
Title I Comprehensive Schoolwide Plan

RIVIERA BEACH PREPARATORY & ACHIEVEMENT ACADEMY (3355)

ELA

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 ELA?

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

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 ELA?

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

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

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.

Math

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 Math?

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

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 Math?

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

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.

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?

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

- 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.

By June 2025, the graduation rate will increase by 5% points. SY24: 81.4% SY25: 73.8% ELA By June 2026, 50% of the students will make ELA learning gains. Accountability Components by Subgroups:(2024-2025) ELA ACH ELA LG MATH ACH MATH LG SCI ACH SS ACH GRAD RATE Overall 29% 43% 10% 16% 30% 29% 81% SWD 0% 36% 8% 20% 8% 100% BLACKS 29% 45% 9% 18% 29% 83% ED 29% 44% 8% 12% 29% 31% 80% Gr . 7 Level 1 – INCREASE from 67% to 73% Level 2 – INCREASE from 25% to 27% Level 3 – DECREASE from 8% to 0% Gr. 8 Level 1 – INCREASE from 61% to 89% Level 2 – DECREASE from 28% to 6% Level 3 – INCREASE from 0% to 6% Level 4 – DECREASE from 11% to 0% Gr. 9 Level 1 – INCREASE from 60% to 78% Level 2 – DECREASE from 20% to 0% Level 3 – INCREASE from 20% to 22% Level 4 - INCREASE from 0% to 10% Gr. 10 Level 1 – DECREASE from 71% to 67% Level 2 – INCREASE from 14% to 17% Level 3 – DECREASE from 14% to 17% Math By June 2026, 50% of the students will make Mathematics learning gains. Gr. 7 Level 1 – INCREASE from 82% to 88% Level 2 – DECREASE from 18% to 13% Gr. 8 Level 1 – DECREASE from 89% to 78% Level 2 – INCREASE from 11% to 22%

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

ELA - At-risk students are getting fewer opportunities to acquire the communication skills and critical thinking skills required to comprehend academic texts Math - Over 80% of the students in Math performed poorly on PM1 and PM2. The lack of basic foundational math knowledge They did not master arithmetic skills in the previous grade classes Poor conceptual understanding of math concepts, and often just memorized facts and procedures. Fear, anxiety, and the avoidance of math concepts in elementary grades contributed to poor conceptual understanding of math concepts. Root Cause: The teacher lacked solid math concepts, and math skills were not taught properly. Making connections to real-life scenarios was not addressed, and essential math skills were not regimented. Parents' inability to provide financial stability in the home causes them to become dependent on the student's financial support and contributions.

3. Share possible solutions that address the root causes.

Hire a Parent Liaison/Attendance Coordinator who will play a critical, student-centered role that bridges families, students, school staff, and community resources. The position focuses on attendance improvement, family engagement, and removing barriers to learning, especially for students with high-risk or complex needs. ELA Coach/Interventionist: Writing: Teachers should incorporate a "Multimodal" writing approach where the correct visual, spatial, linguistic, and/or auditory element designs help the student build a clear understanding of the "multimodal nature" of the text. Reading: As a medium to support students' diversity of experiences, thinking models, beliefs, and realities, learning to read a variety of text and media is necessary. "Multimodal Reading"--- Diverse text in form and medium. Classroom literature needs to represent a "range of readings" of complex texts, including but not limited to images, comics, graphic novels, informational text, websites, and films. The students must be exposed to the terminology and culture of the testing material. Home Libraries: Some parents must be informed about the importance of the testing that the students must be exposed to, and create libraries within the home. TEACH Stores: The home must be print-rich with vocabulary the students will see on mock tests as well as in the classrooms. Parent Night: Parents can come quarterly for information about what the students are learning whether it is testing, resumes, and pep rallies to motivate students to do their best. Food should be offered with speakers and trainers helping the parents understand and take a mock test for the type of information they will be exposed to. Fieldtrips: Students must have real-world experiences to understand what art, literature, science and biology really looks like. Students must be allowed to be exposed to shopping, budgeting to understand performance assessments and future state assessments such as FSQ, SAT assessments. College Trip - Students can research what type of job they needed to move out of their parents' home to Students must have relatability to the world which in turn will be what they will be tested on. Games: Students must play Trivia games, map out trips to geographical locations to understand the infrastructure of a city. Boatyard Trip: For example, some students do not know what a yacht is or how to pronounce it. If parents haven't been exposed to a yacht and students have not seen or heard of the term, how will they know about what they are reading unless they have real-world experiences. Math Online subscriptions such as Khan Academy, IXL App (Foundational Skills) Foundational Skills Teachers Tutors/Ms. Rogers Discovery Education App (Concepts relevant to real life & connect to student interests) Pull Outs/Lunch Tutorial Recorded Lessons

