
Title I Comprehensive Schoolwide Plan

**PALM BEACH PREPARATORY CHARTER ACADEMY MIDDLE SCHOOL
(0040)**

ELA

1. List prioritized needs statements.

100% of our students are two grade levels below or more according to their reading plus diagnostics. Our PM1 test scored 100% of our students below grade level, by PM 2 only 7% were testing on grade level. Our goal is to increase their reading levels across the board, in all areas, including phonemic awareness, phonics, comprehension, and fluency. The students would benefit from direct instruction in a small group environment where these domains could be targeted and improved upon.

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

Lack of Student Motivation and Engagement: Limited exposure to diverse and engaging reading materials. Inconsistent or ineffective teaching strategies to spark interest in reading. Lack of real-world connections in reading materials that resonate with students' interests and experiences. Insufficient Instruction and Practice in Writing Skills: Inadequate focus on writing instruction in the curriculum or limited time dedicated to writing practice. Teachers may not have sufficient professional development or resources to teach writing skills effectively. Lack of individualized feedback for students to improve their writing. Gaps in Support for Struggling Readers and Writers: Insufficient interventions or differentiated instruction for students performing below grade level. Limited access to targeted resources for students with diverse learning needs, such as ELLs and students with disabilities. Teachers may lack the training or tools to effectively address the specific needs of struggling students in reading and writing.

3. Share possible solutions that address the root causes.

For Lack of Motivation and Engagement: Tiered Intervention: Tier 1: Use engaging, diverse reading materials and offer student choice. Tier 2: Conduct small group activities based on student interests. Tier 3: Provide one-on-one conferences with personalized book recommendations and flexible reading formats. Direct Instruction: Use explicit modeling, guided practice, and reading comprehension strategies (e.g., summarizing, predicting) to engage students actively with texts. For Insufficient Instruction and Practice in Writing Skills: Tiered Intervention: Tier 1: Deliver consistent writing instruction for all students. Tier 2: Offer small group workshops focused on specific writing skills. Tier 3: Provide one-on-one writing conferences with tailored feedback. Direct Instruction: Teach the writing process through modeling, use graphic organizers, and offer targeted grammar lessons. For Gaps in Support for Struggling Readers and Writers: Tiered Intervention: Tier 1: Offer differentiated ELA instruction for all students. Tier 2: Provide small group support for struggling readers and writers. Tier 3: Offer intensive one-on-one support with personalized resources. Direct Instruction: Use systematic phonics and fluency practice for readers, and explicit writing instruction with scaffolds like sentence starters for writers. For ELLs and students with Disabilities: Tiered Intervention: Tier 1: Implement inclusive instruction with visual aids and modeling. Tier 2: Provide small group language or literacy interventions. Tier 3: Offer intensive, personalized support using specialized strategies. Direct Instruction: Provide language-focused instruction for ELL students and adaptive tools for students with disabilities, ensuring content accessibility. Provide small group instruction to scaffold learning and apply interventions to meet individual student needs (reading interventionist) Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (ie. Reading Plus, etc.) A parent liaison to bridge communication and assist parents in helping their children. Educating parents on how to use the computer and online programs to support learning at home Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) Provide extended learning opportunities through the tutorial programs for math during the day, morning, and Saturday Camp. Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, headphones, and more). Students need increased motivation and engagement in independent and class reading to foster a love for literature and improve reading comprehension. Students need more targeted instruction and practice to improve their writing skills, particularly in the areas of structure, coherence, and grammar. Students need tailored interventions and differentiated support to address gaps in reading and writing proficiency, especially for struggling readers, English Language Learners (ELLs), and students with disabilities.

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

- **Communication**

To strengthen the Parent and Family Engagement Plan (PFEP) in support of ELA, the school can enhance communication by providing regular updates on student progress through emails, parent portals, and apps, and offering workshops to teach families how to support reading and writing at home. Clear, accessible language should be used in all communications, with translated materials and interpreters available for non-English-speaking families. Monthly ELA newsletters, regular surveys, and two-way communication opportunities can further keep families informed and involved. Additionally, utilizing digital platforms and social media to share ELA updates, book recommendations, and at-home activities, alongside hosting family literacy events, can create a supportive learning community and foster ongoing collaboration between families and educators. We communicate via Flyers in English, Creole, and Spanish. We also communicate via Parent Link and Remind App Families will be invited to many meetings throughout the year to receive academic information and provide input on ways the school, families, and students can share responsibility for student success. A parent liaison to bridge communication and assist parents in helping their children. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

- **Parent Training**

Parent trainings are essential in empowering families to support their students' ELA development. The school can offer workshops that focus on strategies to improve reading comprehension, writing skills, and vocabulary at home. These trainings could cover topics such as how to create a literacy-rich environment, ways to engage in meaningful reading discussions, and techniques for helping with homework or writing assignments. To ensure accessibility, the school can offer these sessions in various formats, such as in-person, virtual, or through recorded videos, with translated materials and interpreters available for non-English-speaking families. By providing parents with the tools and knowledge they need, these trainings foster a collaborative partnership between the school and home, enhancing the ELA learning experience for all students. To support ELA at home provide literacy training on how to use ESW. Based on family input, we will provide the following activities to assist families in understanding the state curriculum and to help families improve their child's academic achievement. * Parent workshop to support parents in understanding the graduation requirements to support their child's academic success and graduation * Parent training sharing activities for improving sentence structure and responding to questions utilizing essay format at home

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

- **School**

Teachers will strengthen the School-Parent Compact by providing clear, consistent communication with parents about ELA progress, offering strategies for home support, and actively inviting parents to participate in workshops and events focused on reading and writing. Administrators will ensure the School-Parent Compact is effective by providing resources, organizing parent and staff trainings, and creating a school culture that prioritizes ELA development, while ensuring communication and support are accessible to all families.

