SCHOOLWIDE PLAN FOR CHARTER SCHOOLS

Broward County Public Schools

All Charter Schools must complete the School-Wide Plan or the State Approved SIP (in CIMS) and the Title I Addendum

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

SCHOOL INFORMATION

School Name: **West Broward Academy**	District: **Broward**
Principal: **Derrick Hugue**	Board Chairperson: **Bassema Domiati**

1. A **COMPREHENSIVE NEEDS ASSESSMENT** of the entire school

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation to the state academic content standards.
Describe the process utilized to conduct the comprehensive needs assessment for this school. **K-8 Needs Assessment** All students in grades K-8 will participate in the Florida Assessment of Student Thinking (FAST), which includes Reading and Mathematics assessments. FAST assessments which are aligned to the B.E.S.T. standards will be administered as a progress monitoring tool three times per year, PM1, PM2, and PM3. For the school year '25-'26, PM1 and PM2 will be used for informational purposes only and to identify areas of additional instructional support. PM3 will be used at the end of the year to measure student mastery of the grade-level content standards. **K-2 Needs Assessment** All K-2 students participate in the FAST Star test. Students scoring below grade level expectations receive interventions addressing the deficiency areas. Students are also administered the Benchmark Assessment System (BAS)/Running Reading Record (RRR). The BAS is used to identify the students' instructional and independent reading levels. The BAS is given three times per year. The BAS assessment is used to gauge a student's reading behaviors as they are reading a text on their level. Students take the BAS three times per year: fall, winter, and spring.

ESOL Needs Assessments

WIDA

In addition to district-mandated and curriculum -related assessments that ELLs take alongside their non-ELL peers, all our ELL students at WBA take the ACCESS WIDA 2.0 test every spring. This assessment measures the English language development of our ELLs in the four language domains: Listening, Reading, Writing, and Speaking.

IPT Aural/Oral

The IPT Aural/Oral (only Listening & Speaking) is also administered to newcomer ELLs and Kindergarteners whose Home Language Survey (HLS) states that the student either has another first language than English, speaks another language than English at home, or lives in a home where another language than English is spoken. This is administered to determine ESOL program placement.

2. REFORM STRATEGIES

ELA-English/Language Art Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			1A.1 Differentiated Instruction that is aligned to Florida State reading standards – B.E.S.T	1A.1 Weekly MyView Assessments	1A.1 1. SAVVAS Progress Monitoring Assessments 2. BAS
Reading Goal 1A: For the 25-26 school year, West Broward Academy set a	Current Level of Performance:* 58%	Expected Level of Performance:* 65%			

goal of 65%, which is a 7 point percentage increase from the previously assessed school year.		1A.2 Afterschool enrichment tutoring for ELA	1A.2 FAST Progress Monitoring Assessments BAS Assessment Scores	1A.2 1. SAVVAS Progress Monitoring Assessments 2. BAS
		1A.3 N/A	1A.3	1A.3

ELA-English/Language Arts Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1B. Statewide Assessment: Students scoring below level 3. Reading Goal 1B: For the 25-26 school year, West Broward Academy set a goal of 30% for students	Current Level of Performance:* 58%	Expected Level of Performance:* 30%	1B.1 Afterschool enrichment tutoring for ELA	1B.1 Weekly MyView Assessments Progress Monitoring – PM Assessment scores BAS Assessment scores	1B.1 1. SAVVAS Progress Monitoring Assessments 2. FAST Assessment 3. BAS Assessment

scoring below level 3.		1B.2 Differentiated Instruction that is aligned to Florida State Reading standards	1B.2 Weekly MyView Assessments	1B.2 1. SAVVAS Progress Monitoring Assessments 2. FAST Assessment 3. BAS Assessment
		1B.3 Daily TIER 3 Reading groups completed by a reading interventionist and/or classroom teacher who is reading endorsed.	1B.3 Weekly SAVVAS MyView Assessments Intervention student achievement tracker	1B.3 1. SAVVAS Progress Monitoring Assessments 2. FAST Assessment 3. BAS Assessment

English/Language Arts Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			1C.1. N/A	1C.1. N/A	1C.1. N/A
Reading Goal 1C: **N/A**	Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			

		1C.2.	1C.2.	1C.2.
		1C.3.	1C.3.	1C.3.