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

- Communication

Provide good communication between the parents and school. We will continue to use parent link, email, student backpack, website, newsletter and social media to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation)

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

- School

School will complete individual road maps to success.

- Students

Students will become self-sufficient and will be able to advocate for themselves academically.

- Parents

Parents will become more engaged by attending parent meetings and monitoring students' academic progress in SIS.

- Staff Training

Staff Trainings to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Graduation)

- Accessibility

Provide all students with the same access to educational experiences, services, and information, whether a person has a disability or not. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$28,780.54

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	CLT Study Guide	98	\$45.00	Instructional Materials	Original	\$4,410.00
	Hanging file folders	24	\$25.00	General Supplies	Original	\$600.00
	Pencils	4	\$23.91	General Supplies	Original	\$95.64
	Ink cartridge - printing reports student data to share with students	9	\$97.00	Technology	Original	\$873.00
	Binders	4	\$63.00	General Supplies	Original	\$252.00
	Manilla folders	48	\$25.00	General Supplies	Original	\$1,200.00
	paper, pencils, pens, markers, comp books, binders, binder clips, folders	1	\$172.90	General Supplies	Original	\$172.90

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teacher tutors will provide remedial afterschool tutorial in ELA, math, science & social studies for students in grades 8th-12th during 1st & 2nd semester starting in October, 2026.	5	\$37.00	4	2	10	Certified	Original	\$14,800.00
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	Wireless finger ring presenters will allow teachers to be able to move freely around the classroom and control their computer.					33	\$30.00	Original	\$990.00
	Earphones will be used by students to work on online programs.					35	\$15.00	Original	\$525.00

Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: **\$19,806.00**

Acct Description	Description					
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	2027 Annual Conference of the Association of Mathematics Teacher Educators (AMTE) (Feb. 11-Feb. 13, 2027) Baltimore, MD, This conference would provide educators with teaching strategies and technology-driven	3	\$1,944.00	Original	\$5,832.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	innovations to foster positive mathematical identities among students from diverse backgrounds. Registration \$600 + Transportation \$500 + Lodging \$700 + Per diem \$144 × 3 staff = \$5,832.00.				
	Ron Clark Academy (July 17-20, 2026) Atlanta, GA This conference would provide educators with teaching strategies and technology-driven innovations to foster positive mathematical identities among students from diverse backgrounds. Registration \$1,075 + Transportation \$400 + Lodging \$750 + Per diem \$144 × 3 staff = \$7,107.00.	3	\$2,369.00	Original	\$7,107.00
	National Alternative Education Association (NAEA) Conference (Oct. 5-7, 2026) Baltimore, MD, Attending this conference would equip leadership and faculty with best practices in trauma-informed care, credit recovery, and specialized behavioral supports essential for the success of students in an alternative school setting. Registration \$595 + Transportation \$500 + Lodging \$1,050 + Per diem \$144 × 3 staff = \$6,867.00.	3	\$2,289.00	Original	\$6,867.00

Action Step: Parent Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students’ academic success.

Budget Total: **\$580.46**

Acct Description	Description				
Printing	Item	Quantity	Rate	Type	Total
	Printing will be for newsletters and parent engagement event invitations.	500	\$0.50	Original	\$250.00
Postage	Item	Quantity	Rate	Type	Total
	Postage will be used for sending parent engagement event invitations and newsletters.	403	\$0.82	Original	\$330.46

Mission Statement

1. Mission Statement

We recognize at Riviera Beach Preparatory and Achievement Academy that parental engagement has a direct correlation with students' academic success. Our school strives to empower parents and families to support their children’s cognitive development & skills for learning and life (SLL) by strengthening school, family, and community partnerships through communication, resource support, and training. We collaboratively designed training sessions to help parents with strategies to support students in the classroom and in surrounding communities.

