
Title I Comprehensive Schoolwide Plan
PALM BEACH PREPARATORY CHARTER ACADEMY (3971)

ELA

1. List prioritized needs statements.

70% of all students tested are performing at level 1 in reading based on FSA ELA Scores. FAST Data indicates that over 70% of all students tested are still achieving a level 1 in reading. Reading assessment shows over 80% of cohort seniors are not on track to reach graduation requirements.

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 and online subscriptions 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. Panther parents' inability to assist their students in reading at home due to lack of skill set or time. Lack of staff to assist with reading remediation small group class to address deficiencies. 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 Panther Motivation and Engagement: There is a need for consistent parent engagement and training. There is a need for professional development for all staff. Tiered Intervention: Tier 1: Use engaging, diverse reading materials and offer Panther choice. Tier 2: Conduct small group activities based on Panther 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 Panthers actively with texts. For Insufficient Instruction and Practice in Writing Skills: Tiered Intervention: Tier 1: Deliver consistent writing instruction for all Panthers. 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 Panthers. 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 Panthers 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 Panthers and adaptive tools for Panthers with disabilities, ensuring content accessibility. 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 Panther 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.

- **Parent Training**

Parent trainings are essential in empowering families to support their Panthers' 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 Panthers.

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**

Panthers 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 Panthers, 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 Panther 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 Panthers and foster a collaborative, high-quality learning environment.

- 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.

Math

1. List prioritized needs statements.

80% of all students tested are performing at level 1 in reading based on FSA ALG 1 Scores. FAST Data indicates that over 80% of all students tested are still achieving a level 1 in Algebra 1. Math assessment data shows over 80% of cohort seniors are not on track to reach graduation requirements.

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

- Lack of Engaging Math Activities - Lack of Professional Development - Lack of Parental Involvement - Lack of Academically Qualified Staff - Insufficient Practice with Foundational Skills - Weak Conceptual Understanding - Inadequate Support for Struggling Learners - Limited Use of Technology - Fixed Mindset Toward Math - Lack of hands-on manipulatives and works books to aid in math deficiencies

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 and relevant academically qualified staff. Teachers should focus on building conceptual understanding by explaining the "why" behind math procedures through direct instruction, visual aids, inquiry-based strategies through professional development. Struggling learners can receive targeted interventions and small group instruction, with online subscriptions such as Study Island which may be 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. This deficiency would be greater supported by increased parental involvement to support home learning and content fluency.

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 Panther'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.

- **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 Panthers 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.

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 Panther 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.

- **Students**

Panthers will take responsibility for their own learning by engaging in math activities, completing assignments, and practicing skills at home. They will share their math progress with their families and ask for help when needed, fostering collaboration and ensuring consistent growth in their math skills.

- **Parents**

Parents will reinforce the Compact by supporting math learning at home, practicing foundational skills with their Panthers, and participating in parent trainings. They will regularly communicate with teachers about their Panther's progress and attend math-related events to stay informed and involved in their child's education.

- **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 Panther'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 Panthers feel capable of 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 Panther's math education.

Science

1. List prioritized needs statements.

50% of all students tested are performing at level 1 in Science based on FSA Biology Scores. EOC Assessment data shows over 65% of cohort seniors have not completed the EOC requirement.

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

- Lack of Hands-on Learning Opportunities - Weak Conceptual Understanding - Lack of Professional Development - Lack of Parental Involvement - Lack of Academically Qualified Staff - Limited Opportunities for Critical Thinking and Problem-Solving - Insufficient Support for Struggling Learners - Underutilization of Technology

3. Share possible solutions that address the root causes.

To address the root causes in science, the school will incorporate more professional development, parental training with hands-on learning opportunities, and staff training including lab activities, experiments, and interactive projects, to increase student engagement. Another possible solution would be additional staff for direct instruction. Direct instruction will be used to focus on the "why" behind scientific concepts, with inquiry-based learning and real-world examples to deepen understanding. Critical thinking and problem-solving will be promoted through project-based learning, discussions, and tasks that encourage students to apply scientific principles. Targeted interventions and differentiated instruction will be provided through eSchoolware to support struggling learners. Additionally, educational technology tools, simulations, and virtual labs will be integrated to help students visualize complex concepts and engage interactively with science content. - Panthers need more hands-on learning opportunities to engage with scientific concepts. - Panthers need a stronger focus on understanding the "why" behind scientific processes and phenomena. - Panthers need more opportunities to develop critical thinking and problem-solving skills through inquiry-based learning. - Struggling learners need targeted interventions and differentiated instruction through the core curriculum in eSchoolware. - Panthers need enhanced use of technology to better visualize and interact with complex scientific concepts.