ELA - Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			2A.1 Cross curriculum writing standards embedded in content	2A.1 Teacher graded scores on essays	2A.1 1. SAVVAS MyView Unit Assessments/Writing Prompts
Writing Goal 2A: For the 25-26 school year, West Broward Academy set a goal of 50%.	Current Level of Performance:* N/A	Expected Level of Performance:* N/A			

		2A.2 Weekly essay writing	2A.2 Teacher graded scores on essays	2A.2 My Perspective's Assessment
		2A.3	2A.3	2A.3

ELA - Writing Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Statewide Assessment: Students scoring below level 3.			2B.1	2B.1	2B.1
Writing Goal 2B:	Current Level of Performance:*	Expected Level of Performance:*			
N/A					

		2B.2	2B.2	2B.2
		2B.3	2B.3	2B.3
Writing Goals		**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		2C.1. **There is no alternative assessment given for Writing FSA**	2C.1. **There is no alternative assessment given for Writing FSA**	2C.1. **There is no alternative assessment given for Writing FSA**
Writing Goal 2C: **There is no alternative assessment given for Writing FSA**	Current Level of Performance:*			
	Expected Level of Performance:*			

		2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.

Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.			3A. 1 Differentiated Instruction that is aligned to Florida State Math Standards.	3A.1 1. Weekly SAVVAS Topic Assessments 2. PM Progress Monitoring Assessments	3A.1 1. SAVVAS Benchmarks 2. FAST Assessments
Math Goal 3A: For the 25-26 school year, West Broward Academy set a goal of 60%, which is a 20 point percentage	Current Level of Performance:* **40%**	Expected Level of Performance:* **60%**			

increase from the previously assessed school year.		3A.2 Afterschool enrichment tutoring in Mathematics	3A.2 Weekly Topic Assessments Tutoring Progress Reports	3A.2 1. SAVVAS Benchmarks
		3A.3 SAVVAS online additional practice SAVVAS IXL	3A.3 Weekly Benchmark Assessment Tutoring Progress Reports SAVVAS Reports	3A.3 1. FAST Progress Monitoring Assessments 2. SAVVAS Benchmarks

Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Statewide Assessment: Students scoring below level 3.			3B.1 Afterschool enrichment tutoring in Mathematics	3B.1 Weekly Topic Assessments Tutoring Progress Reports	3B.1 1. FAST Progress Monitoring Assessments 2. SAVVAS Benchmarks
Math Goal 3B: For the 25-26 school year, West Broward Academy set a goal of having 30% or less of students who	Current Level of Performance:* 40%	Expected Level of Performance:* 30% Students below proficiency			

scored a level 2 or lower		3B.2 Differentiated Instruction that is aligned to Florida State Math Standards	3B.2 Weekly SAVVAS Topic Assessments	3B.2 Weekly SAVVAS Topic Assessments
		3B.3 Tier 2 interventions 3 times per week for 30 minutes each session. Daily TIER 3 Math groups completed by a math interventionist and classroom teachers	3B.3 Weekly SAVVAS Topic assessments Intervention student achievement tracker	3B.3 1. FAST Progress Monitoring Assessments 2. SAVVAS Benchmark

Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			3C.1. N/A	3C.1. N/A	3C.1. N/A
Math Goal 3C: **N/A**	Current Level of Performance:* **N/A**	Expected Level of Performance:* **N/A**			

		3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.

Science Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.			4A.1 Differentiated Instruction that is aligned to Florida State Science Standards	4A.1 Weekly Topic Assessments	4A.1 1. SAVVAS Quarterly Benchmark Assessments 2. SAVVAS FL Science Test Prep Practice Assessments
Science Goal 4A: For the 25-26 school year, West Broward Academy set a	Current Level of Performance:*	Expected Level of Performance:*			

goal of 65%, which is a 13-point percentage increase from previously assessed school year.	**52%**	**65%**			
			4A.2 Weekly standards based, hands-on experiments	4A.2 Weekly Topic Assessments	4A.2 1. SAVVAS Quarterly Benchmark Assessments 2. SAVVAS FL Science Test Prep Practice Assessments
			4A.3 N/A	4A.3	4A.3