Involvement of Stakeholders

Name	Title
Mark Simmonds	Principal-Administration
Veneise Harrell	Assistant Principal-Administration
Denise Beattie	Assistant Principal-Administration
Shameka Thomas	Non-Instructional
Marcia Malone	Parent
Robert Agostino	Classroom Teacher
Enver Peck	Classroom Teacher
Houphouet Harper	Classroom Teacher
Shelteria Kiser	Non-Instructional
Gertrude Chateau	Classroom Teacher
Antwyane Osby	Classroom Teacher
Eze Cedano	Classroom Teacher
Glenda Garrett	Community Member
Lasheena Smith-Evans	Classroom Teacher
Fercella Panier	School Counselor
Mercia Kelly	Classroom Teacher
Demarco Mott	Classroom Teacher

Name	Title
Lakanjala Rideau	Classroom Teacher
Mikaela Simon	Community Member
Marcia Foster	Classroom Teacher
Lynette Harville	Classroom Teacher
Nicole Williams	Resource Teacher
Michelle Guy	Parent
Cleveland Collie	Classroom Teacher
Tanya Dillard	Classroom Teacher
Carlton Cartwright	Non-Instructional
Alida Pena	Non-Instructional
Nathaniel McNeal	Non-Instructional
Naura Haliburton	Parent
Tiffany Murray	Parent
Feiona Clarke	Parent

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

To ensure meaningful input and representation from all stakeholders, including parents, teachers, administrators, students (as appropriate), and community members. The school follows a structured, inclusive process for the selection and election of members. The school issues an open invitation to all stakeholders (via newsletters, school websites, and robocalls), encouraging them to serve on advisory committees or planning teams. At least 51% of committee members must be parents or guardians of current students to ensure family voices are prioritized. Teachers, instructional support staff, and non-instructional personnel are nominated by their peers or selected by administration to participate, ensuring a variety of school roles are represented.

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

To ensure that the Schoolwide Plan reflects the diverse needs and priorities of the school community, stakeholders are meaningfully involved through a series of collaborative meetings and engagement opportunities. The Comprehensive Needs Assessment (CNA) meeting introduces data sources such as academic performance, attendance, discipline, and survey results, which will aid in the plan development. Leadership Meeting: January 6, 2026, at 10:00 a.m.; Staff-Data Review & CNA Development: January 14, 2026, at 3:30 p.m.; Stakeholders-Data Review, CNA Development, PFEP development: February 17, 2026, at 1:30 p.m. School Advisory Council (SAC) Involvement- The SAC, which includes parents, staff, and community members, reviews school data and identifies priority areas. Members help develop strategies and provide feedback on draft components of the CNA/SWP/PFEP. Parent and Family Engagement Focus: to gather parent input on activities, barriers to engagement, and communication strategies.

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 a variety of collaborative methods, including: Annual Title I Meetings, where families were informed about the Title I program, school goals, and how funds could be used; Parent Surveys and Feedback Forms distributed during meetings and events to gather opinions and suggestions regarding parent and family engagement priorities; School Advisory Councils (SAC) Meetings where stakeholders discussed strategies and made recommendations for allocating funds to support family engagement; Trainings/Workshops held throughout the year, allowing parents and community members to express their needs and identify supports they found valuable (e.g., curriculum nights or family academic events). Outcome: Based on stakeholder input, Title I funds were allocated to support initiatives such as curriculum nights and communication tools like newsletters and digital platforms to keep families informed. These actions led to increased family participation, stronger home-school connections, and improved student outcomes as families became more actively engaged in their children's education.

Name	Title
Mark Simmonds	Principal
Veneise Harrell	Assistant Principal
Denise Beattie	Assistant Principal
Eze Cedano	Classroom Teacher
Shameka Thomas	Family Counselor
Glenda Garrett	Community Member
Shelteria Kiser	SAC Chair
Fercella Panier	School Counselor
Robert Agostino	ESE/ESOL/504 Coordinator

Annual Parent Meeting

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

The date of the Annual Meeting will take place on Tuesday, September 8, 2026, at 5:00 pm in Riviera Beach Prep's cafeteria.

