Title I Comprehensive Schoolwide Plan

BELIEVERS ACADEMY (3400)

ELA

1. List prioritized needs statements.

-Only 11% of students demonstrated proficiency on the 2024–2025 statewide ELA assessment, indicating significant foundational reading deficits across grade levels. -FAST PM1 to PM2 data show that only 53% of students demonstrated positive growth, meaning nearly half of students are not yet meeting expected growth benchmarks -While 75% of students with valid Read180 BOY–MOY data demonstrated growth (average 1.46 Grade Level Equivalence gain), students with inconsistent attendance or interrupted enrollment showed limited progress. -Students entering mid-year or with chronic absenteeism (83% absent 10+ days) demonstrate reduced exposure to sustained intervention cycles, limiting cumulative reading growth. -A significant portion of students require continued Tier 2 and Tier 3 intervention to access grade-level standards due to decoding, fluency, and comprehension gaps.

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

-Significant foundational decoding and fluency deficits due to prior academic gaps. -Chronic absenteeism reducing exposure to sustained intervention cycles. -Late-entry enrollment patterns disrupting instructional continuity. -Language processing disabilities within 100% ESE population. -Fixed mindset and reading avoidance behaviors stemming from repeated academic failure. -Initial fall implementation delays (technology/rostering issues) impacting early baseline formation

3. Share possible solutions that address the root causes.

-Protect daily Read180 intervention block or online supplemental instructional supports with fidelity walkthroughs. -Increase Tier 3 small-group decoding and fluency instruction. -Implement short-cycle progress monitoring every 4–6 weeks. -Use attendance-linked reading incentives and increase home communication regarding absences (Talking Points App). -Dynamic regrouping based on FAST + HMH growth data. -Expand mentoring for attendance + academic persistence. -Program and Diagnostic Continuity-To ensure consistent access to intervention and progress monitoring data, the school will purchase and implement ReadingPlus or a comparable reading intervention platform and maintain access to a universal diagnostic assessment system such as NWEA MAP or Renaissance STAR. These tools will provide reliable diagnostic data and intervention support in the event that district-supported programs such as Read180 or Math180 experience technical disruptions or implementation delays. These programs will allow staff to continue progress monitoring, regroup students, and provide targeted intervention without interruption to instructional decision-making.

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

• Communication

-Provide quarterly individualized literacy growth reports. -Use TalkingPoints for multilingual communication. -Schedule regular family data conferences. -Provide updates on intervention progress and attendance impact. -The school will communicate assessment results and intervention progress with families using data from multiple diagnostic tools, including FAST and additional universal screeners such as NWEA MAP or Renaissance STAR when needed to ensure consistent monitoring of student growth.

• Parent Training

-Understanding FAST and Read180 growth reports. -Supporting struggling readers at home (fluency and comprehension routines). -Building reading stamina and academic confidence. -Monitoring intervention completion online.

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

• School

-Provide daily intervention with fidelity. -Share literacy growth data quarterly. -Offer tutoring for students below growth targets.

• Students

-Attend intervention consistently. -Complete assigned literacy lessons. -Track personal reading goals.

• Parents

-Monitor attendance weekly. -Review literacy reports quarterly. -Attend at least one literacy workshop per semester.

• Staff Training

-Read180 fidelity expectations. -Using FAST and HMH data for regrouping. -Trauma-informed literacy strategies. -Family engagement best practices for literacy.

• Accessibility

-Provide flexible meeting times (virtual/in-person). -Offer translation services. -Provide access to devices and internet support. -Provide bus passes, uniforms, and basic needs assistance as needed.

Math

1. List prioritized needs statements.

-0% of students demonstrated proficiency on the 2024–2025 statewide Math assessment, indicating severe conceptual and procedural skill gaps. -FAST PM1 to PM2 data reflect emerging growth; however, a substantial portion of students remain below expected growth trajectories -HMH Math180 BOY–MOY data show that 59% of students demonstrated positive growth (average 0.24 Grade Level Equivalence gain), meaning over 40% of students are not yet responding adequately to intervention. -Students with interrupted attendance demonstrate limited exposure to intervention cycles, directly impacting math growth outcomes. -Students struggle with multi-step problem solving and functional numeracy, limiting both academic performance and workforce readiness.

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

-Severe conceptual math gaps (number sense, multi-step reasoning). -Weak reading comprehension affecting word problems. -Chronic absenteeism disrupting instructional sequences. -Math anxiety and learned helplessness. -Limited prior exposure to structured math intervention. -Functional numeracy deficits impacting confidence.