- **Students**

Students will take ownership of their learning by actively participating in ELA activities, completing reading and writing assignments, and sharing their progress with their families, fostering a collaborative approach to academic success.

- **Parents**

Parents will reinforce the Compact by regularly supporting ELA activities at home, including reading with their students, practicing writing skills, and attending parent trainings to stay informed and engaged in their child's learning.

- **Staff Training**

Staff trainings are crucial for equipping educators with the knowledge and skills needed to effectively support student ELA development. These trainings can focus on best practices for differentiated instruction, addressing the needs of diverse learners, and implementing effective reading and writing strategies in the classroom. Staff can also be trained on how to engage families in the ELA process, providing them with resources and strategies to better communicate with parents. Additionally, professional development can include training on using technology and digital tools to support ELA instruction, as well as how to assess and track student progress in a way that informs instruction. By investing in ongoing staff training, the school ensures that educators are prepared to meet the varied needs of students and foster a collaborative, high-quality learning environment. To assist teachers in understanding how to better engage families: Staff Training on how to communicate, emotional health, and behavior. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success. Staff Trainings to assist teachers in understanding how to better engage families when sharing graduation criteria to support student success.

- Accessibility

Offering interpretation services during parent-teacher conferences, workshops, and school events is also essential for parents who may need real-time language support. Additionally, the school can use bilingual staff or external interpreters to facilitate effective communication. For parents with disabilities, the school should ensure that all materials are available in accessible formats, such as large print or audio versions, and that events are held in accessible locations or offered virtually to accommodate those who cannot attend in person. We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed. Provide a safe and secure learning environment. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Focus on ELA development and comprehension to increase student proficiency (sentence structure, response utilizing essay format) Providing families with specific strategies and resources to support their child's success.

Math

1. List prioritized needs statements.

- students need more engaging, real-world math activities to boost problem-solving skills. - students need increased practice with foundational math skills to improve fluency. - students need deeper instruction on math concepts to understand the "why" behind procedures. - students who are behind in math need targeted interventions to close learning gaps. - students need access to digital tools and resources to support personalized math learning. - students need to develop a growth mindset toward math to embrace challenges as learning opportunities.

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

- Lack of Engaging Math Activities - Insufficient Practice with Foundational Skills - Weak Conceptual Understanding - Inadequate Support for Struggling Learners - Limited Use of Technology - Fixed Mindset Toward Math

3. Share possible solutions that address the root causes.

To address the root causes in math, solutions include integrating real-world problem-solving tasks and hands-on activities to engage students, along with regular practice and games to reinforce foundational skills. Teachers should focus on building conceptual understanding by explaining the "why" behind math procedures through direct instruction, visual aids, and inquiry-based strategies. Struggling learners can receive targeted interventions and small group instruction, with Study Island used to provide personalized practice and targeted skills reinforcement. Math apps and online platforms like Study Island offer interactive, self-paced learning opportunities, while fostering a growth mindset through encouragement, celebration of effort, and reflection on progress will help students build confidence and perseverance in math. Provide small group instruction to scaffold learning and apply interventions to meet individual student needs (math interventionist) Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (ie. Study Island, etc.) A parent liaison to bridge communication and assist parents in helping their children. Educating parents on how to use the computer and online programs to support learning at home Provide and implement a comprehensive math professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) Provide extended learning opportunities through the tutorial programs for math during the day, morning, and Saturday Camp. Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, headphones, and more).

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

- Communication

To strengthen the Parent and Family Engagement Plan (PFEP) in support of math, the school can enhance communication by regularly updating families on their student's math progress through emails, newsletters, or parent portals. These updates can include specific math skills being focused on, upcoming assessments, and strategies for supporting learning at home. The school can also offer math-specific workshops or informational sessions, where parents can learn about effective ways to assist with homework, math facts, and fostering a positive math mindset. Clear communication in multiple languages and formats ensures all families, including those with language barriers, can participate. Additionally, the school can encourage two-way communication by inviting parents to ask questions, share concerns, and provide feedback during parent-teacher conferences or through surveys, ensuring a collaborative approach to math education. We communicate via Flyers in English, Creole, and Spanish. We also communicate via Parent Links and Remind App Families will be invited to many meetings throughout the year to receive academic information and provide input on ways the school, families and students can share responsibility for student success. A parent liaison to bridge communication and assist parents in helping their children. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

- Parent Training

To strengthen the PFEP through parent training in support of math, the school will offer workshops and training sessions that focus on key math concepts, strategies for supporting math learning at home, and ways to reinforce foundational skills like multiplication, division, and problem-solving. These sessions will teach parents how to create a math-friendly environment, use everyday activities to practice math, and assist with homework effectively. The school will provide training on using tools like Study Island to reinforce math skills outside the classroom. Additionally, training will focus on fostering a positive math mindset, helping parents support their students in developing perseverance and confidence in math. These parent training opportunities will be offered in multiple formats (in-person, virtual, recorded) and in different languages to ensure all families can participate. Hold trainings to support ELA at home and literacy training on how to use ESW. Based on family input, we will provide the following activities to assist families in understanding the state curriculum and to help families improve their child's academic achievement. Parent workshop to support parents in understanding the graduation requirements to support their child's academic success and graduation Parent training sharing activities for improving math computations and responding to work problems format at home.