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

All stakeholders will be notified of the Annual Meeting via call-out, school website, and invitations/flyers.

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

A PowerPoint presentation that explains the Title I requirements, the school's participation in the program, and the rights of parents to be involved. Copies of handouts (Agenda, School-Parent Compact, Parent and Families Engagement Plan (PFEP) summary. Hard copy evaluation and/or Google Form Link will be available to provide feedback (via Parent email and/or Student District email). Available resources from the Title I SharePoint site will be used to host the meeting.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Family Engagement Through Academics

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

Teachers will learn how to implement academic-focused family workshops (e.g., literacy nights, math games, digital learning sessions) that empower families to support learning at home.

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

Teachers will be better equipped to connect with families as co-educators, leading to increased parent confidence, participation in academic support at home, and consistent collaboration that enhances student learning and performance.

- What will teachers submit as evidence of implementation?

Parent engagement night

- Month of Training

September 2026

- Responsible Person(s)

PD Contact

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication is Key

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

Teachers will build skills in communication that honor family backgrounds, use plain language, and emphasize shared responsibility.

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

Improved trust and clarity in communication will lead to more meaningful collaboration, increased parent responsiveness, and goal-setting for student success.

- What will teachers submit as evidence of implementation?

Chat sheet

- Month of Training

February 2027

- Responsible Person(s)

PD Contact

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tools for Monitoring Student Progress

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

By implementing a progress monitoring strategy with their children at home, parents become partners in their child's learning journey, increasing motivation, accountability, and academic performance.

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

Activity Title: "SIS Scavenger Hunt: Discover Your Child's Progress" Parents will become more familiar with key features of the platform (SIS Gateway) to monitor grades, attendance, missing assignments, and test scores that relate directly to their child's goals. Setup: (1) Parents are provided with a scavenger hunt checklist (printed or digital) that includes a series of tasks/questions to complete within SIS Gateway. (2) Staff members are available to assist as needed. (3) Parents use their own devices or school-provided laptops to log in.

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

The training is designed to strengthen the partnership between home and school by equipping parents with tools and strategies to actively support their child's academic progress. The anticipated impact on student achievement includes: Increased Academic Performance, Improved Attendance, Higher Rates of Assignment Completion, and Strengthened Study Habits and Motivation.

- Date of Training

October 2026

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Graduation/Progression Requirements

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

Parents will be trained to: • Hold monthly academic check-ins at home using a simplified graduation tracker template. • Help their child break down goals into short-term academic tasks (e.g., passing Algebra 1 EOC, registering for credit recovery). • Reinforce time management, class attendance, and consistent communication with school counselors and teachers.

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

Activity Title—"Build the Path to Graduation"—Parents will engage in a hands-on, scenario-based Graduation Planning Workshop using a customized graduation tracker toolkit that mirrors Florida's 18-credit diploma pathway. (1) Parents receive their student's Graduation Profile Report that outlines current credits earned, GPA, and state assessment results. Profiles may include gaps (e.g., missing science credit, low GPA) for parents to address. (2) Parents work through the "graduation profile," where they must: (a) Identify remaining credits needed based on diploma requirements. (b) parents navigate SIS Gateway to check their child's graduation progress. (c) Each parent leaves with a customized checklist for their child.

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

The training is designed to strengthen the partnership between home and school by equipping parents with tools and strategies to actively support their child's academic progress. The anticipated impact on student achievement includes: Increased Graduation Readiness, Improved Academic Performance, Reduction in Credit Deficiencies and Enhanced Parent Confidence & Involvement.

- Date of Training

January 2027

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- 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

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

Migrant Education Program

• Describe how agency/organization supports families.

The program assists all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

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

Brochures, the Title I Migrant slide from the Title I Annual Meeting, and any students identified in SIS

• Frequency

As Needed

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

• Name of Agency

ESE Department

• Describe how agency/organization supports families.

District support services are provided to improve the social needs of the parents/families and educational needs of students. Services are provided through the district for education materials as well.