3. Share possible solutions that address the root causes.

-Increase intensity of Math180 or online supplemental instructional supports cycles. -Embed daily math fact fluency practice. -Increase small-group Tier 3 numeracy instruction. -Integrate real-world math into life skills/career courses. -Increase tutoring for non-responders. -Strengthen alignment between intervention and core instruction. -Program and Diagnostic Continuity-To ensure consistent access to intervention and progress monitoring data, the school will purchase and implement ReadingPlus or a comparable reading intervention platform and maintain access to a universal diagnostic assessment system such as NWEA MAP or Renaissance STAR. These tools will provide reliable diagnostic data and intervention support in the event that district-supported programs such as Read180 or Math180 experience technical disruptions or implementation delays. These programs will allow staff to continue progress monitoring, regroup students, and provide targeted intervention without interruption to instructional decision-making.

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

- Communication

-Provide quarterly math growth reports. -Share Math180 usage and progress updates. -Offer data conferences for families of students below growth targets.

- Parent Training

-Understanding Math180 and FAST math reports. -Supporting math fact fluency at home. -Reducing math anxiety. -Real-world math practice (budgeting, percentages).

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

- School

Provide daily math intervention. Monitor growth monthly. Provide additional tutoring for Tier 3 students.

- Students

Engage in math intervention consistently. Attempt multi-step problems with persistence. Apply math skills in real-world assignments.

- Parents

Reinforce attendance. Encourage math practice at home. Review math progress reports quarterly.

- Staff Training

-Math180 fidelity monitoring. -Teaching multi-step problem solving. -Cross-curricular math integration. -Family engagement strategies specific to math.

• Accessibility

-Offer workshops at varied times. -Provide translation and interpretation services. -Ensure digital access to online math tools. -Provide basic needs support that impacts attendance.

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.

-The graduation rate is 30%, compared to the state average of 92%. -The majority of students enroll credit-deficient and off-cohort, limiting the likelihood of four-year graduation. -Chronic absenteeism (64–67% chronically absent per Reflection data) directly impacts credit accrual and graduation timelines. -Students requiring extended time for skill mastery are measured under cohort-based accountability metrics.

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

-Late-entry, credit-deficient enrollment patterns. -Chronic absenteeism reducing credit accrual. -Behavioral health barriers. -Cohort-based accountability for extended-time ESE students. -Limited postsecondary awareness.

3. Share possible solutions that address the root causes.

-Individualized graduation trajectory plans. -Monthly credit accrual monitoring. -Attendance + behavioral health integration. -Credit recovery expansion. -Work-based learning pathways. -Mentorship programs tied to graduation goals.

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

• Communication

Provide quarterly credit accumulation reports. Conduct regular graduation planning conferences. Communicate attendance impact on graduation eligibility.

• Parent Training

Understanding diploma pathways and credit requirements. Postsecondary planning (college, workforce, certification). Supporting attendance and persistence.

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

• School

Provide individualized graduation plans. Monitor credits monthly. Offer credit recovery and tutoring options. Provide wraparound attendance and behavioral supports

• Students

Attend school consistently. Complete credit recovery assignments. Participate in graduation planning conferences.

• Parents

Monitor attendance weekly. Review credit reports quarterly. Attend graduation planning meetings. Support student participation in tutoring or recovery programs.

• Staff Training

Graduation trajectory monitoring. IEP alignment to diploma pathways. Motivational interviewing and student goal-setting strategies.

- Accessibility

Flexible scheduling for conferences. Translation services. Transportation support for families. Coordination with social service agencies when needed.

Action Step: Classroom Instruction

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

Budget Total: $15,934.76

Acct Description	Description
Online subscription	**Item** / **Quantity** / **Rate** / **Type** / **Total** IXL will supplement instruction for all subjects in grades 8-12. / 1 / $2,500.00 / Original / $2,500.0 Renaissance-STAR Reading and Math will supplement instructions for grades 8-12. / 1 / $1,095.00 / Original / $1,095.0 Renaissance-Nearpod will supplement instruction for all subjects in grades 8-12. / 1 / $3,250.00 / Original / $3,250.0 Reading Plus (Dreambox) will supplement instruction in reading fro grades 8-12. / 1 / $4,000.00 / Original / $4,000.0
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** ELA Curriculum Purchase (SAVVAS) for grades 9-12. / 1 / $5,115.00 / Instructional Materials / Original / $5,115.0

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
BT #1- Transferred the remaining balance from the ELA Curriculum to increase parent engagement online subscription (Talking Points)	-1	$25.24	Instructional Materials	Budget Transfer	-$25.24

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: **$221.24**

Acct Description	Description
Online subscription	

Item	Quantity	Rate	Type	Total
Talking points will be used to communicate with all parents throughout the school year.	1	$196.00	Original	$196.0
ADJUSTED: BT #1- Increased Talking points budget	1	$25.24	Budget Transfer	$25.24

Action Step: Professional Learning

Budget Total: **$0.00**

	Acct Description	Description

Mission Statement

1. Mission Statement

Believers Academy partners with students and families to provide academic pathways for individuals with exceptional needs that build essential literacy and life-ready mathematics skills, lead to high school graduation, and extend into intentional transition programming that prepares them for independent, purposeful adult lives.

