Title I Comprehensive Schoolwide Plan

IMAGINE SCHOOLS CHANCELLOR CAMPUS (3381)

ELA

1. List prioritized needs statements.

As evidenced on 2025 FAST state assessment PM 3, 40% of students demonstrated non-proficiency on the ELA assessment. As evidenced on 25/26 winter administration of STAR reading assessment, 40% of students demonstrated non-proficiency (urgent intervention, intervention, for watch) in reading.

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

Lack of foundational reading development in primary students. Lack of phonics, comprehension, and vocabulary development in students grades 3-8. Students are struggling with informational text. Needs for professional support to increase teacher knowledge of instructional strategies. Effective, consistent use of formal/informal assessments are needed to drive instructions. More opportunities for students to practice reading independently. More parent support from home.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing reading interventionists. Providing teachers with meaningful PD and coaching support through a qualified professional, training and conferences. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen reading skills. Provide instructional support to staff and training to families on how they can support students learning at home. Provide teachers with assigned mentors to meet with mentees after school hours to support instructional practices.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

• Parent Training

We will provide Chancellor Parent University sessions to equip families with resources and strategies they can use at home to support the development of reading skills. The school will offer a flexible number of meetings, including morning and evening options, to ensure accessibility for all families. Title I funds may be used, as appropriate, to support these parent and family engagement activities, including trainings and instructional materials. Additionally, the school will collaborate with community partners to provide supplemental resources and support for families.

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

• School

Imagine-Chancellor will implement activities designed to build the capacity of parents and guardians for meaningful and effective involvement in their child's education. The school will foster a strong partnership among the school, families, and the community to support and improve student academic achievement. Imagine-Chancellor will provide training for teachers, specialized instructional support personnel, school leaders, and other staff, with input and assistance from parents and guardians, on the value and importance of family contributions. Staff development will also focus on effective strategies for reaching out to, communicating with, and working alongside parents and guardians as equal partners. Additionally, the school will coordinate and strengthen parent and family engagement programs and actively build connections between families and the school community.

• Students

Imagine-Chancellor will actively engage in learning opportunities to develop their reading skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

• Parents

Imagine Chancellor will collaborate with community-based organizations and local businesses to establish meaningful roles that support parent and family engagement initiatives. These partnerships will enhance opportunities for families to actively participate in their child's education and strengthen connections between the school and the broader community. The school will implement activities designed to encourage and support parents and guardians in becoming active participants in their child's academic success and will provide reasonable and necessary support to facilitate meaningful parent and family engagement. Parents and guardians are encouraged to prioritize their child's education by ensuring regular school attendance, punctuality, and active participation in school-related events and communications.

• Staff Training

All staff will participate in professional learning opportunities including effective school-home connections to strengthen instructional practices in reading in order to positively impact all students and families. The strategies learned will be shared with families to support student success at home.

• Accessibility

Imagine Chancellor will provide full and equitable opportunities for participation in parent and family engagement activities for all parents, guardians, and family members, including those with limited English proficiency, disabilities, and those of migratory and homeless children. The school will ensure accessibility by providing timely information, school reports, and communications in understandable and accessible formats, and, when practicable, in languages parents and family members can understand.

Math

1. List prioritized needs statements.

As evidenced on 2025 FAST state assessment PM 3, 34% of students demonstrated non-proficiency on the math assessment. As evidenced on 25/26 winter administration of STAR math assessment, 35% of students demonstrated non-proficiency (urgent intervention, intervention, for watch) in math.

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

Primary students are demonstrating lack of foundational math development in the area of number sense. Lack of number sense and operations with an emphasis on fluency is weak in students grades K-8. Students are struggling with fact fluency. Needs for professional support to staff and more parent support from home. Needs for professional support to increase teacher knowledge of instructional strategies. Effective, consistent use of formal/informal assessments are needed.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing math interventionists. Providing teachers with meaningful PD and coaching support through a qualified professional, training and conferences. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen math skills. Provide instructional support to staff and training to families on how they can support students learning at home. Provide teachers with assigned mentors to meet with mentees after school hours to support instructional practices.

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

• Parent Training

We will provide Chancellor Parent University sessions to equip families with resources and strategies they can use at home to support the development of math skills. The school will offer a flexible number of meetings, including morning and evening options, to ensure accessibility for all families. Title I funds may be used, as appropriate, to support these parent and family engagement activities, including trainings and instructional materials. Additionally, the school will collaborate with community partners to provide supplemental resources and support for families.

