development

Teachers at RISE Academy participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, administration and support services staff. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based upon the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. Within faculty meetings, there is a set period of time for the school's ESE contact to discuss ESE updates and training opportunities through the district for all staff members. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The administration at RISE Academy strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with the Human Resource office, the Regional Office, Word of Mouth, Pay for performance, and Best & Brightest Teacher Scholarship Program. Additionally, we have a strong commitment to preparing and thus recruiting future educators in the district's educator support program which places pre-service and intern teachers. We also utilize academic tutors to support small group instruction, which, in turn, provides valuable school experience for potential permanent hires. RISE Academy also utilizes a tutorial program as an opportunity for staff members to earn supplemental part-time pay. In order to recruit and retain highly qualified teachers, administrators attend job fairs, advertise vacant positions through reputable web-based personnel sites, and provide each newly hired teacher with support from a mentor. School safety plans and classroom management strategies through school-wide positive behavior support have also been established throughout the campus. Additionally, team planning and collaboration opportunities are consistently provided for teachers in order to strengthen their expertise and promote a healthy and safe school climate. Ongoing professional development opportunities are provided through eLearning in order to improve the job performance of all employees resulting in increased student achievement. Administrators utilize an open door policy to assist in making themselves accessible to all staff members throughout the day. This seemingly simple gesture takes away some of the perceived hierarchical divisions at a school center and displays a more cohesive culture. Finally, in order to maintain staff morale and enhance the school climate, successes are frequently celebrated during faculty meetings, morning/afternoon announcements, and other staff events through our Rise and Shine Squad.