Science Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.B. Statewide Science Assessment: Students scoring below level 3.			4B.1 Differentiated Instruction that is aligned to Florida State Science Standards	4B.1 Weekly SAVVAS Topic Assessments	4B.1 1. SAVVAS Quarterly Benchmark Assessments 2. SAVVAS FL Science Test Prep Practice Assessments
Science Goal 4B: For the 25-26 school year, West Broward Academy set a goal of 30%,	Current Level of Performance:* 52%	Expected Level of Performance:* 30% students below proficiency			

which is a 22-point percentage decrease from the previously assess school year.		4B.2 Afterschool enrichment tutoring in Science	4B.2 Weekly SAVVAS Topic Assessments Tutoring Progress Reports	4B.2 1. SAVVAS Quarterly Benchmark Assessments 2. SAVVAS FL Science Test Prep Practice Assessments
		4B.3	4B.3	4B.3

Science Goals			**Problem-Solving Process to Increase Student Achievement**		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.			4C.1. N/A	4C.1.	4C.1.
Science Goal 4C: **N/A**	Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			

		4C.2.	4C	4C.2.
		4C.3.	4C.3.	4C.3.

3. Implementation of schoolwide **REFORM STRATEGIES**

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.
All assessment tools mentioned in the needs assessment portion of the School-Wide Plan were used to get student baseline data. This data along with the previously FAST Assessed school year data provide a foundation for teachers and administrators. Students who have academic deficiencies also receive after school tutoring twice a week and small group intervention with a reading and/or math interventionist. All students that received a 1 or 2 on the previously scored FAST, are required to have a teacher-parent created progress monitoring plan for the 25-26 school year. Additionally, advanced level students are given opportunities to do project-based learning. To track the performance of students, all students participate in the statewide FAST progress monitoring assessments which are given three (3) times per year. These assessments are aligned to the B.E.S.T. standards and give detailed reports of students' individual progress. Teachers and administrators use this data to tailor instruction that meets the needs of all students.

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program;
- increase the amount of learning time;
- include strategies for serving underserved populations.

All teachers utilize Marzano's 9 instructional strategies for teaching and learning. These strategies are research based. Administrators visit the classrooms daily to ensure that Marzano 's instructional strategies are implemented with fidelity. All observations are recorded using the Observe for Success tool. After each observation, teachers are automatically emailed feedback for the administrators to help teachers strengthen their pedagogy. All teachers participate in monthly professional development that is based on their needs and the students' needs. Teachers receive professional development on providing research-based interventions for students who do not master the standards.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.

Students who have deficiencies in reading and/or math receive additional math and/or targeted interventions daily. Placement and progress monitoring assessments are utilized by teachers to track their students' progress. Additionally, students have access to SAVVAS online platforms which allows the students the opportunity to practice and improve their math skills.

Furthermore, students who have academic deficiencies also receive afterschool tutoring twice a week. If performance data indicates the student is working below grade level, a PMP-Progress Monitoring Plan is generated.

Describe how the school will address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.

- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.

Students with documents special needs and who have an individual education plan (IEP) receive additional services from our ESE Specialist and Resource Teacher. Student counseling and therapy services are made available to all students at West Broward Academy. The counselor is a state licensed professional therapist. Students are referred to counseling by parents, teachers, and administrators as needed.

4. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only). You must also list the grade or position staff is assigned. **Ex. Mary Magnificent – Teacher - Grade 3; Steven Sunshine – Paraprofessional – Grade 6.**

Name	Grade/Subject
Shermaine Paul	**1st Grade/ ALL subjects**
Tytiana Edden	**2nd Grade/ ALL subjects**
Nancy Coulanges	**4th Grade/ Math and Science**

Describe the ongoing support and professional development being offered to the instructional staff and paraprofessionals listed.

Teachers are supported through professional development to ensure successful implementation of the innovative method(s) listed: x Traditional Direct Instruction:

Traditional Direct Instruction takes into account that students actively seek meaning from learning situations. If students are left on their own to discover concepts without the additional benefit of explicit, teacher-centered instruction, they are likely to construct inaccurate meanings from their experiences. In order to enhance the power of Direct Instruction it is necessary to specify objectives in details, create strategies, determine the necessary pre-skills, put skills in sequence, plan the presentation, select examples, specify, practice, and review.