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

• School

Imagine-Chancellor will implement activities designed to build the capacity of parents and guardians for meaningful and effective involvement in their child's education. The school will foster a strong partnership among the school, families, and the community to support and improve student academic achievement. Imagine-Chancellor will provide training for teachers, specialized instructional support personnel, school leaders, and other staff, with input and assistance from parents and guardians, on the value and importance of family contributions. Staff development will also focus on effective strategies for reaching out to, communicating with, and working alongside parents and guardians as equal partners. Additionally, the school will coordinate and strengthen parent and family engagement programs and actively build connections between families and the school community.

• Students

Imagine-Chancellor will actively engage in learning opportunities to develop their math skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

• Parents

Imagine Chancellor will collaborate with community-based organizations and local businesses to establish meaningful roles that support parent and family engagement initiatives. These partnerships will enhance opportunities for families to actively participate in their child's education and strengthen connections between the school and the broader community. The school will implement activities designed to encourage and support parents and guardians in becoming active participants in their child's academic success and will provide reasonable and necessary support to facilitate meaningful parent and family engagement. Parents and guardians are encouraged to prioritize their child's education by ensuring regular school attendance, punctuality, and active participation in school-related events and communications.

• Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in math instruction to impact all students and families. Strategies learned will be shared with families.

• Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

Science

1. List prioritized needs statements.

As evidenced on 2025 SSA state assessment, 48% of 5th & 8th grade students demonstrated non-proficiency on the science assessment.

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

Lack of science development and knowledge in primary students. Students struggling in reading have a difficult time comprehending informational text in the area of Science. Needs for professional support to staff in science instruction. Parents are in need of resources and knowledge to support from home.

3. Share possible solutions that address the root causes.

Providing students with increased learning opportunities with a focus on Science. Mandatory Science days each trimester in grades K-5 aligned with science standards to reinforce concepts. Provide science based electives in middle school to increase content knowledge. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen science skills and parent training on science strategies that can be used at home.

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

• Parent Training

We will provide Chancellor Parent University sessions to equip families with resources and strategies they can use at home to support the development of science skills. The school will offer a flexible number of meetings, including morning and evening options, to ensure accessibility for all families. Title I funds may be used, as appropriate, to support these parent and family engagement activities, including trainings and instructional materials. Additionally, the school will collaborate with community partners to provide supplemental resources and support for families.

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

- School

Imagine-Chancellor will implement activities designed to build the capacity of parents and guardians for meaningful and effective involvement in their child's education. The school will foster a strong partnership among the school, families, and the community to support and improve student academic achievement. Imagine-Chancellor will provide training for teachers, specialized instructional support personnel, school leaders, and other staff, with input and assistance from parents and guardians, on the value and importance of family contributions. Staff development will also focus on effective strategies for reaching out to, communicating with, and working alongside parents and guardians as equal partners. Additionally, the school will coordinate and strengthen parent and family engagement programs and actively build connections between families and the school community.

- Students

Imagine-Chancellor will actively engage in learning opportunities to develop their science skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- Parents

Imagine Chancellor will collaborate with community-based organizations and local businesses to establish meaningful roles that support parent and family engagement initiatives. These partnerships will enhance opportunities for families to actively participate in their child's education and strengthen connections between the school and the broader community. The school will implement activities designed to encourage and support parents and guardians in becoming active participants in their child's academic success and will provide reasonable and necessary support to facilitate meaningful parent and family engagement.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in science instruction to impact all students and families. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

Social Studies

1. List prioritized needs statements.

As evidenced on 2025 FAST Civics EOC, 34% of 7th grade students demonstrated non-proficiency on the Civics assessment.

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

K-2 students are demonstrating limited development of foundational social studies knowledge and background understanding. Additionally, students in grades 3–8 are experiencing challenges with comprehension of informational text, including difficulty identifying key ideas, analyzing text structure, and using evidence to support responses. Overall, students are struggling to effectively read, interpret, and apply information from complex informational texts across content areas.

3. Share possible solutions that address the root causes.

Providing students with interactive learning opportunities with an emphasis on building social studies development through comprehending informational text. Provide afterschool learning opportunities for additional practice. Implementation of consistent social studies instruction in K-5 with integration into ELA.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

- Parent Training

We will provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop social studies skills with an emphasis on improving comprehending informational text. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities designed to build the capacity of parents and guardians for meaningful and effective involvement in their child's education. The school will foster a strong partnership among the school, families, and the community to support and improve student academic achievement. Imagine-Chancellor will provide training for teachers, specialized instructional support personnel, school leaders, and other staff, with input and assistance from parents and guardians, on the value and importance of family contributions. Staff development will also focus on effective strategies for reaching out to, communicating with, and working alongside parents and guardians as equal partners. Additionally, the school will coordinate and strengthen parent and family engagement programs and actively build connections between families and the school community.