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

- School

Teachers and administrators will strengthen the School-Parent Compact by providing clear, consistent communication about student math progress, offering strategies for math support at home, and using tools like Study Island to personalize instruction. They will also organize math-focused workshops and events for families, encourage parent participation, and ensure resources are available to help both students and parents engage in math learning. Administrators will foster a school-wide culture that prioritizes math achievement and effective communication with families. Based on PM1 scores from this year, 0% were on grade level. There was an increase in passing math requirement from PM1 to PM2, where 3% of our students tested on grade level. Our goal is to have learning gains of 50% in the middle school for math. Students struggle with basic computation and fact recall. They struggle with word problems, multi-step operations, and number sense. Students are deficient in basic operations and working math vocabulary. Provide a safe and secure learning environment. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. Providing families with specific strategies and resources to support their child's success.

- **Students**

Teachers and administrators will strengthen the School-Parent Compact by providing clear, consistent communication about student math progress, offering strategies for math support at home, and using tools like Study Island to personalize instruction. They will also organize math-focused workshops and events for families, encourage parent participation, and ensure resources are available to help both students and parents engage in math learning. Administrators will foster a school-wide culture that prioritizes math achievement and effective communication with families. Lack foundational skills are lacking with students (primary and middle school level) Teachers do not have the strategies for remediation and need PD to assist. Lack the ability for parents to support learning at home Poor attendance Lack of resources (personnel, time, and knowledge of how to apply interventions) to meet the individual academic needs of students.

- **Parents**

Parents will reinforce the Compact by supporting math learning at home, practicing foundational skills with their students, and participating in parent trainings. They will regularly communicate with teachers about their student's progress and attend math-related events to stay informed and involved in their child's education. Ensure that their child attends school daily and arrives at school on time. Encourage their child to follow the rules and regulations of the school. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of their child. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with their child. Seek information regarding their child's progress by conferencing with teachers, administration, and other district personnel. Attend Family Nights to learn strategies to help children increase vocabulary, fluency, comprehension, and financial planning Support students by making sure they are rested, ready to learn, and improve daily attendance

- **Staff Training**

To strengthen the PFEP through staff training in support of math, the school will provide professional development focused on effective math instruction strategies, including differentiated instruction, using data to inform teaching, and leveraging tools like Study Island for personalized learning. Staff will be trained on how to engage families in the math process, equipping them with strategies to effectively communicate with parents about their student's math progress and how to support learning at home. Additionally, the training will emphasize fostering a growth mindset in both students and parents, ensuring that educators are well-equipped to build confidence in math and create an environment where all students feel capable of success. Hold training to assist teachers in understanding how to better engage families Staff Training on how to communicate, emotional health, and behavior. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success. Staff Trainings to assist teachers in understanding how to better engage families when sharing graduation criteria to support student success.

- **Accessibility**

To strengthen the PFEP through accessibility, the school will ensure that all math-related communications, training sessions, and resources are accessible to all families, including those who need language support or accommodations. Translated materials and interpretation services will be provided for non-English-speaking families to ensure they have equal access to important information. Parent training sessions will be offered in multiple formats, such as in-person, virtual, and recorded, to accommodate varying schedules and needs. Additionally, materials will be made available in accessible formats for families with disabilities, ensuring everyone can actively participate in supporting their student's math education. We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed.

Science

1. List prioritized needs statements.

100% of our students qualify as Title 1. Many of them lack real-world experiences and learning opportunities. Hands-on and experiential learning opportunities will improve comprehension and help them make connections with the academic literature.

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

Low student academic vocabulary Lack of real world connections between curriculum and application Lack of opportunities to make real world applications Inability to have visual representations of science concepts Students need - access to engaging, real-world science activities to boost problem-solving skills. - students need increased practice with foundational skills and vocabulary to improve comprehension. - students need deeper understanding of science concepts to understand the "why" behind procedures. - students who are behind in science need targeted interventions to close learning gaps. - students need access to digital tools and resources to support personalized science learning. - students need to develop a growth mindset toward science to embrace challenges as learning opportunities.

3. Share possible solutions that address the root causes.

To address the root causes in science deficiencies, solutions include integrating real-world problem-solving tasks and hands-on activities to engage students, along with regular practice and games to reinforce foundational skills. Teachers should focus on building conceptual understanding by explaining the "why" behind concepts and procedures through direct instruction, visual aids, and inquiry-based strategies. Struggling learners can receive targeted interventions and small group instruction through technology. Use software programs as a supplemental curriculum, that assesses skills and customizes instruction (A parent liaison to bridge communication and assist parents in helping their children. Educating parents on how to use the computer and online programs to support learning at home Provide and implement a comprehensive science professional development plan to support teachers' growth in planning for and delivering differentiated instruction (Coaches, Collaborative planning, webinar, conferences) Provide extended learning opportunities through the tutorial programs as well as real world experiences and virtual simulations. Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, copy paper, headphones, and more). Access to hands-on manipulatives, virtual labs, technological devices, and learning experiences Students need - access to engaging, real-world science activities to boost problem-solving skills. - students need increased practice with foundational skills and vocabulary to improve comprehension. - students need deeper understanding of science concepts to understand the "why" behind procedures. - students who are behind in science need targeted interventions to close learning gaps. - students need access to digital tools and resources to support personalized science learning. - students need to develop a growth mindset toward science to embrace challenges as learning opportunities.