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

Conference notes (1051), IEPs, Resources for families

- Frequency

As Needed

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

- Name of Agency

Title X-Homeless(MVP)

- Describe how agency/organization supports families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for parents/families and students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

Resources for families, Student Housing Questionnaire (SHQ), and students identified

- Frequency

As Needed

Communication

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

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

- Description

We will provide information to parents/families regarding 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.

School-Parent Compact, PFEP Summary, Invitations/flyers

- Description

We will inform parents/families about the curriculum and proficiency levels students are expected to meet via meetings/staffings, Open House, and parent-teacher conferences.

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

Syllabus (course outlines), curriculum night presentations, and a grading/scoring rubric

- Description

We will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards through staffings/meetings, parent-teacher conferences, and mid-term reports/report cards.

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

Progress reports/report cards, assessment results, and IEP sign-in sheets.

- Description

We will inform parents about opportunities to participate in decision-making related to the education of their children through our Title I Annual Meeting, SAC meetings, and Stakeholder's meeting.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitation and sign-in sheets, and Stakeholder's meeting invitation and sign-in sheets.

- Description

We will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance by asking parents to choose a more convenient time.

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

Title I Annual Meeting (post PowerPoint to the school's website), schedule parent-teacher conferences on the parents' availability (Virtual vs. face-to-face, options on days, times, locations), and provide child care (if applicable).

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

The school ensures parents with Limited English Proficiency or ELLs are able to understand the information being shared by having Interpreters (CLF) at meetings (need-based) and translated documents in their respective languages.

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

Translated compacts, PFEP summaries, flyers/invitations

- Description

The school ensures parents with disabilities are accommodated by being ADA compliant (accessible handicapped ramp and parking located at the front of the school). Additional parent needs are met by reaching out to the district contact for more assistance as requested.

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

Photos of handicapped parking, ramps, and water fountains.

- Description

Migrant parents are invited to all school meetings. Migrant parents will be surveyed for needs when the child enters school. This will allow the school to connect the family with the resources and information needed. The school will seek additional assistance from the Title I Migrant Education Program if the needs of the family can not be met at the school.

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

Invitations, identified Migrant families in SIS, and the slides regarding Migrant shared at the Annual Meeting.

- Description

Based on the response from the Student Housing Questionnaire Form #2479, school staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We ask for assistance from the McKinney-Vento Program (MVP) to ensure families have equal access to the same educational opportunities as non-homeless students.

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

Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, and photos of donated items.

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

Riviera Beach Preparatory & Achievement Academy (RBPAA) addresses the holistic development of our students through a comprehensive, wrap-around support system. Our multidisciplinary team—comprising a School Counselor, Behavioral Health Professional (BHP), Academic Coach/Resource Teacher, Co-Located Therapist, and Family Counselor—collaborates daily to build student skills outside of traditional academic subjects. Building Coping Skills, Resilience, & Mental Health: Our BHP responds to crisis situations and mental health needs, linking families to community outreach programs and supporting our teen parent population. Our Family Counselor provides group, individual, and intensive family counseling, while our Mental Health Department team leader ensures weekly individual therapy for ESE students. Together, the team utilizes strength-based interventions to foster resiliency, positive self-esteem, and healthy coping mechanisms. Skills for Learning, Life, Organization, & Study Habits: All students are paired with a designated mentor to support their academic, social, and physical needs. During routine data chats, the School Counselor and Academic Coach work directly with students to set goals, track progress, plan for college/careers, and teach practical organizational skills and study habits. The Academic Coach monitors growth daily to remove non-academic barriers to success. Positive Behavior, Character, & Healthy Habits: To foster a positive school climate, RBPAA implements Positive Behavioral Interventions and Supports (PBIS). This proactive framework teaches expected behaviors, reinforces core character traits, and promotes healthy lifestyle habits rather than relying solely on punitive measures. When targeted behavioral support is needed, Corrective Behavior Interventions (CBI) and small-group counseling (focusing on anger management, grief, and divorce) are provided. Growth Mindset & Mentorship: At-risk and low-achieving students receive targeted support through home visits, 1:1 mentoring, and counseling designed to cultivate a growth mindset, encourage academically engaged time, and reinforce responsible decision-making. Sense of Service for Others: Our BHP leads student service projects throughout the year, giving students hands-on opportunities to contribute positively to the local community and develop civic responsibility. Specialized Population Supports: The McKinney-Vento Contact and Foster Care Campus Coordinator collaborate with external agencies (Legal Aid Society, Foster Children's Project, Guardian ad Litem) to ensure homeless and foster youth receive the tailored social-emotional and physical resources required to thrive. Documentation of Implementation (Artifacts): Counseling/Mental Health Logs, Corrective Behavior Intervention (CBI) reports, and Classroom guidance meetings: sign-in sheets with topic(s) discussed