- Students

Imagine-Chancellor will actively engage in learning opportunities to develop their social studies knowledge through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- Parents

Imagine Chancellor will collaborate with community-based organizations and local businesses to establish meaningful roles that support parent and family engagement initiatives. These partnerships will enhance opportunities for families to actively participate in their child's education and strengthen connections between the school and the broader community. The school will implement activities designed to encourage and support parents and guardians in becoming active participants in their child's academic success and will provide reasonable and necessary support to facilitate meaningful parent and family engagement.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in social studies instruction. Social sttudies strategies will be shared with families as part of effective school-home communication.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Acceleration Success

1. List prioritized needs statements.

As evidenced on 2025 FAST state assessment PM 3, 33% of students demonstrated above proficiency levels (4 & 5) on the ELA assessment. As evidenced on 2025 FAST state assessment PM 3, 37% of students demonstrated above proficiency levels (4 & 5)on the Math assessment. As evidenced on 2025 FAST state assessment, 23% of students demonstrated non-proficiency on the Geometry EOC. As evidenced on 2025 FAST state assessment, 17% of students demonstrated non-proficiency on the Algebra EOC.

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

Lack of enrichment opportunities Need for increased rigor in classroom lessons Lack of exposure to complex texts at home Lack of real world experiences to connect to learning Needs for professional support to staff Need for increased rigor in Specials classes to support future pathways

3. Share possible solutions that address the root causes.

Increased participation in Advanced Reading Challenge or Accelerated Reader program Increase math acceleration courses in Math pathways Provide more rigor and complex tasks to accelerate students and advanced learners Provide additional professional learning opportunities for teachers and staff Align middle school electives with real world through opportunities to make connections to careers

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders via Parent Square and meetings/workshops. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

• Parent Training

We will provide Chancellor Parent Universities to provide families with enrichment resources to utilize at home to help challenge and accelerate students' critical thinking skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

• School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

• Students

Imagine-Chancellor will actively engage in learning opportunities to enrich their academic skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials. Students will engage in growth mindset to challenge their thinking throughout the school day and at home.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

- Staff Training

All staff will engage in professional learning opportunities to strengthen instructional practices aligned to enrich and accelerate curriculum for students. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

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: **$343,682.50**

Acct Description	Description
Online subscription	

Item	Quantity	Rate	Type	Total
Accelerated Reader will provide grades 3-5 students with reading comprehesion practice aligned with the books studentss are using for	375	$8.50	Original	$3,187.50