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

- Communication

To strengthen the Parent and Family Engagement Plan (PFEP) in support of science, the school can enhance communication by providing regular updates on student progress through emails, parent portals, and apps, and offering workshops to teach families how to support reading and writing at home. Clear, accessible language should be used in all communications, with translated materials and interpreters available for non-English-speaking families. Monthly school newsletters can include experiential learning opportunities and information about supplemental materials to help with learning as well as: regular surveys, and two-way communication opportunities can further keep families informed and involved. Additionally, utilizing digital platforms and social media to share ELA updates, book recommendations, and at-home activities, alongside hosting family literacy events, can create a supportive learning community and foster ongoing collaboration between families and educators. We communicate via Flyers in English, Creole, and Spanish. We also communicate via Parent Link and Remind App Families will be invited to many meetings throughout the year to receive academic information and provide input on ways the school, families, and students can share responsibility for student success. A parent liaison to bridge communication and assist parents in helping their children. Continue to provide flexible times for parent training/meetings Continue to work on sharing curriculum and proficiency expectations and student progress with parents to support student learning and achievement including graduation requirements

- **Parent Training**

To strengthen the PFEP through accessibility, the school will ensure that all science-related communications, training sessions, and resources are accessible to all families, including those who need language support or accommodations. Translated materials and interpretation services will be provided for non-English-speaking families to ensure they have equal access to important information. Parent training sessions will be offered in multiple formats, such as in-person, virtual, and recorded, to accommodate varying schedules and needs. Additionally, materials will be made available in accessible formats for families with disabilities, ensuring everyone can actively participate in supporting their student's math education. We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed.

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

- **School**

Teachers and administrators will strengthen the School-Parent Compact by providing clear, consistent communication about student science progress, offering strategies for math support at home, and using digital tools to personalize instruction. They will also organize science-focused workshops and events for families, encourage parent participation, and ensure resources are available to help both students and parents engage in math learning. Administrators will foster a school-wide culture that prioritizes math achievement and effective communication with families.

- **Students**

Students will benefit from increased communication from the teachers and administrators, as well as from the increased access to digital resources and learning opportunities. This should also equip students to interact with their parents and community about what they are learning.

- **Parents**

Parents will reinforce the Compact by supporting science learning at home, practicing foundational skills with their students, and participating in parent trainings. They will regularly communicate with teachers about their student's progress and attend math-related events to stay informed and involved in their child's education. Ensure that their child attends school daily and arrives at school on time. Encourage their child to follow the rules and regulations of the school. Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of their child. Communicate positive information regarding teachers, administration, and other campus personnel when discussing school with their child. Seek information regarding their child's progress by conferencing with teachers, administration, and other district personnel. Attend Family Nights to learn strategies to help children increase vocabulary, fluency, comprehension, and financial planning Support students by making sure they are rested, ready to learn, and improve daily attendance

- **Staff Training**

To strengthen the PFEP through staff training in support of science, the school will provide access to professional development focused on effective science instruction strategies, including differentiated instruction, using data to inform teaching, and digital leveraging tools. Staff will be trained on how to engage families in the science process, equipping them with strategies to effectively communicate with parents about their student's math progress and how to support learning at home. Additionally, the training will emphasize fostering a growth mindset in both students and parents, ensuring that educators are well-equipped to build confidence in math and create an environment where all students feel capable of success. Hold training to assist teachers in understanding how to better engage families Staff Training on how to communicate, emotional health, and behavior. Implement Staff Training to assist teachers in understanding challenges for diverse families/poverty to better engage and communicate with families for student success. Staff Trainings to assist teachers in understanding how to better engage families when sharing graduation criteria to support student success.

- **Accessibility**

To strengthen the PFEP through accessibility, the school will ensure that all science-related communications, training sessions, and resources are accessible to all families, including those who need language support or accommodations. Translated materials and interpretation services will be provided for non-English-speaking families to ensure they have equal access to important information. Parent training sessions will be offered in multiple formats, such as in-person, virtual, and recorded, to accommodate varying schedules and needs. Additionally, materials will be made available in accessible formats for families with disabilities, ensuring everyone can actively participate in supporting their student's math education. We provide resources and support to families with disabilities, experiencing homelessness, or engaged in migrant work. Accessibility: We offer bus passes and multiple languages. Provide support to families with disabilities, low socio-economics, families with limited English proficiency, families experiencing homelessness, and families engaged in migratory work as needed.

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?

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

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

This school has chosen to be exempt from this area.

• School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: **\$19,240.50**

Acct Description	Description	Quantity	Rate	Type	Total
Charter bus	Item				
	Bus rentals for field trips to the science museum, Solid Waste Authority and Grassy Waters Preserve.	3	\$1,000.00	Original	\$3,000.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	Removing 1 ch bus for field trip	1	-\$1,000.00	Budget Transfer	-\$1,000.00	
Online subscription	Item	Quantity	Rate	Type	Total	
	Reading Plus	1	\$1,500.00	Budget Transfer	\$1,500.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	pencils, paper, folders	1	\$194.25	General Supplies	Original	\$194.25
	paper, pencils	1	\$73.05	General Supplies	Budget Transfer	\$73.05
Computer HW; cap	Item	Quantity	Rate	Type	Total	
	Touch screen Smart board will allow for an interactive, visual representation to aide in instruction.	3	\$4,748.75	Original	\$14,246.25	
	Touch screen Smart board - increase to amt	1	\$476.95	Budget Transfer	\$476.95	
Field trip admissions	Item	Quantity	Rate	Type	Total	
	Grades 6-8 students will go on a field trip to the Science Museum.	60	\$20.00	Original	\$1,200.00	
	Grades 6-8 students will go on a field trip to the Solid Waste Authority.	60	\$5.00	Original	\$300.00	
	Grades 6-8 students will go on a field trip to the Grassy Waters Preserve.	60	\$5.00	Original	\$300.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Reduction to number of students - only 30	1	-\$1,050.00	Budget Transfer	-\$1,050.00
	Two venues booked - Changing to PB Zoo	1	Other		