Modeling and Guided Practice: Modeling and Guided Practice are strategies that correlate with Direct Instruction. Modeling consists of performing a task in front of the student - thinking aloud while you are doing it- in order to show students how to do the task or use the strategy. Guided Practice consists of leading students through a strategy or task, asking for input and providing direction along the way. The final aspect of Direct Instruction includes various learning strategies in order for each child to reach their potential.

Project Based Instruction: While direct instruction is an indispensable teaching strategy, research indicates that another vital aspect of adolescent learning is through an interactive and active, hands-on process. Because students are naturally creative and curious, hands-on projects will be integrated throughout the curriculum to reinforce and enrich the students' learning experiences. Individual teachers may employ simulations, independent study, projects and other approaches. Those teachers will emphasize learning activities that are long-term, student-centered and integrated with real world issues and practices.

5. High quality and ongoing **PROFESSIONAL DEVELOPMENT** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

West Broward Academy continues to offer ongoing professional development by offering in-house support from administrators, instructional coaches and resource teacher, as well as highly qualified team leaders on a weekly and monthly basis. Teacher planning days are used, in part, to provide professional development to teachers as well. Teachers are also offered paid professional days used for attending district professional development and training available through the Broward County LAB training platform. Instructional Coach attends district coaches' meetings and share the information with teachers. Principal and Assistant Principal attend regular principal's meetings and retreats as provided by the management company-Charter School Associates.

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

WBA is committed to offering professional development (PD) activities that are relevant to the learning process for students and teachers, geared toward the needs of the school, and focused on student outcomes. The school believes in improving instructional practices through results oriented, data driven, job embedded professional learning opportunities. The school's comprehensive professional development plan provides the framework for professional growth of school staff and is developed with input from school personnel. The principal conducts a needs assessment to determine specific professional development needs of school staff in the beginning and end of the school year. The Professional Development Needs Assessment Survey is used to identify the professional learning needs of staff across grade levels and content areas. The survey assesses the need for professional development related to academic and instructional practice areas, diverse learning populations, and issues such as parental involvement. The school understands the importance of establishing a common understanding amongst staff regarding the educational program to be implemented for students. During the first full week prior to the opening of school, the following professional development may be offered to ensure preparedness of instructional staff in implementing the educational program:

Norman Webb's DoK – DoK training will provide the basis for questioning and instructional techniques for teachers and include practical discussion as to how Webb's work will be translated into the classroom across campus and grade levels. Key connections between Webb's DoK, Piaget's Process of Cognitive Development, and Bloom's Hierarchy of Thinking will be incorporated. Project Based Learning – Effective project-based learning requires more than an occasional classroom project. Participants will gain a deeper understanding about what is a project, essential elements of PBL, making connections across the curriculum, identifying the "big" ideas of their subject area, planning PBL in the classroom, and changing the role of the teacher.

Student-Led Problem Solving – Strategies such as student-led problem solving and "productive struggle" enhance instructional engagement, guiding students to become more active in their own learning. As teachers transition from focusing on procedures to focusing on thinking routines and processes, students are better able to develop critical thinking skills and creativity. x Implementing the Florida Standards – Florida Standards training will instruct staff on how to unpack the standards, align with Webb's DOK training, include information related to the school's pacing guides, and incorporate collaborative discussion.

MTSS/RtI – Training will focus on the practice of providing high-quality instruction and intervention aligned to student needs using learning rate over time and level of performance to make instructional decisions. Data driven instruction and differentiation will be covered during this training. Student Handbook Policies and Procedures – Training will instruct staff on procedures related to dress code, discipline, and related school processes x Safety and Security – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students. Procedures for responding to, and managing, emergency situations will also be discussed.
ESE Accommodations – Training will instruct staff on the requirements related to IEP implementation and the provision of classroom accommodation.