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<tr><th>Acct Description</th><th>Description</th></tr>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>enjoyment.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Flocabulary online resource will be used to reinforce concepts learned in all core areas for grades K-8.</td><td>1050</td><td>$5.00</td><td>Original</td><td>$5,250.0</td></tr>
<tr><td>Generation Genius Online, a supplemetal subscription, is offered to provide enriching and engaging lessons in science to K-8 students.</td><td>1</td><td>$1,295.00</td><td>Original</td><td>$1,295.0</td></tr>
<tr><td>STAR Assessment, a supplemental progress monitoring tool, will be used to assess grade level standards achievement in reading and math for grades 3-8th and use data to drive instruction.</td><td>675</td><td>$14.61</td><td>Original</td><td>$9,861.75</td></tr>
<tr><td>The supplemetal Teacher Toolbox Access Florida ELA Site License will be used to provide reading enrichment and remediation activities for grades K-8.</td><td>1</td><td>$4,369.00</td><td>Original</td><td>$4,369.0</td></tr>
<tr><td>Supplemental i-Ready Assessment and Personalized Instruction Reading Site License to enrich/remediate targeted reading lesson/instruction and progress monitoring for students in grades K-8.</td><td>1</td><td>$18,710.00</td><td>Original</td><td>$18,710.0</td></tr>
<tr><td>myON Core Capstone Collection provides supplemental online access to books with comprehension lessons/assessments aligned with Lexile Levels used for reading enrichment and remediation in K-8 ELA classes.</td><td>550</td><td>$12.04</td><td>Original</td><td>$6,622.0</td></tr>
<tr><td>The supplemental Top Score Writing-online resources and instruction is provided to teachers so they have writing lesson/instruction to use to enrich, remediate and improve writing skills of K-8 students.</td><td>20</td><td>$500.00</td><td>Original</td><td>$10,000.0</td></tr>
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<tr><td>Resource Teacher</td><td>Based on ongoing data and progress monitoring, the K-8 math resource teacher will pull out and support the instructional needs of targeted students in flexible groupings.</td></tr>
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<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Supplies</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Copy paper for K-8 classrooms to provide instructional resources for all subject areas (reading, math, science, social studies)</td><td>44</td><td>$46.49</td><td>General Supplies</td><td>Original</td><td>$2,045.5</td></tr>
<tr><td>IXL Math student workbooks (6-8)</td><td>3</td><td>$525.00</td><td>Instructional Materials</td><td>Original</td><td>$1,575.0</td></tr>
<tr><td>Chart Paper for classrooms to produce instructional anchor charts for all subject areas</td><td>20</td><td>$47.39</td><td>General Supplies</td><td>Original</td><td>$947.80</td></tr>
<tr><td>Iready Math Student Instruction workbook</td><td>175</td><td>$15.00</td><td>Instructional Materials</td><td>Original</td><td>$2,625.0</td></tr>
<tr><td>Magnetic Reading student workbooks</td><td>175</td><td>$15.00</td><td>Instructional Materials</td><td>Original</td><td>$2,625.0</td></tr>
<tr><td>Shipping</td><td>1</td><td>$24.89</td><td>General Supplies</td><td>Original</td><td>$24.89</td></tr>
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</td></tr>
<tr><td>Resource Teacher</td><td>Based on ongoing data and progress monitoring, the K-8 math resource teacher will pull out and support the instructional needs of targeted students in flexible groupings.</td></tr>
<tr><td>Resource Teacher</td><td>Amend #26: The K-8 Reading Resource teacher will support the instructional needs of L25% students throug pull-out model and re-teaching of standards.</td></tr>
<tr><td>Resource Teacher</td><td>The K-8 reading resource teacher will support the instructional needs of targeted students through pull out model.</td></tr>
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Acct Description	Description
Certified Tutorial	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified teachers will conduct Weekend Academic Saturday School to address the needs of K-8 students and remediate classroom concepts in ELA, math and science. This activity starts in Spring 2027.	24	$40.00	1	3.5	10	Certified	Original	$33,600.0
Certified teachers will provide after school tutorial to address the needs of grades 3-8 students and remediate classroom concepts in ELA, math and science. Tutoring starts in the Fall 2026 and Spring 2027.	15	$40.00	2	3	5	Certified	Original	$18,000.0

Action Step: Parent/Family 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: **$5,717.50**

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Student Agendas per Invoice- no customization	1	$1,471.50	General Supplies	Original	$1,471.50

Acct Description	Description
Online subscription	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>Parent Square, a supplemental communication system, will ensure that all parents are aware of school wide information, activities, parent trainings and meetings thus improve direct contact between school and families.</td><td>1</td><td>$3,600.00</td><td>Original</td><td>$3,600.0</td></tr></table>
Parent Liaison - Para Level	(COLLAPSED- Amend #26)The K-8 parent liaison will support parent engagement program and strengthen th connection between home and school through ongoing communication and consistent implementation of parent trainings and school events.
Certified Parent Support by School Staff	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Certified teachers will provide support during parent trainings outside of contract hours. The parent trainings dates will be reflected in the Parent and Family Engagement Plan (PFEP).</td><td>12</td><td>$25.00</td><td>2</td><td>1</td><td>1</td><td>Certified</td><td>Original</td><td>$600.0</td></tr></table>

Action Step: Professional Learning

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

Budget Total: **$15,474.00**

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Professional Learning Resource Book - Roadmap to Mastering Reading Comprehension grades 6-8	2	$150.00	Program Supplies	Original	$300.00
Professional Learning Resource Book - Roadmap to Mastering Reading Comprehension K-5	10	$100.00	Program Supplies	Original	$1,000.0
Professional Learning Resource Book - Roadmap to Mastering Math Comprehension	22	$115.00	Program Supplies	Original	$2,530.0

Teacher Collaboration

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Total	
Academic Growth Committee Members consisting of support staff, teacher leaders and administration will meet in July 2026 to develop school wide program to support academics and single school culture for high achievement.	5	$25.00	2	6	2	Certified	$3,000.00	
During preschool (July 30, 2026), the Team Leaders/Leadership Team will work on developing academic goals for the school year 2026-2027 and setting procedures to meet the needs of the school based on current data and climate.	16	$25.00	1	7	1	Certified	Original	$2,800.0

Acct Description	Description
Consultants	

Item	Quantity	Rate	Type	Total
Curriculum Associates (iReady) staff will provide Professional Learning Session (up to 6 hours) to K-8 teachers on reading I-ready resources and standards mastery alignment starting August 2026.	1	$2,400.00	Original	$2,400.0
UncomplicatED Professional Development staff will provide professional learning sessions to K-8 teachers on math comprehension roadmaps starting August 2026.	1	$3,000.00	Original	$3,000.0

Mission Statement

1. Mission Statement

Imagine-Chancellor will establish, equip, engage, and support all families through authentic experiences and trainings that will support the development of their child(ren).

Involvement of Stakeholders

Name	Title
Henry Cook	Assistant Principal
Cassidy Brant	Teacher
Alyssa Barratt	Social Worker
Jordan Mora	School Counselor
Kaleigh White	Teacher
Marcie Gahwiler	Parent Liason
Shirkara Jackson	ESE Teacher
Adrienne Winston	Parent
Denise Charlez	Parent
Sharon Bailey	Principal

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

Imagine Chancellor will ensure there is an open invitation for all stakeholders to attend meetings to seek input and guide the plan for the school year. Leadership team reflects the diverse population that Imagine-Chancellor serves and will be at all meetings. Invitations to all other stakeholders will be sent out via school communication avenues (i.e., newsletter, website, dates to remember, Parent Square). All families are welcome Imagine Chancellor.

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

The CNA stakeholder meeting took place in January 2026 in the cafeteria where we presented data and discussed: key findings, top priorities for the school, reflected on current practices, identified root causes. We also brainstormed solutions to reach our goals which assisted in the development of the CNA, SWP, and PFEP. All supporting documentation- steps 1, 2 and 3, were submitted to the district for review. Stakeholders will be jointly involved in developing the plan through monthly meetings. These meetings will be at the conclusion of our Monthly Coffee Talk/Title I sessions (9:00 am) with parents and stakeholders and/or at the conclusion of monthly PTSA meetings (6:15 pm). Both meetings will be held in the school's Media Center and via Zoom.

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

Based on stakeholder feedback, survey results, and multiple data sources, stakeholders collaborated to identify priorities, establish goals, and allocate funding to best meet the needs of the school. As a result, key areas of focus for the FY27 school year include the addition of reading and math interventionists, expanded afterschool and weekend academic academies, enhanced instructional resources, and improved communication tools. Additionally, stakeholders identified a strong need for increased family engagement, support, and the importance of attendance. To address this, the school will provide parent trainings on the effects of non-attendance through Chancellor Parent University as well as through family nights focused on math, reading, science, and writing, equipping families with strategies to support student learning at home. Funding through Title I will support parent training supplies, the ParentSquare communication platform, and staffing to facilitate these family engagement initiatives.

Name	Title
Sharon Bailey	Principal
Jacqueline Juver	Assistant Principal
Sherry Zollinger	Academic Coach
Marcie Gahwiler	Parent Liason

Annual Parent Meeting

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

The Annual Meeting will take place on Wednesday, September 16th @ 6:15 pm in the Cafe and on Zoom.

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 through our school newsletter, dates to remember, school website, Jupiter Ed, and Parent Square.

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

We will use Title I resources on Annual Meeting. Participants attending the annual meeting will receive a copy of the PFEP and Parent-Student Compact. There will be chart paper and post its for participants as well as a powerpoint presentation displayed on a large tv in the cafe.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Roadmap to Mastering Math Comprehension

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

Staff will engage in the development of target planning, pedagogy, and execution—from standards to differentiation to strategies that improve student outcomes. Roadmap resources will be utilized to develop the understanding and serve as a resource to build student engagement and application of math standards. Additionally, they will apply the knowledge learned and share data results from various assessments and/or instructional platforms (STAR, FAST, IXL, Imagine Math). This data will be shared directly with families to give them a clear understanding of their child's growth and equip them with practical, easy-to-use strategies to reinforce math learning at home.

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

This training will provide teachers with the knowledge and resources to guide families in the support of their students in the areas of math.

• What will teachers submit as evidence of implementation?

Teachers will submit reflection forms, sign-sheets, student work samples and data reports.

• Month of Training

August 2026

• Responsible Person(s)

Sherry Zollinger, Jacqueline Juver

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Empowering Families to Address Student Behavior and Absenteeism

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

To support student success, staff will learn how to partner with families to address absenteeism and behavior challenges by identifying root causes and establishing consistent routines.

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

By translating school expectations and core values—such as respect, responsibility, and perseverance—into practical at-home strategies, educators can help parents create positive daily habits. This collaborative approach ensures that families feel equipped to manage morning routines, use positive reinforcement, and reinforce the same behavioral goals at home that students practice at school.

• What will teachers submit as evidence of implementation?

Behavior data, conference notes, resources, handouts

• Month of Training

September 2026

• Responsible Person(s)

Jordan Mora, Alyssa Barratt

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Academic Success: Tools & Resources for Effective Family Communication

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

To ensure every family can easily stay connected and monitor their child's academic growth, we will provide dedicated, hands-on training sessions. Families will learn how to navigate our essential platforms, with step-by-step guidance and resources available in multiple languages.

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

To make the training as practical as possible, computers will be provided on-site for parents to use in real-time. This hands-on access ensures families can log in, practice navigating each communication tool, and set up their accounts with direct support from staff.

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

To keep families fully connected and informed, we will provide the information and support needed to access all school communication tools. Parents will receive step-by-step guidance on how to use vital resources—including Google Classroom, the FAST Family Portal, SIS, ParentSquare, and our school's Parent Hub—ensuring they can easily track their child's academic progress and stay updated on important school announcements.

- Date of Training

August 2026

- Responsible Person(s)

Classroom Teachers, Sherry Zollinger

- Resources and Materials

Hand-outs, computers, Powerpoint

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Matters: Fun Escape Rooms, Games, & Strategies to Boost Your Child’s Math Skills

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

Through our hands-on math escape rooms, games, and daily strategies, families will discover how to easily reinforce core skills at home.

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

Parents and students will team up to tackle grade standard specific math puzzles, turning the training into a lively, interactive game: (Grades K–2): Families will solve hands-on puzzles using physical manipulatives, such as using base-ten blocks to crack a number code or matching addition problems to find the "hidden key" in the room. (Grades 3–5): Families will solve visual riddles and word problems—such as deciphering fractions or calculating area—to unlock clues and crack a digital lockbox. (Grades 6–8): Families will collaborate to solve more advanced, real-world problems involving ratios, percentages, and algebraic thinking to decrypt a final escape code.

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

Parents will walk away with practical, fun activities that turn everyday moments into math learning opportunities, helping their child build confidence and academic success outside the classroom.

• Date of Training

September 2026

• Responsible Person(s)

Sherry Zollinger, Jordan Tierney

• Resources and Materials

Materials for math puzzles, games, bags, handouts, card stock, post its.

5. Parent and Family Capacity Building Training #3

• Name of Training

Reading Matters: Fun Escape Rooms, Games, & Strategies to Boost Your Child’s Reading Skills

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

Families will learn how to reinforce strategies and skills by learning how to incorporate academic strategies and activities at home with their child in the area of reading.

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

Families will rotate through interactive stations set up in the cafeteria, where they will create their own hands-on academic activities to take home and use with their child.

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

Students will strengthen their reading comprehension and literacy skills through consistent at-home practice, ultimately building a deeper foundation of academic knowledge.

- Date of Training

October 2026

- Responsible Person(s)

Sherry Zollinger

- Resources and Materials

Materials for literacy activities,hand-outs, cardstock, index cards, sticky notes, envelopes

Coordination and Integration

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

• Name of Agency

McKinney Vento

• Describe how agency/organization supports families.

Provides support and resources to families who are dealing with homelessness.

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

Student Housing Questionnaire, Flyers from McKinney Vento highlighting resources, school website.

• Frequency

Annually

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

• Name of Agency

Literacy Coalition of Palm Beach County

• Describe how agency/organization supports families.

The Literacy Coalition provides families with free tutoring opportunities afterschool and over the summer. They provide in-person and virtual opportunities for our students. They come to back to school nights and share resources with our families.

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

Flyers, emails and other information will be shared with families provided by Literacy Coalition.

• Frequency

Ongoing throughout the year

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

• Name of Agency

Boynton Beach Police Department

• Describe how agency/organization supports families.

BBPD supports families each year by donating backpacks and supplies, Thanksgiving food baskets, and toys around the holidays.

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

Pictures, emails, and flyers

• Frequency

Annually

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

Parents will receive information via flyers (translated in different languages)and messages through: school newsletter, school website, SIS, Parent Square, Dates to Remember.

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

Flyers, Parent Square, screenshots of school website, and school newsletter.

• Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, Copy of Student/Parent Handbook, handouts, conference notes

• Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, handouts, conference notes, newsletter, sign-in sheets

• Description

Parent Trainings, School Newsletters, Surveys, Monthly Coffee Talk, PTSA meetings, Governing Board Meetings

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

Agendas, Minutes, Sign-in sheets, survey results, newsletter

• Description

We will provide various times am/pm as well as offer in-person or virtual option for trainings and activities. We will also provide a video recording available for parents to access at any time of trainings and informative sessions that take place.

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

Video links, agendas, sign-in sheets, handouts

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 will provide translation of information for our Spanish and Creole speaking families. Additionally, we will have staff available to interpret and answer any questions for our limited English proficient families. The school will ensure these families have equitable opportunities to actively participate in their child's education.

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

All handouts, handbooks, flyers, and resources translated in different languages for our ELL families.

- Description

The school will ensure parents with disabilities can equitably participate in their child's education by removing any barriers that would restrict them. The school will provide handicap access to all activities and events as well as provide any accommodations needed for families with disabilities to participate. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Pictures of accessibility, conference notes, and Zoom invites

- Description

The school will provide translation of information for our migrant families. Additionally, we will have staff available to interpret and answer any questions for our these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. Provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Handouts, translated information, agendas, Zoom invites, newsletter

• Description

The school will provide various community resources for our families experiencing homelessness through Parent Nights and Trainings. Additionally, we will have staff available to support these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. We will provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Agendas, handouts, newsletters, Zoom invites

Other Activities

1. Activity #1

• Name of Activity

Fall Festival

• Brief Description

Families will be invited to participate in Fall Festival where students will be able to participate in games, trunk or treat, and various contests. Community agencies will be invited to setup informative tables for families.

2. Activity #2

• Name of Activity

Meet and Greet

• Brief Description

Parents will be able to come to school to meet their child's teacher and gain necessary information for the upcoming school year. Various community agencies will be there in the cafe with info as well as bus transportation, food services, Before/After Care, Boy Scouts/Girl Scouts, and PTSA.

3. Activity #3

• Name of Activity

Coffee Talk

• Brief Description

Parents are invited monthly to the school to meet with Admin to discuss upcoming school events and share pertinent information about school happenings. Additionally, parents are treated to coffee and a light breakfast where they feel comfortable to interact with one another and ask questions to admin/support staff. Families in need of language translated are provided interpreters.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

At Imagine-Chancellor students are encouraged to build character along with academics. Our school's core values of Always Being a Charger are reinforced every day. Students learn the importance of being a Charger (Caring, Honest, Accountable, Respectful, Grateful, Empathetic, Responsible) throughout the campus. Additionally, we reinforce the Florida Resiliency Initiative through the Positivity Project in which students engage in lessons daily focusing on character strengths. Also, our school counselors provide support to our students by engaging in small groups on various topics to enhance their needs. They focus on restorative practices and engage students in conflict resolution. All students engage in service learning opportunities to develop a sense of service for others. Additionally, healthy habits are reinforced within our core values.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

SBT/MTSS students are identified and the following steps are implemented for them to receive appropriate support: Groups are established based on data collection, baselines, grade level, and focus of remediation. They are fluid, based on student progress and incoming data. The Decision Making Tree is used to determine if a student moves within the Tiers. Skills/Subjects Being Taught: Reading Phonological Awareness Phonics Text Processing Comprehension Math Computation Fluency Concepts & Applications Tier 2 (Supplemental) Occurs 5 days a week for 30 minutes a day Outside of the math/reading block (Charge Time) Need 16 weeks of data Progress monitor every other week- 8 data points during 16 weeks of interventions Tier 3 (Intensive) Occurs 5 days a week for 15-30 minutes a day Outside of the math/reading block Need 16 weeks of data unless parent request for evaluation If a student is receiving intensive interventions, they will still be receiving supplemental interventions in the classroom outside of the math/reading block, but the Intensive interventionist is progress monitoring Intensive (Tier 3) serviced by Reading or Math Interventionists

Provision of a Well-Rounded Education

1. Well-Rounded Education

Providing all students with a well-rounded education, including enrichment opportunities, requires a multifaceted approach. The process for determining core instructional needs is rooted in data-driven decision-making: Assessment Data, Data Meetings, Classroom observations, Feedback Instructional alignment to standards is ensured through: Curriculum Mapping, Professional Development, Pacing Guide, Assessment Alignment Courses and electives that fall outside the traditional core-content areas (e.g., math, science, English, social studies) include: Courses in music, visual arts, theater Physical Education: PE classes that promote physical fitness and wellness. World Languages: Courses in languages other than English. Technology and Media: Courses in digital literacy, coding, and media production. Electives that focus on job skills often include: Business and Entrepreneurship: Courses that teach financial literacy Extending learning time is achieved through: Extended-Day School: Additional instructional time added to the school day for targeted support. Saturday Schools: Weekend programs that offer extra help or specialized courses. To make learning relevant and enrich the students' education, we: Project-Based Learning: Engage students in projects that solve real-world problems or simulate real-life situations. Guest Speakers and Industry Partnerships: Bring in professionals from various fields to share their experiences and knowledge. Field Trips: Organize trips to local businesses, museums, or community organizations to connect classroom content to the outside world. Service Learning: Incorporate community service projects that allow students to apply academic skills in a practical context.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Building students’ awareness of and readiness for post-secondary opportunities and the workforce is essential for their future success. Below are strategies and examples of how this can be effectively done, including the integration of specific programs such as service learning, guest speakers, leadership classes, and financial literacy: 1. Service Learning Service learning combines community service with academic learning and reflection, helping students develop a sense of social responsibility and practical skills: Real-World Experience: Students participate in community projects that align with their academic studies, allowing them to apply classroom knowledge in real-world settings. Career Exploration: Through service learning, students can explore careers in fields like social work, healthcare, education, and public service by working on relevant community projects. Skill Development: Students develop soft skills like teamwork, problem-solving, communication, and leadership, which are crucial for the workforce. 2. Community Workforce Guest Speakers Inviting professionals from various industries to speak to students exposes them to different career paths and post-secondary opportunities: Career Awareness: Guest speakers provide insights into their professions, including the education and skills required, day-to-day responsibilities, and the challenges they face. Networking Opportunities: Students can engage with professionals, ask questions, and even build connections that may lead to mentorship or internships. Motivation and Inspiration: Hearing success stories and advice from professionals can motivate students to set goals and pursue their aspirations with a clearer understanding of what it takes to succeed. 3. Leadership Classes Leadership development is key to preparing students for both post-secondary education and the workforce: Building Confidence: Leadership classes help students develop self-confidence, public speaking skills, and the ability to take initiative. Team Collaboration: Students learn how to work effectively in teams, and lead peers. Ethical Decision-Making: Leadership courses often focus on ethics and responsibility, teaching students how to make informed decisions that consider the well-being of others. 4. Financial Literacy Financial literacy is crucial for students' success in life beyond high school: Personal Finance Management: Courses on budgeting, saving, investing, and credit management prepare students to handle their finances responsibly. Career and Salary Planning: Financial literacy classes can include lessons on understanding job offers, benefits, taxes, and the cost of living, helping students make informed career choices. 5. Career and Technical Education (CTE) CTE programs offer students the chance to gain hands-on experience and industry certifications in specific fields: Skill-Building: CTE courses focus on developing job-specific skills in areas like healthcare, and IT.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Imagine-Chancellor implements various strategies to transition from early childhood education to elementary school through the following: - Kindergarten Kickoff Training - School Tours for prospective families - Attend information nights at local pre-school programs - School Tours for students who get in after school lottery - Meet the teacher -Parent training on K program expectations

Professional Learning

1. Professional Learning

Staff at Imagine-Chancellor are afforded numerous professional learning opportunities throughout the course of the year to include: - Regional support from Imagine School Group Academic Director and National Team - Support from Academic Coach at the school - Professional learning opportunity days with other Imagine Schools - Support from District Academic Coaches - Ability to attend professional learning opportunities provided by the district - Participate in professional learning on campus throughout the year during planning days and planning period - Staff participates in book studies focusing on needs identified throughout the schools

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Imagine Chancellor collaborates with Imagine Schools to post job openings on recruitment websites and hire certified infield staff. Additionally, we attend job fairs locally and throughout the country to hire certified teachers. We "Grow our Own" by hiring substitutes as classroom teachers as well as former students. To retain staff, we strive on maintaining a positive and nurturing culture where teachers feel comfortable sharing their ideas and ensuring their voices are heard. We have numerous initiatives to promote morale and celebrate staff. Admin always maintains an open door policy and believes in shared leadership approach. Grade levels and middle school departments have common planning times to meet with their team/dept leader and the academic coach or admin. We believe in a very supportive culture to ensure our staff is equipped with everything they need to be successful.