Action Step: Professional Learning

Provide teachers and instructional support personnel with job-embedded professional learning opportunities.

Budget Total: \$0.00

Acct Description	Description
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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: \$386.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper for newsletters	1	\$313.00	General Supplies	Original	\$313.00
Postage	Item	Quantity	Rate	Type	Total	
	Stamps for newsletters and events	1	\$73.00	Original	\$73.00	

Mission Statement

1. Mission Statement

Empower parents and families to support their children's academic and social growth by creating an inviting environment where parents can feel welcomed and involved in the decision-making process and active participants in their children's academic futures.

Involvement of Stakeholders

Name	Title
Chris Skierski	Principal
Wendy Mobilla	Enrollment Coordinator
Deanna Osgood	Teacher
Ariel Jefferson	Parent
Marquezz Saez	Student

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

To ensure diverse representation and inclusive input in decision-making, our school follows a transparent process to select members representing all stakeholders—including parents, family members, teachers, school staff, students (where applicable), community members, and district personnel. Each school year, the election process is initiated at the beginning of the academic year. The following procedures are implemented: Notification and Outreach: A call for nominations is distributed through multiple channels including school newsletters, emails, the school website, and parent-teacher meetings. Communications are provided in multiple languages as needed to ensure all families can participate. Nomination Process: Stakeholders are invited to nominate themselves or others to serve on advisory committees such as the School Advisory Council (SAC) or Title I Parent Involvement Committee. Nominees must confirm their willingness to serve. Ongoing Inclusion: In addition to formal representatives, all stakeholders are regularly invited to attend SAC meetings, contribute input during Title I discussions, and participate in the Continuous Needs Assessment (CNA) process.

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

Stakeholders (teachers, parents) will be invited to be involved in the development of the FY26 SWP/CNA/PFEP and give their input in the meetings, presentations, and the evaluations given at the end of every meeting/presentation that will take place throughout the school year. All Stakeholders will assist in the development of the SWP/CNA/PFEP and given the opportunity to share their input in the meetings, presentations, and the evaluations. Stakeholder feedback will be captured in the Recording template. All stakeholders will be invited to be involved throughout the year (Title I Annual meetings, SAC, parent trainings, etc.)

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

In the 3 step process Mr. Skierski will present the needs of the students and team will brainstorm ideas. Stakeholders will be provided feedback and Title I funds for parent engagement will be used for supplies and postage for school-home communication.

Name	Title
Chris Skierski	Principal

Annual Parent Meeting

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

Tuesday, September 9, 2025 at 4:00pm at Palm Beach Preparatory Charter Academy Middle School, 3525 S. Congress Ave, Palm Springs, Florida, 33461

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

It will be posted on our school website. We will email our students and parents as well as post an announcement on our grading platform: eschoolware. It will also be posted in our monthly newsletters that go home with students.

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

Title I Parent and Family Engagement Policy School-Parent Compact Overview of Title I Program presentation (PowerPoint or printed slides) Parent Rights under Title I handout Schoolwide Plan summary Student academic performance data (e.g., school report card) Copies of the School Improvement Plan (SIP) Parent surveys for feedback Translated materials (as needed, based on family language needs) Supplies and Logistics: Sign-in sheets (paper or digital) Agenda and printed copies of meeting materials Projector and screen for presentation Microphone/sound system (if needed)

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Eschoolware

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

Teachers will learn how to access eSchoolware, how to navigate through the platform, and to access student reports. They will train parents on this platform and use it to communicate with families. Teachers will learn how to enter grades in the portal and how to generate reports. Finally, we will model how to do course tracking to make sure our students are progressing through the material in a timely manner to stay on track for grade level promotion.

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

We expect the following positive impacts on our school community: Enhanced student achievement, improved communication between parents and faculty, better attendance and behavior, and increased community involvement.

- What will teachers submit as evidence of implementation?

Evidence of communication between parent and teacher through eSchoolware, sample of conference notes stating that the eschoolware platform use was shared with families, handouts,

- Month of Training

September

- Responsible Person(s)

Chris Skierski

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating with Families about State Diagnostics

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

The staff will learn how to access test data from last year's PM3 and this year's PM1 and PM2. The staff will learn about test practice websites. We will make reports that we can send to the parents about their students past performance, upcoming diagnostics and end of course exams, and how to prepare for them. These reports will also include strategies that students and families can use to prepare for these high stakes tests. We will send this information home with our students, as well as share it in the classroom, to partner with families so that they can help their student prepare for the test.

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

Families will be made aware of their upcoming diagnostics and end of course exams. They will see their students' past performance and be given resources and strategies to help them prepare for these tests. The students will be better prepared and perform better on the diagnostics and end of course exams.