List Professional Development Activities

Professional Development Activities	Dates of Activity
Instructional Block & Curriculum	August
ELA/Reading & Math Curriculum Stations/Centers, MTSS, RTI, & Differentiated Small Groups	September
IXL	October
Classroom Management/ Student Engagement	November
RTI Interventions follow-up per grade level	December
Exceptional Student Education	January
High Yield Strategies	February
Social Emotional Learning	March
Project-Based Learning	April

6. Strategies to **ATTRACT HIGH-QUALITY, STATE CERTIFIED TEACHERS** to the school

Describe strategies that will be used to attract high quality, highly qualified teachers.
Charter School Associates (CSA), management company, has mandated all schools have highly qualified, certified teachers in place. In our search for teachers, we continue to pursue those teachers that are certified in the field and experienced. We offer retention and referral incentives and highly effective pay for teachers plus other company benefits. We are developing a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in-house support and training. Annual meetings with CSA president, Michael Strader, are held to discuss teachers, teacher retention and teacher needs and special requests. The administrators go to teaching fairs in the Florida, New York, and Chicago area to recruit highly qualified teachers.
Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.
West Broward Academy (WBA) continues to offer retention and referral incentives and highly effective pay for teachers. WBA continues to develop a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in-house support and training. Teachers receive Master Plan Points for holding PLC's throughout the year, administration and coaches provide on-going professional development for teachers' weekly/monthly as well as encourage teachers to attend district professional development and trainings. The instructional coaches attend district coaches' meetings and share this information with teachers. Teachers hold team meetings weekly in order to collaborate regarding instructional practices, student data and behavior concerns. Teachers attend FETC conferences as well as the annual Science conference. Teacher planning days are used, in part, to provide professional development to teachers and team building. The schoolwork environment is conducive to learning and we provide positive surrounding that ensure the feel of safety to our students and staff.

7. Strategies to increase **PARENT AND FAMILY ENGAGEMENT** (Attach the Parent and Family Engagement Plan)

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

West Broward Academy hosts several parent events welcoming parents to provide feedback on the School Wide Plan, Title I, Parent-School Compact, Parent and Family Engagement Plan and Parental Involvement Allocation funds. Parents are invited to Title I Open House, Back to School Open House, Data and Dine event as well as various parent academies where the SIP and Title I are discussed. Parents are offered an opportunity to make suggestions and provide ideas for consideration. Parents are encouraged to attend and share information attained from Parent Liaison events and monthly parent meetings held by Broward County Public Schools. WBA invites parents to attend monthly "Coffee with The Principal" meetings to provide information and concerns. These meetings are held on the First Friday of every month. Parents are encouraged to complete the Title I Survey and are provided with the results of the survey when considering the Title I program for 2025-2026. Parents are provided a snapshot of programs offered in the school, provided by Title I and those that are not provided by Title I. Parents will be encouraged to provide feedback and recommendations for additional programs supported by Title I funds and parental involvement ideas. Parents are encouraged to attend district trainings and school trainings such as Literacy Night, Math Academy and Reading Nights, Kindergarten Round Up, STEAM and Science Night, Test & Tacos (FAST Parent Information Night), etc. Civics, Science and Math Bowl.

Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

Annual Title I Parent Meeting-August of each school year. Parents are provided detailed information about the Title I program, Title I's role at West Broward Academy, funding provided to parent engagement and student advancement, WBA's school grade, standardized testing process, & state testing research resources.

Zoom-In with the Principal-Once a month, all parents are invited to a meeting with the school administrators to discuss school-wide improvement and important events taking place during the school year. During these meetings, parents are given an opportunity to be a part of the decision-making process.

School Advisory Committee-Twice per year, parents are invited to attend the school advisory committees. There are two separate committees: K-5 and 6-8. Parents can give their input at the school advisory committees.

List specific training activities and decision-making opportunities for parents. **(Include meeting dates for the planning, implementation and evaluation of the Parent and Family Engagement Policy/Plan and School-Parent Compacts.)**

- McDonald's is utilized to support our monthly family nights
- Margate City Hall partners with West Broward Academy to present teacher and student of the month
- Margate Police Department Officers, Chief of Police and the Mayor attend the school regularly supporting our reading efforts, Safety Patrol Induction and Career Day. The officers patrol our school daily and serve as mentor to our students and provide a sense of security and safety.
- Local Food Truck Industries Local Food Truck industry supports our monthly family nights and multiple
- Quarterly Parent University meetings
- SAC meetings
- Zoom-In with the Principal