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

• Communication

To strengthen the PFEP through communication in support of science, the school will provide regular updates to parents on their Panther's science progress through emails, newsletters, and the parent portal. These updates will highlight key concepts being taught, upcoming projects, and practical ways parents can support science learning at home. The school will also ensure that communication is accessible by offering translated materials and interpretation services for non-English-speaking families. Additionally, the school will encourage two-way communication, inviting parents to ask questions, provide feedback, and share concerns during conferences or through surveys. This approach will foster a stronger partnership between the school and families, ensuring that all parents are informed and engaged in their child's science education.

• Parent Training

To strengthen the **PFEP** through parent training in support of science, the school will offer workshops that focus on key science concepts, hands-on activities that can be done at home, and ways to support scientific thinking and problem-solving. These training sessions will equip parents with strategies to engage their Panthers in science discussions, experiments, and real-world applications. The school will also provide training on how to use digital tools and resources, such as eSchoolware or virtual labs, to reinforce science learning at home. These parent training opportunities will be available in multiple formats (in-person, virtual, recorded) and languages to ensure all families have access. This will empower parents to become active partners in their Panther's science education and help foster a deeper understanding of science concepts at home.

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 Panther science progress, offering strategies for supporting science learning at home, and using tools like eSchoolware 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 science learning.

- **Students**

Panthers will take responsibility for their own learning by actively participating in science lessons, completing assignments, and practicing skills at home. They will share their science progress with their families and collaborate with them on projects, fostering a partnership in the learning process.

- **Parents**

Parents will reinforce the Compact by supporting science learning at home, engaging in hands-on activities and experiments, and participating in parent training sessions. They will stay informed about their Panther's science progress through regular communication with teachers and attend science-related events to further support their child's education.

- **Staff Training**

To strengthen the PFEP through staff training in support of science, the school will provide professional development focused on effective science instruction strategies, including hands-on learning, inquiry-based teaching, and using eSchoolware for differentiated instruction. Staff will also be trained on how to engage families in the science process by providing resources, clear communication, and strategies for supporting science learning at home. The training will emphasize fostering a growth mindset in students, encouraging curiosity and problem-solving in science. Additionally, staff will be trained on utilizing technology and digital tools to enhance science instruction and make complex concepts more accessible. This will ensure that educators are equipped to support both students and families in achieving success in science education.

- **Accessibility**

To strengthen the PFEP through accessibility in support of science, 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 Panther's science education.

Social Studies

1. List prioritized needs statements.

To address academic needs, we aim to increase student engagement in social studies by 20% through real-world connections, improve critical thinking and historical analysis skills by 15% as measured by BEST ALG 1 and BEST Geometry assessments, provide at least 10 active learning opportunities per semester for 90% of students, enhance connections to current events and global issues by incorporating them into 80% of lessons, increase research and writing proficiency in social studies by 10% as measured by project rubrics, and expand access to digital resources and interactive tools for 100% of students, improving overall performance by 15% within the next academic year.

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

- Lack of Engaging, Real-World Connections - Weak Critical Thinking and Analysis Skills - Lack of Professional Development - Lack of Parental Involvement - Lack of Academically Qualified Staff - Limited Opportunities for Active Learning and small group instruction - Difficulty Connecting Concepts to Current Events - Weak Research and Writing Skills - Underutilization of Resources and online resources

3. Share possible solutions that address the root causes.

To address the root causes in social studies, the school will integrate current events, local issues, and real-life examples into lessons to make the content more relevant and engaging for students. Critical thinking and analysis will be strengthened through inquiry-based learning, discussions, and debates that encourage students to evaluate historical events and social systems. Active learning opportunities, such as project-based learning, group discussions, role-plays, and simulations, will be incorporated to foster hands-on engagement with the material. The school will also connect social studies concepts to contemporary issues and global events, helping students see the relevance of what they are learning. Additionally, research methods and writing techniques will be taught in both large and small group settings to help students strengthen their research and writing skills, providing opportunities to practice writing reports, essays, and presentations. Lastly, digital resources, interactive websites, and multimedia tools will be utilized to help students visualize and explore social studies topics more effectively. - Panthers need more engaging, real-world connections to social studies content to deepen understanding and relevance. - Panthers staff needs more opportunities for Professional Development. - The panthers need additional staff to help students in social studies. - Panthers families need more training in assisting their children with Social Studies at home. - Panthers need stronger skills in critical thinking and analysis of historical events and social systems. - Panthers need increased opportunities for active learning through projects, discussions, and debates. - Panthers need more support in connecting social studies concepts to current events and global issues. - Panthers need to develop stronger research and writing skills in social studies to effectively communicate their understanding. - Panthers need more access to digital resources and interactive tools to enhance learning in social studies.