- What will teachers submit as evidence of implementation?

The reports that they make and send home.

- Month of Training

January

- Responsible Person(s)

Chris Skierski

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

eSchoolWare

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

Parents will learn how to navigate our online platform that allows students to access their work and parents to see their students' progress and grades. Parents will become familiar with navigating the portal, monitoring student progress, accessing resources, checking grades, and emailing their teachers.

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

We will have laptops for students and parents to login to the computer and eschoolware portal. They will navigate the portal, accessing all of the features that they need to be familiarized with. They will check their students' grades and progress, email their teachers, and see how to access coursework and extra tutorials to assist their students with their coursework. Teachers will be in attendance to support parents as they navigate the platform as well as to answer any questions about school or the students' coursework. Teachers will be setup at different locations in the classroom so parents can move from one station to the next as they get support from the various instructors and in the various fields of study.

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

Parents will be equipped to provide support for their students and to communicate with their students' teachers. As a result, students grades will rise and we will have even better course completion.

- **Date of Training**

September 9. 2025

- **Responsible Person(s)**

Chris Skierski

- Resources and Materials

Tutorial packet, handout with important reminders, agenda, sign in sheet, waters, laptops and chargers.

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math & Literacy

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

Resources to help parents provide support for their struggling student with extra practice at home. Parents will be familiarized with their students' current levels for math and reading. They will become familiar with the main skills that their student needs to master this year to be successful, and they will be shown different resources that they can access at home to assist their student.

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

Parents will login to websites like Khan Academy, Study Island, and Reading Plus. They will see their students' current levels on these platforms, and be shown how to give their student extra support to help them improve their reading and math levels. Teachers will be in attendance and setup at different tables or in different classrooms. Parents will navigate from one area to the next to learn about the different resources that we will be highlighting. Teachers will also have a handout with references and instructions for the resource they are teaching on so that the parents can be reminded of what they learned when they go home.

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

Math and Reading levels will rise as evidenced on Reading Plus, Study Island, and the students' PM 3 scores this year.

- **Date of Training**

November 11, 2025

- **Responsible Person(s)**

Chris Skierski

- **Resources and Materials**

Tutorial packet, handout with important reminders, agenda, sign in sheet, waters, laptops and chargers.

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

0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Pathway to Promotion

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

Students and parents will learn what they need to do to be promoted to the next grade level.

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

Parents and students will receive information about being promoted to the next grade level from Palm Beach County's student progression plan. They will then receive their student's report card and current coursework summary from eschoolware to see their student's current progress and if they are on the pathway to promotion. Parents will again be shown how to navigate eschoolware so that students can access their coursework from home so that they can do any extra work required to be promoted to the next grade level.

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

Increased student promotion rate and better grades.

- Date of Training

Tuesday, March 31, 2026

- Responsible Person(s)

Chris Skierski

- Resources and Materials

Tutorial packet, handout with important reminders, agenda, sign in sheet, waters, laptops and chargers.

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

School will partner with the McKinney Vento department for information and resources to support parents/families and students that experience homeless.

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

Emails, handouts of support given, fliers, resources, transportation support, etc.

- Frequency

as needed

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

- Name of Agency

One Blood

- Describe how agency/organization supports families.

In partnership with Palm Beach Preparatory Charter School of Palm Springs, this helps families by giving them opportunities to obtain community service - needed to graduate . One Blood provides service in the form of community service and scholarships. Students are given the opportunity monthly to participate by donating blood, select lead students are given the opportunity to lead the organizational efforts in the school for the blood drive, through advertising and ensuring that their peers have the correct information needed to be donors. At the end of the year students are invited to attend a luncheon in which they are honored for their service and are also presented with awards and scholarships.

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

Sign in sheet, thank you letters, emails, photo of brochures and student engagement.

- Frequency

as needed

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

- Name of Agency

The Lord's Place

- Describe how agency/organization supports families.

The Lord's Place is able to provide assistance to the families that under normal circumstances might not be able to afford services. The Lord's Place is also able to assist with the case management needs of students and their families and make the home to school to real life transition easier for the student. They provide career work force development training. The agency provides assistance in the form of counseling, psychiatric therapy, substance abuse counseling, and sexual trauma and risk reduction for families. During the school year school counselors, administrators and advisers are often faced with obstacles and need to provide help to students that is often time out of their depth.

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

Referral List, communication emails, emails, flyers.

- Frequency

as needed

Communication

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

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will provide families with information about our Title One Programs through our Title One Meeting, and our parent family trainings meeting. We will notify via website, social media, telephone, flyers going home with students, daily announcements, and posters displayed throughout the school.

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

Agenda for these meetings/trainings, flyers, screenshot of website and social media, eschoolware communication

- **Description**

Teachers hold parent teacher conferences to discuss curriculum, assessments, progress, etc . They also send a spreadsheet about each student's goals/credits. At orientation, parents will leave knowing curriculum expectations for each content area and each student and parent craft an Individual Graduation Plan (IGP). Review students' IGP plan with parents.

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

Sample of student's spreadsheets, parent conference notes, handouts, Sample IGPs, and Orientation PowerPoint presentation.

- Description

Parents/student are informed about the state assessments and results through the score report that is sent home. Parents are notified of student progress regularly throughout the year. Parents/students also have an advisory meeting with the academic advisor to provide individual information on their goals/credits.

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

Sample of student's spreadsheets, score report, assessment results, GPA progress, report cards, parent conference notes.