SBT/MTSS Implementation

1. SBT/MTSS Implementation

This is how the implementation of a tiered model of support (SBT/MTSS) looks like at Riviera Beach Preparatory & Achievement Academy: TIER 1: Core Instruction All Students Focus: For all students Program: Research-based reading instruction and curriculum emphasizing the critical elements of beginning reading Grouping: Multiple grouping formats to meet student needs Time: Equivalent to one class period Assessment: Standards assessments as prescribed by the district department Interventionist: General Education Teacher Setting: General Education Classroom TIER 2: Core + Supplemental Instruction Some Students (Intensive classes) Focus: Students not proficient with Tier I efforts as documented by assessment Program: Specialized, scientifically based program(s) targeting area of need and ability level Grouping: Homogeneous small group instruction (RIM) Focus Time: Additional minutes per day in addition to regular class of core instruction (*may already be in place) Assessment: Progress monitored biweekly (or more) on target skill to ensure adequate progress Interventionist: Classroom teacher, Special Education teacher, specialized reading/math tutor, etc. Setting: May be the regular classroom, or computer lab – dependent upon intervention and available resources TIER 3: Core + Supplemental + Intensive Intervention FEW Students Focus: Students with marked difficulties – have NOT responded adequately to Tier 1 and Tier 2 efforts Program: Sustained, intensive, scientifically-based reading/math program (s) emphasizing the critical elements for students with difficulties Grouping: Homogeneous very small group instruction Time: Suggested 30-minute sessions per day in addition to the core class and supplemental instruction Assessment: Weekly progress monitoring on target skill to ensure adequate progress and learning Interventionist: Specialized personnel: Special Ed. Teacher, specialized reading/math teacher, etc. Setting: May be the regular classroom, or computer lab – dependent upon intervention and available resources Universal Guidelines and behavior matrix are taught continuously to ensure students are aware of the school's expectations. Ensure teachers are trained in Classroom management strategies (Progressive Discipline, etc.) The PBS team reviews classroom data to ensure students are engaged while in class. Maintain an instructional time. Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Data Chats with School Counselor will occur monthly to include student feedback. The school-wide recognition system is implemented throughout the school year, such as Honor Roll Breakfast, Perfect Attendance Pizza Party, Principal's Luncheon Effective multi-disciplinary teams are in place to problem-solve and create action plans • Reading Plus, After school and Saturday tutorials, Provide teachers with classroom libraries • Planned Discussions and Goal Setting for identified student • Notification procedures for parents, agency, and community outreach • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement, and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources All required meetings will be done following safety and procedural guidelines. Documentation of Implementation (Artifacts): SBT meeting notes, school-wide recognition system incentives, and samples of Corrective Behavior Intervention (CBI) reports as pieces of evidence.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students entering the school who are underperforming in reading are scheduled for an 85-minute Intensive Reading block. The Middle School program used is Read 180--Phonics-based (CODE) the High School program used is Just Words and Blender (District Reading Program). These programs are a reading support curriculum for students. It allows students to read interdisciplinary informational or literary texts and receive specialized academic vocabulary and reading comprehension instruction. For mathematics, the seventh and eighth-grade students based on assessment results will be enrolled in Pre-Algebra or Algebra I. Students in grades nine through twelve schedules are tailored to their individual academic needs. Our class scheduling for the current academic school year includes an 85-minute block schedule. Our students who have not mastered standards in their courses and did not receive credit for coursework previously taken are provided an opportunity to recover the credit through our credit recovery lab. Our eighth-grade students recover quality points through the Middle School Course Recovery Program (MSCR). This allows credit-deficient students to recover credits to prevent them from falling too far behind in earning the credits they need to graduate. We also offer an exploration of three (3) career fields: Carpentry, Entrepreneurship, and Cosmetology. Additionally, students are allowed to accelerate by utilizing online programs approved by the district (Palm Beach Virtual and Florida Virtual). At the beginning of the school year and upon enrollment, the students who have not met the math or reading state requirement for graduation are enrolled in an 85-minute Intensive Reading block to address their deficiencies and prepare them for the upcoming state assessments through remediation and differentiation in the classroom. Schedules are modified throughout the year as students' needs change. Data from classroom and district assessments are reviewed throughout the year to monitor students' progress and to plan instruction in response to the data. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Teachers collaboratively plan for students' success through common planning and Professional Learning Communities (PLCs) that meet biweekly to address the progress of students and ways in which to meet their individual needs based on the data. Our school district provides us with web portal access to an abundance of resources and materials in addition to offering various training throughout the year to ensure that instruction is aligned to the standards. Our school creates ongoing opportunities for teachers to plan and discuss reading and writing curricula that align with the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and standards. Our teachers' effort in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Tutoring for mathematics is offered before and/or after school and is available to all RBPAA students free of charge. RBPAA teachers adjust their instructional strategies to reach students of various abilities and backgrounds in the same classroom to maximize the individual success of each student by meeting them where he/she is (Differentiated Instruction). RBPAA teachers and administrators closely monitor students' academic performance. We review grades quarterly to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. In addition to state-mandated assessments, prior to the administration of the ACT, students participate in an in-house ACT boot camp. Increased use of technology will also be incorporated across the curriculum. With media and technology, it is easy to connect lessons with real-life examples. Our teachers not only bring the material to life but the lessons are interesting and interactive with the aid of multi-media i.e. video clips and games. RBPAA teachers have access to Chromebooks that are available for use in their classrooms. In addition to increasing student engagement, Chromebooks allow teachers to check for student understanding and use real-time data to ensure students' misconceptions and needs are met instantly. According to the data, extracurricular activities such as clubs and sports serve as an outlet to build team relationships and self-esteem.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Riviera Beach Preparatory and Achievement Academy (RBPAA) promotes academic and career planning across the curriculum. The school counselor communicates with the administration to align with the school's educational missions and outcomes by engaging in continuous dialogue and encouraging effective interventions and practices. The school counseling program is highly regarded for its academic and career planning in the classroom: paying attention, asking for help, completing assignments, setting goals, time management, attending school, and going to class leads to increased learning and achievement. Students will see how linking academic plans to career plans can lead to success. The work of school counseling is collaborative. RBPAA works to incorporate applied and integrated courses to help students see the relationships between subjects and their relevance to their future in September and January of every school year. The team reviews the master board and collaborates on courses needed for the upcoming school year. Upon enrollment at RBPAA, students have the option to enroll in one of the career programs: Digital Design, Building Trade & Construction, and Computer Fundamental. Core courses (English, Math, Science, and Social Studies) are established and determined, and then the elective courses required for graduation are incorporated into the scheme of the master board. Students see the results in their schedules at the beginning of the new school year. Each student receives a personalized schedule. Grade level meetings are held to review the requirements for graduation and students receive a copy of their Student Data Summary. The School Counselor reviews the summary and entertains questions. It is at this time students see the relationship between the subjects on their schedule and how it is relevant to their future goal of graduating/college/career. As a requirement for graduation, each Senior has an opportunity to meet a Palm Beach State representative to register for Palm Beach State College. In addition, each Senior will complete an application for another college or vocational program of their choice. Students are guided through the completion of financial aid forms, and academic plans and make post-secondary plans. Students receive personal ACT/SAT registration assistance and instructions through our guidance department. The Guidance Department provides assistance to students and parents on post-secondary readiness. Additionally, we will assist students with College and Career Readiness to include assistance with SAT, ACT, and college or vocational program applications, dual enrollment, and accelerated course offerings i.e. Honors. We provide ACT strategies for all of our Juniors and Seniors in Reading, Math, and English classes. Our School Counselor will conduct academic seminars for students which will focus on strategies and skills needed to be successful in a post-secondary setting including Community colleges, Universities, and career settings. To document implementation, RBPAA will collect the master schedule, samples of students' schedules, data chats, and Grade level meeting agenda & sign-in sheet as pieces of evidence.