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

- Communication

To strengthen the PFEP in support of social studies, the school will improve communication by regularly updating parents on their Panther's progress in social studies through emails, newsletters, and the parent portal. These updates will highlight key concepts, upcoming projects, and ways parents can support social studies learning at home, such as encouraging discussions about current events and history. The school will also invite parents to participate in social studies-related events like family nights or interactive workshops that allow them to engage with the material alongside their child. Additionally, communication will be made accessible by offering translated materials and interpretation services for non-English-speaking families. This approach will ensure all families are informed, involved, and empowered to support their Panther's social studies education.

- **Parent Training**

To strengthen the PFEP through parent training in support of social studies, the school will offer workshops that focus on key social studies concepts, strategies for discussing historical events and current issues at home, and ways to engage students in critical thinking and analysis. These training sessions will equip parents with tools to support their Panther's learning, such as how to encourage research, help with projects, and foster discussions about social studies topics. The school will also provide guidance on using digital resources and interactive tools to enhance learning at home. These parent training sessions will be available in multiple formats, including in-person, virtual, and recorded, to ensure all families have access regardless of their schedules or language needs. This will empower parents to be active partners in their child's social studies education.

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

- **School**

Teachers and administrators will strengthen the School-Parent Compact by providing clear, consistent communication about Panther social studies progress, offering strategies for supporting learning at home, and using tools to enhance instruction. They will also organize social studies workshops and events for families, encourage parent participation, and ensure resources are available to help both students and parents engage in social studies learning.

- **Students**

Panthers will take responsibility for their own learning by engaging in social studies lessons, completing assignments, and practicing skills at home. They will share their social studies progress with their families and collaborate with them on projects, fostering a partnership in the learning process.

- **Parents**

Parents will reinforce the Compact by supporting social studies learning at home, encouraging discussions about historical events and current issues, and participating in parent training sessions. They will stay informed about their Panther's progress and actively participate in social studies events to support their child's education.

- **Staff Training**

To strengthen the PFEP through staff training in support of social studies, the school will provide professional development focused on effective social studies instruction strategies, including inquiry-based learning, project-based learning, and critical thinking techniques. Staff will be trained on how to incorporate real-world connections, current events, and global issues into lessons to make social studies more engaging and relevant. Additionally, training will include methods for teaching research and writing skills, as well as using digital tools and resources to enhance student learning and engagement. Educators will also be equipped to communicate effectively with parents about social studies progress and how they can support their child's learning at home. This training will ensure that staff are well-prepared to create a more dynamic and interactive social studies experience for all students.

- **Accessibility**

To strengthen the PFEP through accessibility in support of social studies, the school will ensure that all communications, parent training sessions, and resources are accessible to families, including those who need language support or accommodations. Translated materials and interpretation services will be provided to non-English-speaking families, ensuring they have equal access to important information. Parent training sessions will be offered in various formats, such as in-person, virtual, and recorded, to accommodate different schedules and needs. Additionally, resources will be made available in accessible formats for families with disabilities, ensuring that all parents can participate and actively support their Panther's social studies education. This approach will ensure that all families can engage in their child's learning, regardless of language or accessibility barriers.

Acceleration Success

1. List prioritized needs statements.

To address academic needs, we aim to reduce 12th-grade literacy gaps by 15%, increase Algebra I EOC pass rates by 10%, provide 40 hours of professional development for all staff, expand restorative practices for students with disabilities by 20%, enhance individualized literacy interventions for 80% of below-grade-level readers, and boost participation in Algebra I remediation programs by 25%, improving pass rates by 15% within the next academic year.

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

The root causes for the prioritized needs stem from several key issues. Literacy gaps for 12th-grade students are largely due to a lack of targeted reading support and insufficient early interventions. Algebra I EOC pass rates are impacted by gaps in foundational math skills, inadequate remediation, and a lack of specific interventions for struggling students (resources and technology). Parents also lack the fluency to support students at home. Professional development in instruction and classroom management is limited, with insufficient ongoing training for teachers to meet diverse student needs effectively. Students with disabilities lack tailored behavioral interventions and restorative practices, with insufficient emphasis on skills for learning and life. Individualized literacy interventions are hindered by the lack of one-on-one support and differentiation in instruction. Finally, the limited availability of personalized tutoring, small-group instruction, and data-driven strategies for Algebra I remediation contributes to declining performance.

3. Share possible solutions that address the root causes.

1. Implement early intervention programs for foundational reading skills. 2. Provide one-on-one tutoring and differentiated reading instruction. 3. Offer intensive Algebra I remediation sessions with data-driven strategies and resources. 4. Expand small-group tutoring and after-school programs for Algebra I. 5. Provide continuous professional development in differentiation, classroom management, and technology integration. 6. Develop individualized behavioral support plans and incorporate restorative practices. 7. Prioritize skills for learning and life initiatives for students with disabilities. 8. Increase individualized literacy interventions through after-school programs and peer tutoring. 9. Use data to identify struggling students early and provide targeted support. 10. Need additional parental support at home

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

• Communication

To strengthen the Parent and Family Engagement Plan (PFEP) in support of Acceleration Success, the school can focus on improving communication with families. This includes regularly updating parents on student progress, interventions, and available resources through various platforms such as emails, text messages, and the school website. Parent-teacher conferences should be held frequently and flexibly to discuss individual student performance, acceleration strategies, and areas for improvement. Additionally, the school can involve parents in setting and tracking SMART goals for their children, ensuring collaboration and accountability. Clear and consistent communication will help parents stay informed and engaged in supporting their child's academic journey, creating a strong partnership between home and school.

- **Parent Training**

To strengthen the Parent and Family Engagement Plan (PFEP) in support of Acceleration Success, the school can begin by enhancing communication with families. This includes regularly updating parents on student progress, interventions, and available resources through various platforms such as emails, text messages, and the school website. Parent-teacher conferences should be held frequently and flexibly to discuss individual student performance, acceleration strategies, and areas for improvement. Parents can also be actively involved in setting and tracking SMART goals for their children, fostering collaboration and accountability. Additionally, the school can provide resources and strategies for parents to support literacy and math development at home, ensuring a consistent approach between school and home. Offering parent training sessions focused on literacy, math support strategies, and understanding academic progress monitoring will empower families to take a more active role in their child's education. These workshops can also include guidance on how to effectively support students during interventions and remediation programs. Finally, fostering a collaborative school culture through parent involvement in events, volunteering, and discussions will strengthen the partnership between families and the school, ultimately supporting student success.

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

- **School**

Ensure clear communication of academic goals, acceleration strategies, and progress monitoring to parents. Provide training for staff on engaging parents and supporting at-home learning. Establish regular opportunities for parent involvement through meetings, workshops, and events, fostering collaboration in student development.

- **Students**

Take ownership of their learning by working toward the academic goals set in collaboration with teachers and parents. Regularly communicate with parents and teachers about their academic progress and areas where they need support. Engage actively in school interventions, tutoring, and other acceleration programs to maximize their academic growth.

- **Parents**

Actively participate in setting and tracking SMART goals for their child's academic success, ensuring their child's learning is supported both at school and at home. Engage in regular communication with teachers and school staff to stay informed about their child's progress and upcoming interventions. Support at-home learning by reinforcing strategies and practices shared by teachers, participating in parent workshops, and attending meetings when possible.

- **Staff Training**

To strengthen the Parent and Family Engagement Plan (PFEP) in support of Acceleration Success, staff training should be prioritized. Training should focus on improving communication skills, ensuring that staff can effectively engage with families through various channels such as emails, phone calls, and meetings. Staff should also be trained in how to set and explain SMART goals to parents, making it easier for families to understand their child's academic progress and how they can support acceleration efforts. Additionally, staff training should include strategies for culturally responsive communication to ensure that all families, regardless of background, feel included and informed. Finally, providing staff with tools to facilitate parent involvement in academic support at home, such as guiding them on how to reinforce literacy and math strategies, will further strengthen the partnership between home and school.

- **Accessibility**

To strengthen the Parent and Family Engagement Plan (PFEP) in support of Acceleration Success, accessibility will be a key focus. Communication materials, including emails, newsletters, and school websites, will be available in multiple languages and accessible formats to ensure all families can engage with the information. Additionally, meetings, parent-teacher conferences, and training sessions will be scheduled at various times to accommodate diverse family schedules, including evening and weekend options. Virtual meeting platforms will be offered as an alternative to in-person attendance, ensuring families with limited mobility or those who cannot attend in person can still participate. Providing resources for families with disabilities, such as sign language interpreters or assistive technology during events, will ensure inclusivity. These steps will help ensure that all families, regardless of language, location, or ability, have the opportunity to actively engage in their child's education and acceleration efforts.

Graduation Rate

1. List prioritized needs statements.

The FSA FY24 graduation rate was 72.1%. Our goal is to increase the graduation rate to 80% for FY25.

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

Lack of technology specific to support in comprehension, vocabulary, and basic math skills across all content areas. Lack of teacher understanding of the changing curriculum, standards, and testing. Insufficient prior knowledge for students to pass state assessments. Lack of understanding of key concepts that could improve student performance and lead to on-time graduation. Varying levels of prior knowledge and achievement among students. Lack of differentiated instructional strategies to address diverse student needs. Lack of academically qualified staff Lack of parent understanding of graduation criteria and insufficient engagement in supporting their child's academic success.

3. Share possible solutions that address the root causes.

Provide small group instruction and interventions to scaffold learning and address individual student needs (utilize reading and math interventionists). Implement supplemental curriculum software that customizes instruction based on students' skill levels (e.g., Study Island, Reading Plus, Read 180). Hire a parent liaison to improve communication and help parents support their children's academic progress. Educate parents on how to use computer programs and online platforms to support learning at home. Provide professional development for teachers focused on ELA and math, including differentiated instruction strategies, planning support, and ongoing training opportunities (e.g., coaching, collaborative planning, webinars, conferences). Offer extended learning opportunities, such as tutorial programs for reading and math (during school, after school, Saturday camps for grades 9-12). Provide hands-on learning opportunities using instructional supplies and supplemental resources (e.g., student workbooks, whiteboards, copy paper). Additional staff is needed to support key learning loss

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

• Communication

Provide small group instruction and interventions to address individual student needs (reading and math interventionists). Implement supplemental curriculum programs like Study Island, Reading Plus, Read 180 to support skill development. Hire a parent liaison to improve communication and support parental involvement. Educate parents on using online programs to support their children's learning at home. Provide and implement professional development for teachers in ELA and math, emphasizing differentiated instruction and student engagement.

• Parent Training

Host literacy workshops to help parents understand how to access and track their child's academic progress. Provide workshops on understanding graduation requirements and how parents can support their child's academic journey.

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

- **School**

Provide a safe and secure learning environment. Ensure highly qualified teachers in all content areas. Deliver high-quality curriculum and instruction, aligned with Local, State, and National academic standards, with a focus on improving ELA and math proficiency in grades 9-12. Offer specific strategies and resources to families to support their child's academic success, particularly in ELA and math.

- **Students**

Arrive rested and prepared to learn. Improve daily attendance and take ownership of their academic progress. Focus on ELA and math development, particularly sentence structure, essay writing, and mathematical concepts like percentages and algebraic equations. Implement strategies taught at school and home to improve academic outcomes.

- **Parents**

Actively seek information about their child's progress through conferences with teachers and school staff. Attend Family Nights and workshops to learn strategies for supporting their child's vocabulary, fluency, comprehension, and academic success. Ensure that their child is well-rested, prepared to learn, and consistently attends school.

- **Staff Training**

Offer professional development to help teachers better engage families and understand challenges faced by diverse student populations. Implement staff training that focuses on understanding the impact of poverty, language barriers, and other factors on student success.

- **Accessibility**

Ensure physical accessibility and accommodations for families with disabilities, experiencing homelessness, or engaged in migratory work. Provide support services like bus passes, translated materials, and additional resources for families facing socio-economic or language barriers.

Action Step: Classroom Instruction

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

Budget Total: \$146,287.65

Acct Description	Description						
Computer HW; non-cap	Item		Quantity	Rate	Type	Total	
	Student Headphones for Online Platforms, eSchoolware.		500	\$18.99	Original	\$9,495.00	
Resource Teacher	1.0 Reading Interventionist will push-in to classrooms offering support to 9-12 grade ELA using core curriculum and Reading Plus supports to increase proficiency.						
Resource Teacher	Math Interventionist will push-in to classrooms offering support to 9-12 grade Math to increase proficiency.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Paper, pencils, pens, markers, dry-erase markers, highlighters, comp books, binders, folders		1	\$832.65	General Supplies	Original	\$832.65
	Classroom libraries		1	\$6,780.00	General Supplies	Amendment	\$6,780.00

Action Step: Professional Learning

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

Budget Total: \$3,992.00

Acct Description	Description				
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total
	Teachers will attend a Trauma Informed Teaching Workshop to address classroom management needs as noted in the CNA.	10	\$179.00	Original	\$1,790.00
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Staff will attend the Future of Education Technology Conference on Jan 11-14, 2026 in Orlando FL, to allow our teachers to integrate technology with instruction and create more engaging lessons. Registration \$410; Transportation \$180; Lodging \$300; Per diem \$108; Number of attendees - 9. Total = \$8982.	9	\$998.00	Original	\$8,982.00

Action Step: Parent Engagement

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

Budget Total: \$5,000.60

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teachers will attend parent nights and support families.	5	\$25.00	1	3	10	Certified	Original	\$3,750.00	

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Postage for Mailers to Parents	1320	\$0.73	Original	\$963.60

Mission Statement

1. Mission Statement

Our mission is to foster a welcoming and inclusive community where parents are empowered to be active partners in their child's academic and social development. By working collaboratively, we ensure every child has the support they need to thrive.

Involvement of Stakeholders

Name	Title
Dwayne A. Stewart	Principal
Dydel Cole	School Secretary
Yarnell Williams	Assistant Principal
Fabrice Clerger	Dean of Academics
Monica Garcia	Parent
Kimberly Cervantes	Student
Vernestine Williams	Staff
Megan Wood	Staff

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

At Palm Beach Prep, we value input from all parts of our school community. To ensure a well-rounded team, we aim to include representatives from all stakeholder groups—parents, teachers, staff, and community members. All stakeholders are welcome to attend meetings and share their input. To build a representative group, we follow a two-part process: First, teachers and staff are asked to identify and personally reach out to some of our most engaged and active parents to invite them to participate. Next, we hold an election where interested parents, teachers, and staff can be nominated or volunteer to serve. Final members are selected through a voting process to ensure fairness and to reflect the diversity of our school community. This way, everyone has a voice in shaping the future of our Panthers.

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

Stakeholders—including teachers and parents—were actively involved in the development of the FY25 SWP, CNA, and PFEP. They were invited to provide input through meetings, presentations, and evaluations conducted throughout the school year. The CNA Leadership Meeting took place on February 5, 2024; the Staff CNA Meeting on February 10, 2024; and the Stakeholder CNA Meeting on February 26, 2024. Stakeholders contributed to the development of the plans and were given multiple opportunities to provide feedback during sessions and through evaluation tools. Stakeholder engagement continued year-round through events such as the Title I Annual Meeting, School Advisory Council (SAC) meetings, and parent trainings. Aside from changes in the Associate Principal and one teacher, the team has remained consistent, allowing for ongoing collaboration as we prepare for FY26.

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

Stakeholders provided input on how Title I funding will support parent and family engagement through CNA meetings, the Title I Annual Meeting, SAC meetings, and post-event evaluations from parent workshops and trainings. A common need identified was for increased home-school communication, particularly for families with limited access to digital tools. In response, for FY26 we will use a portion of our Title I funds to purchase postage stamps to enhance our home-school correspondence. This will allow us to consistently mail academic updates, event reminders, and important school information directly to families, helping to strengthen engagement and ensure all parents are informed and connected. We also budgeted to allow staff to attend our parent nights to strengthen the school-home connection.

Name	Title
Dr. Dwayne Stewart	Principal
Jacqueline Howard	Teacher
Yarnell Williams	Assistant Principal

Annual Parent Meeting

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

Wednesday, August 13, 2025 at 6pm at Palm Beach Prep in room 213B.

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

This will be shared via social media, posted on the website, we will conduct call-outs and put it in our opening newsletter.

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

Agenda (clearly outlines the flow of our meeting) Sign-in sheets (for documentation and Title I compliance) PowerPoint presentation or slide deck (explains Title I, parent rights, school status, compact, PFEP, etc.) Copies of the following documents: School-Parent Compact Parent and Family Engagement Plan (PFEP) Title I Overview (what Title I is, funding use, etc.) School Improvement Plan summary Parent Right-to-Know letter School Report Card or data snapshot

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Engaging Families Beyond Technology: Strategies for Inclusive, Low-Tech Communication

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

Staff will learn how to use low-tech communication strategies such as phone trees, home-to-school notebooks, and printed flyers translated into families' home languages. They will also learn how to identify and use cultural liaisons or interpreters effectively to build trust and ensure understanding. Program/Tool: Home Communication Toolkit (includes sample phone scripts, paper templates, and language access guides).

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

Staff will be better equipped to reach and build trust with families who face barriers to digital communication. As a result, families who were previously disconnected or hesitant to engage will feel more informed and included. This training is expected to increase response rates to school outreach, parent attendance at events, and ongoing home-school communication, especially among ESOL, ESE, and migrant populations.

- What will teachers submit as evidence of implementation?

At least one of the following: Copies or logs of phone call records, home visit notes, or paper communication sent home (e.g., flyers, newsletters)
Samples of translated materials or communication templates used with families
Reflection logs or brief reports describing strategies used and family responses

- Month of Training

August 2025

- Responsible Person(s)

Dwayne Stewart, Yarnell Williams and Kenneth Stephens

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Demystifying Data: Helping Families Understand Testing, Grades, and Graduation

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

Skill: Staff will learn how to break down complex academic data (e.g., FSA/EOC scores, course grades, credit accumulation) into family-friendly language and visuals. They will practice how to lead goal-focused academic conferences using translated progress trackers and checklists.
Program/Tool: Graduation Progress Tracker with step-by-step scripts and visuals for parent meetings.

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

Families will gain a clearer understanding of their child's academic standing and the steps needed for graduation. With staff using simplified tools and clear language, families will be more confident in advocating for their child's success and participating in academic planning. This is expected to lead to more meaningful parent-teacher conferences, increased family involvement in academic decision-making, and improved student accountability.

- What will teachers submit as evidence of implementation?

At least one of the following: Completed graduation progress trackers or goal-setting sheets reviewed with families Meeting notes or summaries from parent conferences focused on academic progress Copies of visual aids or simplified data explanations shared with families

- Month of Training

January 2026

- Responsible Person(s)

Dwayne Stewart, Yarnell Williams and Kenneth Stephens

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Breaking Barriers: Supporting Your Child's Learning at Home—No Tech Required!

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

Parents will learn how to use household items and conversation to reinforce key literacy and math concepts, including using reading aloud, oral storytelling, flashcards, and everyday math (e.g., cooking, budgeting) to support learning. Example: "Talk, Read, Talk, Write" for ESOL/ESE support at home.

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

Interactive Component: Parents will rotate through simple, hands-on stations that model low-tech learning activities, such as: Creating vocabulary flashcards using index cards and drawings Practicing a shared reading routine (paired reading with sentence starters) Using common kitchen items to demonstrate math (e.g., measuring cups for fractions) They'll leave with a small take-home learning kit and a laminated "quick tips" card in English and Spanish/Creole.

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

Expected Impact: When families understand academic expectations and graduation requirements, they can better monitor their child's progress and intervene early when issues arise. This increased awareness and engagement helps reduce course failures, chronic absenteeism, and dropout rates, while boosting test preparation, credit recovery efforts, and overall student accountability—directly impacting graduation success and state assessment scores.

- Date of Training

8/19/2025

- Responsible Person(s)

Dwayne A. Stewart, Yarnell Williams & Ken Stephens

- Resources and Materials

Index cards, markers, and pencils (for flashcards and learning games) Sample books or printed reading passages (at various reading levels) Measuring cups or mock grocery receipts (for math practice demos) Laminated tip sheets in English/Spanish/Creole Ziplock bags or folders for take-home kits

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding School, Testing & Graduation: A Family Roadmap to Student Success at PBPCA

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

Parents will learn how to monitor progress using report cards and test score reports, identify academic warning signs, and communicate with teachers through translators or support staff. They'll also be trained on how to use simplified trackers to follow attendance, credits, and graduation requirements. Example: A simplified Graduation Progress Tracker tool they can use at home and review with school staff. Parents will learn how to have regular career-focused conversations with their child, help set short- and long-term goals, and support job readiness at home—such as practicing interview questions, discussing work ethics, or identifying interests and skills.

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

Parents will participate in a guided activity where they: Review a sample student report card and testing report Practice identifying credit requirements on a graduation tracking sheet Role-play a parent-teacher conference using a script and visual aids Staff will support in small groups with translation assistance and visuals. Each parent will take home a personalized graduation tracker and “question prompts” sheet to use in school meetings.

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

By equipping families with simple, practical strategies to support learning at home, students are more likely to receive consistent academic reinforcement outside of school. This leads to improved foundational skills in literacy and math, increased homework completion, and stronger parent-student communication, all of which contribute to higher performance on classroom assignments and progress monitoring assessments.

- **Date of Training**

9/16/2025

- **Responsible Person(s)**

Dwayne A. Stewart, Yarnell Williams & Ken Stephens

- **Resources and Materials**

Sample report cards, testing score reports, and graduation requirement sheets Bilingual graduation tracking templates (printed) Printed role-play scripts or conversation guides Chart paper or a whiteboard for visual explanations Folders to organize take-home materials

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

\$0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

From Home to the Future: Helping Your Teen Build Life and Career Skills

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

Strategy/Skill: Parents will learn how to have regular career-focused conversations with their child, help set short- and long-term goals, and support job readiness at home—such as practicing interview questions, discussing work ethics, or identifying interests and skills. Example: Introduction to My Career Shines (Florida's college and career planning tool) with basic, parent-friendly guides for home use.

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

Parents will engage in a collaborative “Life Skills Map” activity: They’ll work with facilitators to map out their child’s interests, talents, and possible career paths Practice asking their child reflective questions using a set of bilingual conversation cards Participate in a mock job interview with prompts to role-play with their teen at home Each family will receive a career starter toolkit with job readiness tips, goal sheets, and soft skills activities they can do together.

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

When families understand academic expectations and graduation requirements, they can better monitor their child’s progress and intervene early when issues arise. This increased awareness and engagement helps reduce course failures, chronic absenteeism, and dropout rates, while boosting test preparation, credit recovery efforts, and overall student accountability—directly impacting graduation success and state assessment scores.

- Date of Training

1/20/2026

- Responsible Person(s)

Dwayne A. Stewart, Yarnell Williams & Ken Stephens

- Resources and Materials

Career interest inventories (printed, low-literacy versions available) “Life Skills Map” templates (printed) Conversation cards with job-readiness prompts (laminated or on cardstock) Pens/highlighters and simple goal-setting worksheets Certificates or printed take-home activity guides

- 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.

Our school supports families by partnering with the district's McKinney-Vento program to provide resources and assistance to students and families experiencing homelessness. Through this collaboration, we ensure that eligible students have access to educational stability, transportation services, school supplies, and connections to community-based support. We also share information with families about their rights under the McKinney-Vento Act and refer them to the appropriate district liaisons who can assist with housing, food, and other essential services. This partnership helps remove barriers to education and ensures that all students, regardless of their housing status, receive the support they need to succeed.

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

1. Email correspondence with the McKinney-Vento department 2. Copies of handouts and fliers distributed to families 3. Records of transportation support provided to eligible students

• Frequency

Our partnership with the McKinney-Vento department is ongoing throughout the school year. We communicate as needed to support individual students and families, with formal check-ins occurring at least quarterly. Resources, fliers, and information are shared regularly during parent events, enrollment, and as families are identified or referred.

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, OneBlood helps families by providing students with opportunities to earn community service hours required for graduation. OneBlood supports students through monthly blood drives and also offers scholarships. Students have the opportunity to participate by donating blood, while select student leaders help organize the events by promoting them, managing logistics, and ensuring their peers have accurate information about donation requirements. At the end of the year, students are invited to a recognition luncheon where they are honored for their service and presented with awards and scholarships.

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

1. Sign-in sheets from the blood drive events 2. Thank-you letters sent to participants and organizers 3. Email correspondence related to planning and coordination, photos of brochures and promotional materials

- 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 supports families by providing access to essential services that they may not otherwise be able to afford. Through case management, the agency assists both students and their families in navigating challenges and easing the transition from home to school and into real-life responsibilities. They offer career and workforce development training, helping families achieve long-term stability. In addition, The Lord's Place provides critical support services including counseling, psychiatric therapy, substance abuse counseling, and sexual trauma and risk reduction programs. Throughout the school year, school counselors, administrators, and advisors often encounter complex student needs that go beyond the scope of traditional school support. In these cases, The Lord's Place serves as a vital partner in ensuring families receive the comprehensive care and resources they need.

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

1. Redacted documentation including our referral list 2. Email communications between school staff and The Lord's Place 3. Promotional flyers distributed to families

- Frequency

Monthly. We will increase frequency if 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 redacted 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 redacted assessment results, GPA progress, report cards, and 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, redacted parent-teacher conference notes, and redacted IEP 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 all printed 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, FY26 Compact, FY26 PFEP Summaries in all languages.

- **Description**

Our school is fully accessible to everyone, with designated accessible parking spaces and restrooms. We make sure to give parents plenty of notice about meeting dates and times. If a parent has a disability and needs assistance, we encourage them to let the school know ahead of time. We are happy to provide accommodations such as a sign-language interpreter or larger print documents, depending on what is needed. We are committed to making sure every parent is supported, and all accommodations are made on a case-by-case basis. Our school is 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.**

1. Email correspondence with the McKinney-Vento department 2. Copies of handouts and fliers distributed to families 3. Records of transportation support provided to eligible students

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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 *Pregnancy counseling and parenting skills *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 Academy implemented a career and technical education (CTE) barbering program for the 24-25 school year. The CTE barbering program celebrated its first two graduates of the program. The 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 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 register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. The Academic Advisor schedules ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources.

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 Academy which include but not limited to: Classroom Management, Reading Plus, Study Island, 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.