- Description

Parents are informed through our parent/teacher conferences. We have a student handbook on our website in 4 languages encouraging parents to contact to the school for more information. We mail letters home invites to parents for IEP/504 meetings. Send invitations to SAC meetings and conferences with virtual links as needed.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

- Description

We offer to meet with parents after school hours and via phone. Trainings are held either virtually or in the evenings. Parents are invited to participate in conferences at a day and time that is convenient to them.

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

flyers, agendas, phone logs, zoom meeting invitations, invitations for conferences/IEP/LEP meetings

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**

We provide information in multiple languages. We have an interpreter at the meeting as needed and information is sent home in all languages, posted on school website in all languages.

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

We have teachers that speak other languages - conference notes. Flyers, sample communication in all languages, FY25 Compact, FY25 PFEP Summaries in all languages.

- **Description**

This is a handicap accessible school with allotted bathrooms and parking spaces. Parents are given ample notice of meeting dates and times. If a parent has a disability he/she can notify the school prior to the event and we will prepare by providing a sign-language interpreter, bolder/larger printed documents, etc. Parents with disabilities are accommodated on a case by case basis. We are ADA compliant.

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

Photo of accessible parking, elevators, automatic door, emails, invitations with virtual links as needed

- Description

We will provide translators, access to transportation - bus passes (if needed), and host meetings at different times to accommodate work schedules. We also conduct home visits as needed. We survey families to determine need and provide resources as applicable and connect them to resources in the community for support.

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

Information of resources available to migrant community, log of transportation bus passes, emails, migrant brochures of services provided in all languages.

- Description

Parents experiencing homelessness are provided with transportation (bus passes) as per the McKinney Vento Act. Contact social service agency to support families and meet their needs as possible. We survey families to determine need and provide resources as applicable and connect them to resources in the community for support

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

McKinney Vento brochures, log of transportation bus passes, referral to social worker, emails, McKinney Vento flyers of services provided in all languages.

Other Activities

1. Activity #1

- Name of Activity

n/a

- Brief Description

n/a

2. Activity #2

- Name of Activity

n/a

- Brief Description

n/a

3. Activity #3

- Name of Activity

n/a

- Brief Description

n/a

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

One of our focuses is to provide our students with an environment where they foster growth and resilience. We promote a healthy mindset and use school-wide positive behavior incentives to help build character and strong work habits. We also work to incorporate team building with our single school culture program and the caring and supportive teachers we employ. Positive behavior Intervention system at PBPCA allows students to self modify their behavior through the Panther Store, where students can purchase items incentivized by good behavior. Students are able to earn Panther Bucks by exhibiting behavior of the 9 core values at PBPCA: Wisdom, Justice, Courage, Compassion, Hope, Responsibility, Respect, Integrity and Resilience. The school fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to display their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc. This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and displayed for all stakeholders to see. Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community. The Principal, Assistant Principal, Dean of Academics and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below: *Providing needed services and resources for students and families, such as: *Mental Health Services via "Talk It Out Thursdays", weekly counseling sessions *SBT and MTSS bi-weekly team meetings *Drug and alcohol abuse prevention *Crisis intervention *Mental health evaluations *Probation and truancy services *Allowing for follow-up and referral to outside agencies as needed *Having additional role models for students

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Students are taken through MTSS by using SBT. Teams consist of a Leader, Time Keeper and Record Keeper. The child and the parent are also considered members of the team along with the classroom teacher and the necessary administrators. Teachers normally refer students to SBT. Data is gathered based on the need of the student. Different measuring tools are used to assist the classroom teacher in implementing strategies to assist the student. Student goes through the different tiers, at which time parents and the students are notified of their progress. Students that show improvement can eventually be returned to the strategies that are being used through the entire class. Students that do not show improvement will continue through the tiers and will be referred to the ESE team. Students that are listed as teen parents and or homeless are automatically placed on the SBT list and are monitored throughout the school year. These students will receive services as funded by the School District of Palm Beach County. The MTSS-A Program is to be implemented as a problem-solving process that is data driven, supports teachers in seeking positive solutions for all students and supports students' academic achievement. By way of the Response to Intervention the primary goal of MTSS-A is to support teachers and parents by generating effective research-based academic and behavioral strategies for individual targeted students. Problem Solving Teams can use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and interventions to be applied to class or school-wide issues. While each school will be implementing the MTSS-A Program in accordance with their chartering district's requirements, there are key components that will be present throughout each NorthStar Academy: The Response to Intervention Program seeks to ensure that each student who is referred to this Multi-Tiered System of Support receives the appropriate intervention in an effort to improve their academic performance. Within this problem-solving model, teams follow the PAIR format. PAIR stands for: I. Problem identification II. Analysis of the problem III. Intervention implementation IV. Response to intervention. Students will meet or exceed the pre-determined objectives and expectations of the program, Create a community of support, Identify and intervene early, Provide collaborative intervention for all students using data-based problem-solving strategies. Areas of challenges are addressed using effective intervention grounded in proven researched best practices, School based leadership and collaborative team consists of a minimum of 8 members inclusive of subject area teachers (Reading and Math), ESOL Coordinator, ESE specialist, Academic Advisor/Guidance Counselor, and administrators. • The MTSS-A Coordinator will ensure there is a yearly MTSS-A Meeting calendar with a minimum of two documented meetings per month (sign in sheets, agenda and minutes) for a minimum total of twenty meetings per school year. • This team meets biweekly (entire team) to share best practices, collaborate, and progress monitor in both academic and behavioral areas • The team completes specific documentation and monitors the academic intervention plan for all students. • The team also reviews the progress and duration of the intervention as well as the transition to the next Tier and/or level. Tier 1 - All Students, Tier 2 - Students who test between grade 6-8, Tier 3 - Student below grade 6 Foundational systems include: An established MTSS- Team made up of the Principal, Assistant Principal, Dean of Students, Dean of Academics, Truancy Officer, Attendance & Welfare Officer, Academic Advisor, Guidance Counselor, ESE Specialist, ESOL Contact/Coordinator, instructional staff members and any other staff members who contributes to meeting the needs of all students. • Minimum of two meetings per month, Documentation of all meetings with agenda, sign-in sheets and minutes, Implementation of an approved Reading Curriculum that is in accordance with the chartering district's Reading Plan, Use of research-based instructional strategies that will positively impact student's academic achievement, On-going use of data for decision making, Professional Development plan that includes Data Analysis Training Students on Level 2 will complete all introductory courses and/or has completed all introductory courses Additional Interventions: Study Island, GED Prep, Microsoft Digital Literacy, Resume Workshops Students on level 2 who are not making progress will be discussed during MTSS meetings to determine if student needs to be placed in Tier 3 for additional intervention. Tier 3 students are pulled in small groups instruction with our Reading Coach. They are also pulled once or twice a week for one on one instruction.