Involvement of Stakeholders

Name	Title
Margaret Prince	Principal
Rebecca Pelletier	Parent Involvement Liaison
Michael Kelley	Lead Teacher
Desiree Furbert	ESE/ELA Teacher
Lyndsay Tolerton	SAC Interim President
Shelly Travelstead	SAC Secretary/ Parent Representative
Tammy Ferguson	SAC VP
Stacy Schechter	Math Teacher
Veronica Rodriguez	Reading Teacher

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

Believers posts 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 25, 2026 at 4:30pm, and (B) SAC Meetings (each occurs at 5:45 p.m.): July 23, 2026; September 24, 2026; November 12, 2026; February 18, 2027; and April 29, 2027.

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 STAR Reading & Math , IXL Learning, Nearpod and Reading Plus Online Subscriptions along with a SAAVAS ELA Curriculum. They also agreed to continue funding our Parent/Family communication platform, Talking Points, which provides direct communication between school and home.

Name	Title
Margaret Prince	Principal
Lyndsay Tolerton	SAC Interim President
Tammy Ferguson	SAC VP
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 10, 2026 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 Title I Annual 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

Starting Strong: Building Parent Trust Before There's a Problem

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

Teachers will be able to: Make positive first contact with every family. Use parent-friendly language instead of school jargon. Gather meaningful information from parents about their child. Set communication expectations early. Avoid common mistakes that unintentionally shut parents down.

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

To help teachers begin the year by building trust with families, especially families who may have had negative prior school experiences or who are used to only hearing from schools when something goes wrong.

- What will teachers submit as evidence of implementation?

Parent Contact Logs

- Month of Training

AUGUST

• Responsible Person(s)

Maggie Prince

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Reconnecting for Semester Two: Moving Families From Updates to Partnership

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

Teachers will be able to: Review first-semester parent contact patterns. Identify families who need reconnection. Communicate progress without shame or overwhelm. Involve parents in second-semester goals. Use family partnership to support attendance, behavior, academics, and transition readiness.

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

To help teachers re-engage families after winter break, especially around student progress, credits, behavior patterns, attendance, transition goals, and preparation for spring meetings or graduation/post-grad planning.

• What will teachers submit as evidence of implementation?

Parent Contact Logs

• Month of Training

JANUARY

• Responsible Person(s)

Maggie Prince

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Experience Night: Talking Points, Steps to Student 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 practice logging into the Parent Portal and Talking Points app. Parents will do a scavenger hunt for features and tools in the portals.

- 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 and the parent portal

- Date of Training

September 10, 2026

- Responsible Person(s)

Maggie Prince

- Resources and Materials

Chromebooks, Parent Log in Cards, Parent Portal Flyer

• Amount (e.g. $10.00)

n/a

3. Parent and Family Capacity Building Training #2

• Name of Training

Road to Graduation

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

Parents will be able to understand the requirements of 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 one-on-one with staff. Parents will also 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

January 28, 2027

• Responsible Person(s)

Maggie Prince

• Resources and Materials

Grad Tracking Forms Student Interest Surveys Post-Graduate Transition Flyer

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 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 Screenshot of the Charter ESE Padlet Resource Portal

• 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

IDEA

• Describe how agency/organization supports families.

This partnership provides free appropriate public education (FAPE), Individualized Education Programs (IEPs) for transition to employment/higher education, and access to specialized technology/services

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

Individual Education Plan (IEP) VMF - Vocational Monitoring Form Transition Services Flyer

• 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

Believers Academy utilizes 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 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 Syllabi Teacher Communication Logs Signed IEP Conference Notes

• 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 PBSD Report Cards IEP Participant Signatures

• 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 Board Meeting Notices

• 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 Calendars 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 struggling with illiteracy.

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

BA Website in Multiple languages PBSD forms in multiple languages Talking Points 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 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 Student Housing Questionnaire Parent 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

EXEMPTION REQUESTED

• Brief Description

EXEMPTION REQUESTED

2. Activity #2

Activity #2

• Activity #2

This school has chosen to be exempt from this area.

• Name of Activity

EXEMPTION REQUESTED

• Brief Description

EXEMPTION REQUESTED

3. Activity #3

Activity #3

• Activity #3

This school has chosen to be exempt from this area.

• Name of Activity

EXEMPTION REQUESTED

- Brief Description

EXEMPTION REQUESTED

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 RtI process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our RtI team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility. The school based RtI 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 RtI processes * assessment of RtI skills that school staff possesses is conducted * fidelity of implementation of intervention support is documented * adequate professional development to support RtI implementation is provided * effective communication with parents regarding school based RtI 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 RtI 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 ban 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.