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

Our strong academic foundation focuses on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. To ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student-centered, personalized environment, and empowered and supported through high expectations to be college and career ready, we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue our school uses for encouraging positive working relationships with teachers is through their monthly departmental and weekly planning meetings. The master schedule has been designed to allow teachers to meet and discuss research-based protocols and instructional practices to focus on meeting students' academic needs. Student improvement is monitored, and instruction is adjusted according to student data. Additionally, our school participates in Professional Learning Communities (PLCs) bi-weekly, which will include unpacking standards, reviewing data, determining learning targets, and best practices for enhancing rigor. All Teachers will participate in PLCs and PD (Professional Development). The professional development team provides planned professional development that is geared to improving academic achievement for our students. Classroom observations occur throughout the year, and feedback is provided promptly. Teachers are encouraged to participate in District and job-embedded trainings annually. Selected teachers who have received AVID training will effectively use the strategies to deliver instruction and promote student achievement. All PD activities will be aligned with the school's focus. Documentation of Implementation (Artifacts): Collect the master schedule, samples of students' schedules, and Departmental/Training meetings agenda & sign-in sheets as pieces of evidence.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We will continue to participate in all district recruitment and retention efforts. Currently, the School District of Palm Beach County participates in district-wide recruitment fairs and partners with local colleges which afford students pursuing the field of education an opportunity to complete their practicum in our schools. In collaboration with Human Resources and the Regional Office, Riviera Beach Preparatory & Achievement Academy (RBPAA) makes every effort to employ certified and effective teachers. We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by conducting interviews to collect additional information about the candidate's qualifications to work with our students. Teachers, who are not highly qualified, work closely with their department instructional leader/chair, department administrator, principal's secretary, and county-level designee to remedy deficient areas in order to become highly qualified. We are fortunate to have a low rate of teacher turnover. With the exception of teachers who have departed due to promotions, retirements, and career change, our staff's focus on student achievement has been quite consistent. In addition to our District offering a competitive salary and benefits package for prospective employees, high-need schools are given priority when staffing decisions are made. Our school's Leadership Team informs applicants about monetary incentives such as loan forgiveness grants that are available for new teachers who are certified to teach mathematics or science or who teach in Title I schools such as ours as well as opportunities for part-time pay in tutoring/coaching a sport or club sponsor/enrichment activities. RBPAA develops and maintains policies, procedures, and protocols to ensure a supportive school environment. Teachers new to our staff have mentors/buddies to guide them through the transition to a new assignment. New teachers attend New Teacher Orientation and continued instructional support through the district-provided Educator Support Program (ESP), which continues throughout the school year with diverse opportunities for teachers to learn new knowledge and skills. Our Teacher Mentor is an available resource for all teachers working to improve their craft. The Teacher Mentor assists new and veteran teachers in implementing instructional practices. Professional Learning Communities are established through departments to look at student work and plan for growth. RBPAA has a strong supportive administration (principals and assistant principals), and sufficient support personnel consisting of academic coaches, Instructional leaders, school counselors, family counselors, Behavior Intervention Assistants, Behavior Health Professionals, and Communities In Schools. Administration has an open-door policy that allows and encourages teachers to bring their visions or concerns for discussion and there is ongoing teacher appreciation throughout the school year from administrators. This develops a sense of belonging and responsibility needed for job satisfaction and long-term commitment to our students. The Leadership Team meets bi-weekly to discuss the goals, plans, adjustments, and concerns of the staff. Teachers are provided opportunities to develop in a teacher leadership capacity by serving in various roles. RBPAA provides quality professional development for faculty and staff continuously. Through weekly planning, the professional development needs and how they will be addressed are determined, taking into consideration the goals of the school. Sufficient resources are devoted to providing specific training throughout the school year that will best address the needs of our students and school. County coordinators, instructional leaders, administrators, and expert teachers are all used to conduct training for target areas of professional learning. Adequate resources and student materials, current technology systems, limited additional teaching duties, a safe environment, time for collaboration, ongoing professional development, mentoring, and instructional support are an ongoing process at Riviera Beach Preparatory & Achievement Academy to attract and retain effective teachers.