Describe the yearly parental evaluation of the schoolwide program and how this information will be used to improve the plan.
West Broward Academy engages parents in an organized, ongoing, and timely manner, in the planning, review, and implement of programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program. Parents and teachers are encouraged to attend our monthly SAC committee meetings, where the PFEP is developed and reviewed. During this meeting the parents and teachers provide feedback in the development and improvement of the PFEP.
Describe volunteer and business community partnership programs.
West Broward Academy prides itself in our parent volunteer program. Parents are asked to volunteer for a total of ten (10) hours each year per family. At the beginning of the school year all parents are required to sign our Parent/Student Involvement Activities form which indicates the parent's responsibility for volunteering. Volunteer opportunities at West Broward Academy include copying materials for teachers, preparing bulletin boards, typing, making certificates, outdoor activities, mailings, school-sponsored events, etc. Approximately 20% of our parents volunteer, while the PTA works on different strategies to recruit our parents to volunteer. West Broward Academy also works diligently to build and foster community and business partnerships. A few business partnerships we work closely with are Dandee Donuts, Team Creek Martial Arts, Community Christian Church, Giomar Balloons and Kona Ice. West Broward Academy continues to seek out and foster new and current business partnerships.

List Parent and Family Engagement Activities for Parents (Title I funds and Non-Title I should be included)

Parent and Family Engagement Activities	Dates of Activity
Zoom In With the Principal	September 5th, October 3rd, November 7th, December 5th, January 9th, February 6th, March 6th, April 10th, May 1st (School Year 2025-2026)
Parent University	Dec. 3rd, Feb. 5th , Apr. 23rd

Kindergarten Roundup	January 13th and April 7th, 2026
Science Spooktacular	October 24, 2025
Science Night / Fair	February 25, 2026
Literacy Night	September 18, 2025
Math Night	November 6, 2025

8. Plans for assisting children in the **Transition from Early Childhood to Elementary ;Transition from Elementary to Middle ; Transition from middle to high school (for 6-12 grade combination schools.**

Describe plans for assisting children in transition from early childhood programs to local elementary school programs or transitioning from elementary to middle school or middle school to high school as applicable. The following should be included:

- Inform parents of skills and grade level expectations during Kindergarten Round-Up, 6th grade transition meeting for middle school or 9th grade transition meeting for high school (require for 6-12 combination schools).
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.
- Offer programs and collaborate with elementary, middle and/or high schools regarding expectations.
- Meet with local preschool programs to discuss readiness for transitioning students.
- Allow classroom visitations for transitioning students and their parents.

West Broward Academy supports student transitioning in the following ways:

EARLY CHILDHOOD to ELEMENTARY School

- Kindergarten Round up – Held twice in the 2nd semester (January/April) to welcome families and introduce them to the school environment. During this time we include classroom tours, teacher introductions and parent information sessions covering routines, curriculum, and readiness skills. Parents are also offered a Kindergarten Readiness packet with activities families can do to continue preparing their child socially, emotionally, and academically. Administration also creates community partnerships with local preschool directors and teachers to recruit potential Kindergarten students.

ELEMENTARY to MIDDLE School (5th to 6th Grade) –

- Host 6th grade Orientation Day during the summer to welcome old and new families and students and introduce the incoming 6th graders to the school environment. The students receive their schedule for the upcoming school year and practice the rotations (which are shortened) of class periods. During this time, parents are receiving academic and behavioral expectations, meeting administrators and asking questions as it pertains to the layout of the school.

9. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING** regarding the use of academic assessments (described in Section 1111[b][3]) to provide information and to improve the achievement of individual students and the overall instructional program.

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.
The administration meets with each grade level individually to perform data chats on a regular basis. During that time, students' performance is analyzed. The teachers are empowered to deeply analyze data and construct instructional plans to help meet the needs of all students. During data chats, standards are identified and are categorized as mastered, partially mastered, or not mastered. The instructional plans that teachers create are directly aligned to what standards the students did or did not master.
Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