Provision of a Well-Rounded Education

1. Well-Rounded Education

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model. This cohesive structure provides a layered view that reaches every piece of our school. All instruction is data driven; Students are placed on a PMP if they score a level one on their B.E.S.T. Algebra 1 EOC and their F.A.S.T. Reading. Students scoring at a level one are also placed in Intensive classes that will assist in scaffolding strategies and skills in order to assist students in reaching their next learning goals. Additionally, we offer a College and Career elective-which is a research class that allows students to learn the different types of colleges, loan assistance, and majors that will be most beneficial after high school. Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Teachers will utilize student centered Weekly Progress Monitoring Logs including data forms for students and teachers. Targeted students receive weekly pullouts and push-ins focusing on reading and math skills involving test taking strategies. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards. Our Blended learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out. Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning. A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software. Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real world connections relevant to students' lives. Individual Graduation Plan – A comprehensive plan that serves as a "roadmap" to student success. Integrated Support Services – Attendance and Welfare Coordinator that works with each student to address and remove various barriers that prevent students from being successful. Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic. Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan. Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention. Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards. Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days. Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community. Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

The school participates in a Spring College Fair, where several schools visit and meet with students. We also participate in a Discovery Day in which local Business', Entrepreneurs and parents can visit to highlight their professions and garner interest among the students. The school allows the different branches of the military to visit the school and house presentations with the students throughout the school year. Students take the ASVAB during the year to assist with their readiness for the military as well with giving them an idea of which career might benefit them in the future. Local colleges and vocational schools also participate in College Days. They spend the day with students and interact with them using demonstrations and hands on approaches. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Palm Beach Preparatory Charter Middle School Academy participated in a career and technical education (CTE) barbering program for the 24-25 school year. The CTE barbering program completed a seminar for our Middle School students, also barbering program currently continues with curricula, practice tests and industry certification exams with retakes are available to both students and staff. Palm Beach Preparatory Charter Middle School Academy currently offers the Introduction to Information Technology course via ESW, and expects to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, Palm Beach Preparatory Charter Academy will build career academies that include both state and online curricula, industry certification, and articulation agreements. The Academic Advisor helps students obtain information for SAT and ACT exams, as well as provide test preparation workshops to support students through this process.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

Throughout the year teachers will attend Professional Development that is offered through the District. Teachers will also participate in Professional Development that is geared towards their success at Palm Beach Preparatory Charter Middle Academy which include but not limited to: Classroom Management, Reading Plus, and Testing. We also assign new teachers to a veteran mentor and we participate in the Peer Observation Program using PBMI. Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers. The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective. The rationale for pairing the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently. Peer Teacher Mentoring (Math Teachers) (Reading and English Language Arts Teacher) (Social Studies, Science and Reading Teacher) (Math and Science Teacher) Planned Mentoring Activities: 1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams. 2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom. 3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups. 4. Classroom observations and follow-up to address best practices in the area of classroom management. 5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. 6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues. The school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals. Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Teams will work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis. Additionally, the school implemented an Instructional Leadership Team that consists of teacher leaders, curriculum coaches, ESE and ESOL Coordinators. The purpose of this time is to collaborate with instructional staff and leadership

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We recruit our teachers through Teacher. Teacher, Indeed, and Paycom. We also host two job fairs annually. Additionally, we offer a referral incentive to current employees. Lastly, Math and Science teachers are offered a \$1000.00 signing bonus upon hire. We retain teachers by offering an in-depth orientation upon hire. We also pair new teachers with a veteran teacher to assist them with any questions/concerns that may arise. Administration holds weekly check-ups and create an open door policy for all staff. The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions: (a) A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com, the Palm Beach Post, and other pertinent publications. (b) The Principal reviews all resumes for staff. (c) Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School. (d) Interviews are conducted with the Principal. (e) Background and extensive reference checks are conducted. (f) Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff. All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District. Professional development is extensive and ongoing, incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff. Finally, we give our teachers opportunities to make extra part time pay by participating in club sponsors, sport team coaching, and tutoring.