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**Title I Comprehensive Schoolwide Plan**  
**BELIEVERS ACADEMY (3400)**

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# ELA

## 1. List prioritized needs statements.

19% of students tested as proficient readers in STAR Reading assessments.

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

? Previous gaps in schooling including extended disengagement during the pandemic. ? Language and processing disabilities ? Behavioral disabilities and off-task behavior ? Truancy ? Previous failures and continued reinforcement of negative attitudes around reading. 1. Students lack the ability to read and comprehend on and below-level texts. 2. A small portion of students lack the ability to decode simple words and sentences and extract meaning. 3. Students tire and/or lose focus easily while engaging in reading-based tasks. 4. Students express frustration and avoidance of reading tasks and state that they "aren't good at reading."

## 3. Share possible solutions that address the root causes.

? Attendance incentives to decrease truancy and prevent extended gaps in schooling. ? Mentoring to encourage consistent attendance and improve self-efficacy in academics. ? Online subscriptions such as IXL to fill content gaps independently. ? Use of STAR Reading for diagnostic data. ? Purchase and implementation of new reading remediation curriculum ? Use of online program such as Speechify to increase fluency and comprehension through widespread text-to-speech use. ? Professional Development for ELA teachers to make instruction more clear and engaging. ? Provide parents the skills to assist with helping their children in ELA at home. ? Additional staff to support ELA in small group instruction, mentoring teachers, or smaller class sizes.

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

### • Communication

Communication to stakeholder groups will be sent in a variety of methods including emails, text, and voice messaging. Additionally, parent trainings will be available via zoom for those that cannot attend in person.

### • Parent Training

Parent training regarding online resources and home-based literacy strategies.

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

- School

Provide parent trainings on online resources as well as the importance of reading in long-term success.

- Students

Attend school consistently; complete Reading Plus assignments; participate in reading incentives and mentoring.

- Parents

Ensure school attendance Reinforce school-based reading incentives Attend parent trainings

- Staff Training

Staff training on reading strategies across the curriculum.

- Accessibility

School will continue to provide bus passes, uniforms, meals, and technology for all students (inclusive of LEP/Disabilities/Migrant/Homeless) as needed.

## Math

1. List prioritized needs statements.

6% of students are proficient in grade-level math skills as demonstrated in STAR Math assessments.

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

Poor reading comprehension skills prevent understanding of math word problems. Lack of math fact fluency - possible online subscription to assist. Lack of math stamina to push through metacognitive hurdles. Lack of ability to identify money denominations and their value, perhaps get math manipulatives and resources to assist. Poor number sense skills. Students do not complete multi-step word problems with accuracy. Students avoid use of strategies to complete problems beyond simple arithmetic. Students do not maintain employment in positions that require counting money, making change and other on-demand math tasks. Lack of confidence in on-demand math tasks. Lack of Small group instruction to address individualized math training. Teachers need PD to make math learning more hands-on. Parents lack knowledge to assist students at home in math.

**3. Share possible solutions that address the root causes.**

Use of online subscriptions for testing and tutorials such as STAR math for diagnostics and gap identification. Math resources for skill drill warm-ups in elective courses. When possible, schedule students into an additional daily math or small group course focused solely on life math/remediation. Incorporation of real-world math situations into career exploration and life skills courses. Hands-on math lessons with manipulatives and supplemental materials. Training and resources for parents to assist students with math at home. Professional Development for teachers to make math more engaging and effective.

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

- **Communication**

Communication to stakeholder groups will be sent in a variety of methods including emails, text, and voice messaging. Additionally, parent trainings will be available via zoom for those that cannot attend in person.

- **Parent Training**

Use of technology for online reinforcement (IXL)

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

- **School**

Provide at-home remediation opportunities via IXL

- **Students**

Participate in real-world projects incorporating mathematic thinking and math facts, on-demand.

- **Parents**

Encourage student attendance and participation in math projects.

- **Staff Training**

PD on incorporating cross-curricular real-world math scenarios.

- **Accessibility**

School will continue to provide bus passes, uniforms, meals, and technology for all students (inclusive of LEP/Disabilities/Migrant/Homeless) as needed.

## **Science**

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

**3. Share possible solutions that address the root causes.**

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Graduation Rate

### 1. List prioritized needs statements.

49% of undergraduate students classified at 12th graders are on track for graduation in 2025. 1. Increase enrollment of students in grades 8 and 9 before they have fallen behind their cohort. 2. Provide credit recovery options for students behind on their graduation progression. 3. Motivate students to attend school regularly and complete assignments with support. 4. Begin therapeutic curriculum throughout the school to address student mental health needs.

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

? Student disabilities cause them to struggle in traditional school settings. ? 90% of students who enroll after their freshman year are behind their graduation cohort. ? Students are chronically absent due to home life needs, mental health issues, and lack of support for schooling. ? Graduation rate computation does not take into account students who defer take longer than 4 years to graduate.

### 3. Share possible solutions that address the root causes.

Provide individualized graduation plans and tutorial for students. Provide ESE accommodations as outlined within students' IEPs. Provide mentorship and wrap-around services for students as needed. Incorporate job placements to motivate students to finish their degree. Provide online credit recovery options to motivated students. Provide supplemental resources to allow students different ways to learn. Provide training to parents to teach them how to assist their children reach graduation.

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

#### • Communication

Communication to stakeholder groups will be sent in a variety of methods including emails, text, and voice messaging. Additionally, parent trainings will be available via zoom for those that cannot attend in person.

#### • Parent Training

Parent training regarding social security disability and its interaction with student work. Parent training regarding the Road to Graduation and success after graduation.

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

- School

Provide resource, services, etc. to assist students in attending school (bus passes, uniforms, meals, etc.)

- Students

Attend school regularly and participate in tutoring sessions as needed.

- Parents

Ensure student attendance and participation.

- Staff Training

Staff training on IEPs, parent communication.

- Accessibility

School will continue to provide bus passes, uniforms, meals, and technology for all students (inclusive of LEP/Disabilities/Migrant/Homeless) as needed.

## Action Step: Classroom Instruction

Engage all students differentiated, individualized and standard based instruction that fosters learning gains in reading and math.

**Budget Total: \$13,481.50**

Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 201 1425 293">Item</th> <th data-bbox="1425 201 1572 293">Quantity</th> <th data-bbox="1572 201 1736 293">Rate</th> <th data-bbox="1736 201 1900 293">Type</th> <th data-bbox="1900 201 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	Math180 Flex is a Tier 2 math intervention software to be used in core classrooms to provide instruction to address individual student needs for all students.	30	\$30.00	Original	\$900.00							
	Read180 Flex is a Tier 2 reading intervention software to be used in core classrooms to provide instruction to address individual student needs for all students.	30	\$30.00	Original	\$900.00							
	Math180 Flex is a Tier 3 math intervention software to be used in core classrooms Read180 Flex is a Tier 2 reading intervention software to be used in core classrooms to provide instruction to address individual student needs for all students.	30	\$109.00	Original	\$3,270.00							
	Read180 Flex is a Tier 3 reading intervention software to be used in core classrooms Read180 Flex is a Tier 2 reading intervention software to be used in core classrooms to provide instruction to address individual student needs for all students.	30	\$60.00	Original	\$1,800.00							
	IXL is an online instructional support for all subject areas through comprehensive curriculum, assessments, personalized guidance and actionable analytics for all students.	100	\$26.00	Original	\$2,600.00							
Nearpod - BT reduced tutorial	1	\$3,250.00	Budget Transfer	\$3,250.00								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 1279 1234 1372">Item</th> <th data-bbox="1234 1279 1379 1372">Quantity</th> <th data-bbox="1379 1279 1524 1372">Rate</th> <th data-bbox="1524 1279 1726 1372">Supply Type</th> <th data-bbox="1726 1279 1927 1372">Type</th> <th data-bbox="1927 1279 2024 1372">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
Paper, pencils, pens, markers, dry-erase markers, highlighters, comp books, binders, folders	1	\$257.50	General Supplies	Original	\$257.50							

Acct Description	Description											
	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	BT increasing listed supplies				1	\$504.00	General Supplies	Budget Transfer	\$504.00			
Tutorial	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified teachers will tutor reading and math students in grades 8-12 afterschool.				2	\$40.00	1	1	15	Certified	Original	\$1,200.00
	Certified teachers will tutor reading and math students in grades 8-12 on Fridays.				2	\$40.00	1	2.5	15	Certified	Original	\$3,000.00

## Action Step: Parent & Family Engagement

Engage parents/guardians with the educational resources available while providing easy means of communication between school and home.

Budget Total: **\$1,000.00**

Acct Description	Description							
Online subscription	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Parent Communication Portal, Provide proactive parent communication				1	\$217.00	Original	\$217.00

Acct Description	Description				
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Talking Points program	1	\$783.00	Budget Transfer	\$783.00

## Action Step: Professional Learning

Budget Total: \$1,336.00

Acct Description	Description				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	SimpleK12 offers professional learning access that will allow all teachers on-demand training for developing innovative techniques for student engagement.	12	\$169.00	Original	\$2,028.00

## Mission Statement

### 1. Mission Statement

It is the mission of Believers Academy, in partnership with our parents, families and community partners, to set high standards & expectations for every student. We are committed to excellence in education and preparation of our students with the knowledge, skills and ethics for responsible citizenship and productive employment. By establishing the school as a center of the community, effectively communicating instructional goals, and creating an environment that is inclusive and inviting, we strive to empower families to actively participate in their students' educational journey.

## Involvement of Stakeholders

Name	Title
Margaret Prince	Principal
Kelly Allen	Parent Involvement Liaison
Michael Kelley	Lead Teacher
Desiree Furbert	ESE Teacher
Monti Larsen- Theriot	SAC President
Shelly Travelstead	SAC Secretary/ Parent Representative
Roy Hinson	SAC Treasurer
Lyndsay Tolerton	SAC VP
Rhonda Millsap	Math Teacher

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

We post an open invitation on our school website and signage in the school window. Topics are discussed and voted upon. Meeting minutes are on file and available to view at the school and posted on the school website. The principal has chosen school leaders to participate based upon their job responsibilities and the constituents they represent as part of that function. School Advisory Council (SAC) members were placed on the stakeholders team as well previously elected parental membership. We had no additional volunteer stakeholders.

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

Stakeholders reviewed and discussed data presented by administration, and provided feedback and input into the plan through discussion and meeting template completion. The meetings that have occurred and will occur, are: (A) Title I Stakeholder Input Meeting: February 20, 2025 at 4:30pm, and (B) SAC Meetings (each occurs at 5:30 p.m.): July 24, 2025; September 25, 2025; November 13, 2025; February 12, 2026; and April 23, 2026.

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

As school administration reported out annual performance data and tentative Title I plan, stakeholders participated in guided discussion, providing individual verbal feedback, which was recorded on meeting templates. Stakeholders agreed to fund various differentiated, individualized and standards-based instructional supports to provide assessment, remediation & data information as well as extend learning outside the classroom. These programs include Math 180 & Read 180 Online Subscriptions and Certified Teacher Reading & Math Tutorial Sessions & supplies. They also agreed to continue funding our Parent/Family communication platform, which provides direct communication between school and home.

Name	Title
Margaret Prince	Principal
Monti Larsen-Theriot	SAC President
Lyndsay Tolerton	SAC VP
Roy Hinson	SAC Treasurer
Shelly Travelstead	SAC Secretary/Parent Representative

## Annual Parent Meeting

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

The Title I Annual Meeting will take place September 4, 2025 at 5:00pm in Training Room 1 at Believers Academy.

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

We will notify parents, teachers and the community of the Title I Annual meeting through the following methods: a) flyers that are emailed to parents, b) invitation on the school website under News & Announcements, and c) a Parent Text reminder.

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

We will prepare the following resources for the Annual Title I Meeting: Agenda, Sign-in Sheets, PowerPoint Presentation and Evaluations. We also will provide the following handouts: School-Parent Compact, and Parent and Family Engagement Plan (PFEP) Summary.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Parent Engagement through Talking Points

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

Staff will learn how to use the platform Talking Points to encourage parent communication and engagement.

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

Increased Teacher-Initiated Parent Communication. Improved student performance.

• What will teachers submit as evidence of implementation?

Communication reports/logs from the Tracking Points platform.

- Month of Training

August

- Responsible Person(s)

Maggie Prince

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Next steps for Talking Points implementation

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

Faculty will analyze communication and engagement data from semester 1, and make adjustments to semester 2 usage.

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

Increased Teacher-Initiated Parent Communication. Improved student performance.

- What will teachers submit as evidence of implementation?

Communication reports/logs from the Tracking Points platform

- Month of Training

January

- Responsible Person(s)

Maggie Prince

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Success at BA

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

How to access extended learning programs from home, how to communicate with teachers/staff and how to use the parent portal.

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

Parents will participate in logging into and accessing learning programs; they will receive access codes and log into the Parent Portal.

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

Parents will be able to assist students with extended learning at home and monitor their progress on various learning platforms.

- Date of Training

September 4, 2025

- Responsible Person(s)

Maggie Prince

- Resources and Materials

Agenda, Evaluations, Sign-in Sheets, Chromebooks, Parent/Student Login Cards

- Amount (e.g. \$10.00)

n/a

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Graduation & Beyond

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

Parents will be able to understand the requirements for graduation; they will identify outstanding graduation criteria and what steps their student must take to meet those requirements.

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

Parents will use an individualized chart to identify their students' progress toward graduation and outstanding requirements. Parents will learn about post-graduate options and will work with staff to evaluate the appropriateness of these options for their student.

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

Parents will gain a deep understanding of their student's progress toward graduation and post-graduate career/college options.

- Date of Training

February 5, 2026

- Responsible Person(s)

Maggie Prince

- Resources and Materials

Agenda, Evaluations, Sign-in Sheets, Grad-Tracking Forms; Student Interest Surveys; Post-Graduate TA Handout

- Amount (e.g. \$10.00)

n/a

### 5. Parent and Family Capacity Building Training #3

- Name of Training

n/a

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

n/a

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

n/a

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

n/a

- Date of Training

n/a

- Responsible Person(s)

n/a

- Resources and Materials

n/a

- Amount (e.g. \$10.00)

n/a

## Coordination and Integration

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

- Name of Agency

Exceptional Student Education (ESE) office of the School District of Palm Beach County.

- Describe how agency/organization supports families.

The department provides technical assistance , funding, and compliance support to help us meet the diverse needs of families and students with disabilities.

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

Site Visit Logs ESE Meeting Agendas Emails and/or letters home

- Frequency

Once per semester

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

- Name of Agency

McKinney Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento program supports families by offering assistance with enrollment, school supplies, uniforms & referrals to community resources.

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

Email Correspondence SIS Attendance Report Student Housing Questionnaire

- Frequency

Once per semester

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

- Name of Agency

Social Age Counseling Services for students and parents.

- Describe how agency/organization supports families.

Social Age Counseling provides counseling and support services for families.

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

Counseling Time Sheets Counseling Activity Logs [students and parents/families] Student Sign-in Sheets

- Frequency

Once per semester

## 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 utilize our Title I Annual Meeting, Parent Training Text Reminders, and the Believers Academy school website to provide parents and families with timely information about Title I programs, meetings and other activities in a format and language parents can understand.

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

Screenshot of Website Parent Training Text Report School-Parent Compact PFEP Summary

- Description

We inform parents about the curriculum and proficiency levels students are expected to meet through Teacher Syllabi distributed to students at the beginning of each year, during annual IEP meetings, during teacher conferences, and via teacher-parent phone calls and email communications.

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

Teacher Communication Logs Signed IEP Conference Notes Teacher Syllabi

- Description

To ensure parents are informed about the forms of academic assessments used to measure student progress and achievement levels of State academic standards, we regularly provide parents with academic progress reports and classroom performance data reports. Additionally, we discuss this information with parents and students at annual IEP meetings.

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

Progress Report Samples Data Report Samples PBSR Report Cards IEP Participant Signatures & Meeting Notes

- Description

Parents are informed about opportunities to participate in decision-making related to the education of their children at every parent training event, during parent-teacher phone calls, during annual IEP Meetings, and at school board meetings, with input and feedback opportunities provided at each.

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

Parent Training Sign in Sheets Teacher Communication Logs IEP Meeting Calendars School Board Meeting Dates

- **Description**

Believers Academy offers flexible meeting dates and times, as well transportation or home visit options for parents to ensure all parents have an equal opportunity to participate in school activities and meetings. This includes scheduling meetings at times when parents find it most convenient, providing evening and early morning events and activities, and using virtual technologies (ZOOM) to allow participation of parents who cannot attend meetings in-person at the designated times.

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

Parent Training Agendas IEP Meeting Calendar Parent Liaison Log IEP Parent Zoom Invitations

## **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**

Believers Academy will contact parents via phone calls, texts & written communication in the parent's native language. Translators are used as needed and forms are read and completed for parents who struggle with illiteracy.

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

BA Website in Multiple languages PBSD forms in multiple languages Email log in multiple languages Compact and PFEP Summary in multiple languages

- Description

Believers Academy will arrange transportation or necessary services for any parent in need of support to ensure all parents/families have an equal opportunity to participate in school activities and meetings. Handicap accessible parking is available as well as elevator access and first floor meeting options.

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

Photo of elevator Photo of Handicap Parking Availability Parent Liaison Log

- Description

Believers Academy will collaborate with the PBCSD Migrant office if eligibility is met. We provide school supplies, dress code & home visits for families in need.

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

Title I Annual Meeting: Migrant Program Contact Information Parent/Family Email of Migrant Services Photo School Supplies Photo Uniform Closet

- Description

Believers Academy will arrange transportation to and from meetings/events, as well as, offer face to face meetings by the parent liaison to provide information & ensure parents are kept informed. Collaboration with McKinney-Vento if services are needed. We also provide school supplies and help with school dress code.

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

McKinney-Vento program flyer of services offered Student Housing Questionnaire Parent/Family Email of MVP Services Photos of School Supplies/Uniforms

## 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

Believers Academy believes in developing the academic, behavioral, skills for learning and life, independent living and vocational aspects of a student, in order to produce a productive and independent citizen. Believers Academy follows Palm Beach County's references to Single-School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i). Counseling & Mental Health: Counseling and Mental Health programs are provided to students through an on site colocated LMHC and referrals to Community Partners and various other outside agencies. In collaboration with school, family and other outside sources, strategies are shared and put into place to maximize student success in all areas. Academics: Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels; All the students are trained in John Maxwell's Youth Max - Anti Bullying and Leadership Development Course. Additionally, Believers provides professional development on skills for learning and life (i.e. Learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community. Teachers attend Monthly learning team meetings where student work and assessments are analyzed to determine areas of strength and weaknesses to drive/reteach instruction. Teachers also attend professional learning communities/ planning, providing opportunities for teachers to collaborate and thereby develop more rigorous lessons. Specialized Instructional Services Believers Academy prides itself on building relationships to make a difference. In doing so Believers Academy utilizes and incorporates ongoing multicultural training into their Pre-School Staff Trainings, and Professional Development for staff throughout the year. All Teachers are required to set behavioral and communication goals for each student through student-led conferences on a monthly basis and chart their progress daily. All Teachers have a caseload of students that they are required to do academic counseling with 2 times per term at a minimum. In addition, the teachers are mandated to involve parents in this process and collaborate with them to ensure the student's success in the classroom. Students who have greater needs are suited with a behavioral monitoring tool or a specialized incentive program that is used daily and monitored by the ESE Coordinator and parents. Additionally, using CHAMPS & Love & Logic Strategies for classroom management breeds an environment that embeds building relationships between students and teachers. Once a month we host a community-based independent living activity where students are mentored by a different staff member regarding social skills and independent living content. Our SwPBS team and staff play an integral role in celebrating success on all levels and fostering a very tolerant atmosphere. Job Training Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences, and interests, Teaches specific JOB SKILLS while also addressing academics, and Develops LIFE SKILLS for getting and keeping a job, as well as independent living. Students work with Believers Academy Staff and their parents on MY NEXT MOVE which is a state-run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery). Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation, or career placement. Our Life Coach, Job Coaches, and Daily Living Skills Teachers collaboratively work with our students in an after-school program to procure employment, get their driver's licenses, and handle independent living skills that are needed for their future.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. The Rtl process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our Rtl team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility. The school based Rtl Leadership Team is comprised of the following members: Principal, ESE Coordinator & Area Resource Teacher (when necessary), reading teacher, math teacher, and school psychologists (as required). The principal provides a common vision for the use of data based decision making to ensure: \* a sound, effective academic program is in place \* a process to address and monitor subsequent needs is created \* the IEP Team is implementing Rtl processes \* assessment of Rtl skills that school staff possesses is conducted \* fidelity of implementation of intervention support is documented \* adequate professional development to support Rtl implementation is provided \* effective communication with parents regarding school based Rtl plans and activities occurs Due to the fact that our students are already identified as ESE and we are looking to service their needs that have already met the criteria for which the Rtl process has been implemented to serve a remediation tool for, it really does not apply unless additional eligibilities are being sought. However, IEP teams meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications. The team then implements a process that mirrors the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

The ESE Coordinator is key to organizing and developing the IEP Team and serves as the LEA in the absence of the Principal in IEP Meetings. The function and responsibility of the IEP Leadership Team is to develop an individualized education plan for each student based on formal and informal instructional, social, and vocational data. Data meetings are held individually with all instructional staff with the principal on a monthly basis. In addition, the leadership team meets with the entire instructional staff use data to drive instructional decisions in cross curricular settings weekly. Additionally, the function and responsibility of the leadership team regarding the SIP is the work in committees to develop, monitor, evaluate the SIP. Utilizing the previous year's data the committees establish goals, monitor progress and evaluate effectiveness of action steps throughout the entire year, and focus attention on deficient areas are continuously analyzed. Areas of focus are, but not limited to the following: - STAR Diagnostics scores indicating the lowest 25% of our readers. - FSA Diagnostic Results when applicable and FSAA previous years scores - Standard based assessments and EOC data - Strengths and weaknesses of intensive programs - Mentoring, tutoring, and other services. - Attendance and SwPBS initiatives

Believers Academy implements evidence-based interventions to close student need gaps related to learning warning systems. SRA REACH reading program, ReadingPlus, and STAR (ELA & Math) - intensive remediation programs are implemented and student progress is monitored, tracked and documented. Additionally, using the STAR Diagnostics to identify specific standards that the need addressed and using instructional remediation these needs can be pinpointed and addressed for those students with significant deficits and who are working on access point standards. Using the Performance Matters data and FSA Diagnostics we are able to identify and problem solve the same way for students who are working on Florida State Standards. We have implemented a learning strategies class that will use data for skill remediation of deficiencies on a daily basis for mathematics and science skills. Additionally, all students are enrolled in 100 minutes of ELA instruction daily. Students at Believers Academy are enrolled in vocational electives that foster vocational, adult living and life skills that are need to become productive citizens. Believers Academy's Career Experience, Independent living, Career Education and Career Placement courses encompass HANDS-ON curriculum that get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living. Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore post secondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Believers Academy's vocational program offers a plethora of programs in workforce readiness. Believers Academy's main instructional focus helps to remediate reading, writing and math deficits in a real life situation to allow all students to grasp concepts and skills that are needed to function independently and successfully reach their highest potential. For college bound students, BA looks forward to introducing the educational opportunities after high school that can be incredibly rewarding. We provide assistance entering Post Secondary College Programs, skills remediation, guidance through the entire college entrance process as well as field trips to various college programs. Whether it is attending a trade school or taking certification courses at the local community college, we support and encourage each student to set and attain appropriate educational goals. Providing support and assistance in completing the FASFA and training on ACT/SAT prep for all students with aspirations to attend college are components used with out students. The school also schedules college visits and college program explorations based on students interests. Believers Academy's vocational program offers a plethora of programs in workforce readiness. The Believers Academy Career Development Program is a two part system. Part I is called Project Discovery. This hands-on comprehensive curriculum provides students with the skills necessary for entrance into the workforce and independent life. Students learn hundreds of real world job skills as well as the academic skills needed to perform those tasks. Students also gain important life skills and employability skills. Students exit the program with a better understanding of the job world and potential careers that meet their interests, ability and aptitude. Part II is Job Placement. Students put their employable skills to the test. They are placed in internships and paid employment within the community. Students will earn elective credits while becoming career ready. All students will be afforded the opportunity to graduate with a high school diploma and paid employment. In addition, students and parents are encouraged to use MY NEXT MOVE program provided by the Florida Department of Education to continue their education on various careers. The school hosts guest speakers to allow student to explore career opportunities in a various fields throughout the year.

## 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

Believers Academy implements the following professional development opportunities: Online workshops and training are offered to help improve the delivery of instruction and provide curriculum support. Additionally, each month our teachers are trained in specific instructional strategies to increase the pedagogical skills which directly affect students performance and outcomes. Believers Academy also employs the SDPBC - ESP Beginning Teachers program and we currently have three teachers that are Clinical Education Certified to Mentor Teachers. Believers Academy participates in the professional development offerings through eLearning at the SDPBC (as we allocate our Title II funds for this access) in the content areas. Believers Academy offers independent study courses and facilitated professional development to their staff through BEESS Portal. Additionally, teachers have the opportunity and are encouraged to access FDLRS (Florida Diagnostic & Learning Resources System) PDA to refine their instructional skills to maximize student achievement.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Believers Academy services all ESE students, which means that our school is operating in the teacher shortage area, but we have always been able to find highly qualified personnel. The Principal develops relationships with various Universities (even out of state), attends job fairs, offers her site and educated staff to various programs a field experience site for teachers in training, using advertising on Believers Academy's website, community service events gives the school a larger word of mouth pool, additionally using AmeriCorps Volunteers in the school - all avenues have proven to be lucrative for the school. Additionally, teachers are offered a plethora of professional development opportunities and training throughout the entire year during In-Service Days, and During Common Planning Meetings. All Staff has access to all district and state offered training and professional development opportunities. Believers Academy monitors and assists all applicants and employees with the hiring processes, licensing and renewals to minimize the stress that is associated with the processes and the ensure our staff is always qualified. Believers Academy executes the following retention strategies: Teachers are provided an orientation and on boarding process that allows them to be supported and provided with the tools needed to be as successful as possible. The new employee training program provides buddies and mentors to all new staff to ensure they have someone to help them navigate the profession and job. Believers Academy's staff has common planning times everyday, which are used to support a variety of aspects that are required of the teaching positions. Staff is offered professional development opportunities that they choose and some that are required by administration. The principal has an open door policy and able to be accessed by the staff at any time.