The administration and staff collaborate to maintain an electronic data tracker. Student's performance is tracked and students in need of intervention are clearly identified. The tracker includes a color code system that matches the reading and mathematics FAST reporting system for grades K-8. Teachers are required to have data walls in their classrooms that display student achievement data.
Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.
The instructional coach routinely meets with teachers to help them plan lessons that are aligned to the Florida B.E.S.T standards. The lesson plan template that teachers submit, require teachers to delineate how they will instruct diverse learners through differentiation. The teacher lesson plan template is programmed to provide a drop-down of all Florida state standards and the teachers select the standards that they are teaching that week. The administrators and instructional coach, check lesson plans on a weekly basis to ensure that lesson plans are up to date and includes differentiated learning to meet the needs of diverse learners.
Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.
FAST Progress monitoring and BAS assessments are given three times per year. After the assessments are complete, teachers and administration hold correlating data chats to discuss student achievement data and construct instructional plans that meet the needs of all students.

10. Effective, timely assistance for **STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT** or academic content standards.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

Students take weekly assessments that provide student achievement data. Students that do not master standards, receive remediation with their classroom teacher and math or reading interventionist. Students are also provided computer adaptive instruction that tailors assignments to their academic ability. Students who have further difficulty are referred to after school tutoring twice per week.
Describe how students are identified in a timely way to provide information on which to base effective assistance.
Within the first few weeks of school, students take baseline assessments to identify their current academic achievement level. This data is available to administrators and teachers and academic interventionists immediately after the data is available.

11. COORDINATION OF SERVICES of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

****N/A or Not applicable are not acceptable. A statement is required for each section. Ex. "This school does not have a Head Start Program."**

Title I, Part A
WBA uses Title I funds to provide professional development for teachers in reading, math and science. The school also provides an extended day learning opportunity for students in reading and math and that is of no cost to students. Funds are provided to purchase food items for Parent Academies and meetings. Funds are also purchasing laptop computers for student use and carts to house the laptops. Magna-tag boards were purchased to track student assessment scores on benchmark assessments. This data is used to identify academic deficiencies in students thus driving the instructional practices in the classroom and tutoring efforts. Title I funds also purchased a portion of the Makerspace initiative that encourages science, math and reading to students. Two resource personnel were hired to assist teachers and students with various components throughout the school day that will increase student learning and growth. Interventionists were placed in classrooms to support student learning in small groups. Parents can contact Derrick Hugue at dhugue@chartek12.com.
Title I, Part C- Migrant

WBA does not receive Part C funds. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Title I, Part D – Neglected and Delinquent
WBA does not receive Part D funds. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Title II – Professional Development (District)
WBA opted to utilize Broward County school's professional development program. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com.
Title III – ESOL
WBA does not receive Title III-ESOL funds. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com.
Title X- Homeless
WBA does not receive Title X-Homeless funds. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Supplemental Academic Instruction (SAI)
WBA does not utilize SAI. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Violence Prevention Programs

WBA continually has seminars and townhalls about bullying prevention. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com.
Nutrition Programs
WBA provides healthy/nutritional newsletters to parents and community visitors that are prepared by SLA Management. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com.
Housing Program
WBA does not participate in any housing programs. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Head Start
WBA does not participate in the State of Florida's Voluntary Pre-Kindergarten Program. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com.
Adult Education
WBA does not provide Adult Education. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Career and Technical Education
WBA does not provide Career and Technical Education. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Job Training

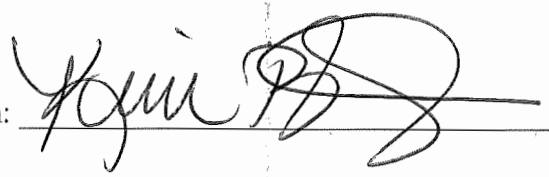
WBA does not provide Job Training. For more information, parents can contact Derrick Hugue at dhugue@charterk12.com
Other
N/A
Describe how the school will utilize services and agencies to promote business and community involvement.
West Broward Academy partners with the city of Margate in hosting school parent involvement events as well as with local religious organizations in conducting food drives for WBA parents and families and other members of the Margate, FL community. Food drives and community events are announced in community newsletters and on the City of Margate, FL social media platforms.

REQUIRED SIGNATURES

Principal (print name): Derrick Hugue

Signature of principal: Derrick Hugue

Title I Liaison (print name): KIMBERLY BILLINGSLEY

Signature of Title I Liaison: 

Board Chairperson (print name): Bassema Domiati

Signature of Board Chairperson: