

---

**Title I Comprehensive Schoolwide Plan**

**RIVIERA BEACH PREPARATORY & ACHIEVEMENT ACADEMY (3355)**

---

# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

60% of students need to show growth in Florida Assessment of Student Thinking (FAST) FY24 PM3 Reading Assessment.

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

\*Schoolwide FAST PM3 Data Showed less than 20% substantial (On Level or Higher) growth. \*ELA Teachers not having a clear collaboration channel with each other. School Wide Culture in relation to ELA (not identified as a core that students should not be pulled from for no reason). \*Lack of innovation to connect with non-traditional (ALT. Ed.) student population. \*Student household challenges leading to disengagement with the learning environment. \*Mental Health Challenges due to community traumas and various triggers. \*Need for continuous PD training through PDD, in/out of county sessions, and out of state conferences. \*Lack of high impact parent engagement and support at home.

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

\*Common Planning ELA (Schoolwide Grade 8.5-12) \*Create and implement an ELA Strategic Plan with the following focus to solve the root challenges (Instruction, Systems, Leadership, and Culture). Plan will be reviewed alongside data during ELA PLC's and select bi-monthly ELA common planning session. \*Review the contracts with parents and students to ensure their ability to accept the terms therein; More parent trainings on academics \*Create and carryout expectation assemblies with each grade level reviewing ELA testing results Data, GPA data, College/Career \*PD opportunities staff/leadership and overall schoolwide culture. \*Offer enrichment and remediation resources and extended learning opportunities to students.

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

### • Communication

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

- Parent Training

\*Parent trainings that may be offered to support parents/families as they work with their students at home(ELA). \*Encourage the establishment of a parent council. \*Use the parent council to better understand the needs of the parents, and to draft an appropriate training plan. The training plan can be adjusted as the council see fit. \*Provide the service that will help parents learn about effective ways to improve their child's skills, reading strategies, manage challenging behaviors, and support their child's growth and development

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

- School

\*School will reengineer the compact to provide a clear path to collaborating with families. \*Provide parents of students participating in programs or activities, such as Honor Roll Breakfast, Senior nights, Open House \*Provide high-quality reading curriculum and instruction \*Provide parents with reports on their child's progress

- Students

\*Students will review section with students to see what students see as appropriate. \*Facilitate the assistance of creating a parent council and seeing the path of least resistance for the implementation of recommendations. \*Attend school regularly and arrive on time \*Do their best to produce quality work in reading class \*Follow classroom, school, and bus rules

- Parents

\*Parents will review section with parents to see what parents see as appropriate. \*Ensure that their children attend school regularly \*Encourage students to read and provide a place in the home where their child can study and complete assignments \*Discuss their children's progress with their teachers on a regular basis

- Staff Training

Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA). \*Support the parent council by providing them with some basic ELA information and balancing the capabilities of the parents with the rigor of the student's current achievement level. Working alongside parents to provide ELA support when students are absent. \*Provide effective PLC to enhance teaching practice in reading and create a learning environment where all students can reach their fullest potential; To share reading strategies to families

- Accessibility

Provide all students the same access to educational experiences, services, and information, whether a person has a disability or not; Families play an important role. Invitations will be sent through parent link via text, email and call out. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to data, our priorities in the Math department are as follow: By June 2025, there will be an increase of 30% of students performing at the "Proficient" level (Algebra I EOC & Geometry). 1. Motivate students to pass the required Math test needed for graduation. 2. Identify weaknesses in Math to help students achieve in Math standardized tests. 3. Determine the standards in which students are struggling the most and assess where the disconnect lies.

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

Roots of causes: 1. Absenteeism 2. Discipline issues 4. Lack for math foundational knowledge 3. Need more parental involvement 4. Incomplete implementation of the school and classroom expectations 5. Classwork and homework completion

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

1. A staff (Social Worker) who can make home visits to address absenteeism and behavior issues to parent. 2. Discipline/behavior issues should be addressed to parent in a timely manner. 3. Incentives every nine weeks to reduce absenteeism. 4. Effectively use the single school culture 5. Differentiate lessons based on student needs

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

#### • Communication

Continue to share information about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times with parents via phone calls, text messaging and email

#### • Parent Training

Offer training on math strategies to families

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

#### • School

Provide parents of students participating in programs or activities, such as Honor Roll Breakfast, Senior nights, Open House Provide high-quality math curriculum and instruction Provide parents with reports on their child's progress

#### • Students

Attend school regularly and arrive on time Do their best to produce quality work in math class Follow classroom, school, and bus rules

- **Parents**

Ensure that their children attend school regularly Encourage students to math practice read and provide a place in the home where their child can study and complete assignments Discuss their children’s progress with their teachers on a regular basis Inform parents of all the math requirements and needs for graduation

- **Staff Training**

Offer effective parent-teacher conference training

- **Accessibility**

Stress the importance of student performance and continue to share data to all families. All families are invited in parent trainings and meetings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

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

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

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

This school has chosen to be exempt from this area.



- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

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

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

50% of our students need to pass the required FY24 reading and/or math assessment for graduation which would increase our graduation rate.

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

Inadequate grade level preparation due to the following: lack of academic skills and readiness, critical thinking skill, academic vocabulary and comprehension strategy; Lack of consistent parent support; Need for PD for staff

3. Share possible solutions that address the root causes.

Self-awareness activity - Offer differentiated reading instruction, relevant resources- print or online as well as extended learning opportunities More PD opportunities to improve reading and math instructional deliveries as well as sharing of best practices on how as a team we can better reach-out academically to at-risk students and opportunity to collaborate Build the capacity of families on helping the students experience success in school Timely monitoring of credits for graduation and parent teacher conferences

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

• Communication

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

• Parent Training

Provide the service that will help parents learn about the graduation requirement Provide the information about ACT/SAT testing to increase awareness and support to attend the tests on weekends

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

- **School**

Academic success is directed to students' having a reciprocal relationship with the teacher, community, and parents as we engage in hard work, dedication, and commitment to success. Provide programs or activities to increase the graduation rate, such as Senior night, Boot camps, Honor Roll breakfast, and Grade level assembly

- **Students**

Attend school regularly and arrive on time Do their best to produce quality work Follow classroom, school, and bus rules Attend ACT/SAT testing on weekends Understand the graduation requirement

- **Parents**

Ensure that their children attend school regularly Ensure that their children attend ACT/SAT testing on weekends Provide a place in the home where their child can study and complete assignments Discuss their children's progress with their teachers on a regular basis

- **Staff Training**

Provide effective PLC to enhance teaching practice and create a learning environment where all students can reach their fullest potential; To share graduation requirements to families.

- **Accessibility**

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

---

## **Action Step: Classroom Instruction**

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

Budget Total: \$49,764.38

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teacher tutors will provide remedial afterschool tutorial - ELA, Math, Science, Social Studies to targeted grades 8-12 students - 2nd Semester 2025	3	\$37.00	5	2	18	Certified	Original	\$19,980.00
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Out of System tutors will provide in-school tutorial program for targeted 8th-12th grade students in Science and Math - August 2024 (with BA/BS degree)	1	\$17.00	5	6	35	Non-Certified w/ Degree	Original	\$17,850.00
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Paper - case	12	\$34.00	General Supplies			Original	\$408.00	
	Pencils - boxes	1	\$24.38	General Supplies			Original	\$24.38	

### 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: **\$854.37**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink Cartridges - parent communication, invitation, trainings, PTC	3	\$96.99	Technology	Original	\$290.97
	Folders (Manila & Asst.)	5	\$38.49	General Supplies	Original	\$192.45
	Paper-Case	5	\$34.00	General Supplies	Original	\$170.00
	Paper clips	5	\$12.99	General Supplies	Original	\$64.95
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage for parent communication to families and for regular mailings (Newsletter, meetings, trainings, SAC, Curriculum Nights, PTC)	200	\$0.68	Original	\$136.00	

## Action Step: Professional Development

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

Budget Total: **\$13,456.00**

Acct Description	Description				
Travel out-of-state	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	National Dropout Prevention Conference/October 13-16, 2024/ New Orleans, LA; Purpose: Learn best practices and programs for the support and well being of students towards graduation and career readiness; Registration: \$900; Transportation: \$400; Lodging: \$600 and Per diem - \$108; Number of attendees - 4; TOTAL = 8032	1	\$8,032.00	Original	\$8,032.00
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	AVID Summer Institute /June 2025/Orlando- Tampa; Purpose: Implementation PD and to incorporate AVID into career and technical education, mathematics, Language Arts, and social studies; Registration: \$900; Transportation: \$200; Lodging: \$600 and Per diem - \$108; Number of attendees - 3; TOTAL = 5424	1	\$5,424.00	Original	\$5,424.00

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.



## 1. Mission Statement

We recognize at Riviera Beach Preparatory and Achievement Academy that parental engagement has a direct correlation to the academic success of students. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school, family, and community partnerships through communication, resource support, and training. We collaboratively designed training to assist parents with strategies to support students in the classroom and surrounding communities.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Mark Simmonds	Principal-Administration
Veneise Harrell	Assistant Principal-Administration
Patrick George	Assistant Principal-Administration
Shameka Thomas	Non-Instructional
Tanya Walker	Classroom Teacher
Robert Agostino	Classroom Teacher
Enver Peck	Classroom Teacher
Rupert Edwards	Classroom Teacher
Houphouet Harper	Classroom Teacher
Shelteria Rolle	Non-Instructional
Gertrude Chateau	Classroom Teacher
Antwyane Osby	Classroom Teacher
Eze Cedano	Classroom Teacher
Regina Campbell	Classroom Teacher
Glenda Garrett	Community Member
Lasheena Smith-Evans	Classroom Teacher
Elizabeth Thomas	Classroom Teacher

<b>Name</b>	<b>Title</b>
Jason Carver	Classroom Teacher
Fercella Panier	School Counselor
Larry Balfour	Classroom Teacher
Mercia Kelly	Classroom Teacher
Demarco Mott	Classroom Teacher
Lakanjala Rideau	Classroom Teacher
Cassietta Rogers	Classroom Teacher
Carless Johnson	Parent
Sakima Davis	Non-Instructional
Wayne Petersen	Parent
Andrea Falcknor	Parent
Roger Jackson	Parent
Charlemagne Auguste	Parent
Felix Guy Sr	Parent
Gustave Augustin	Parent
Shanesia Hart	Parent
Jennifer Rodriguez	Parent

Name	Title
Sequoia Bellamy	Parent
Julie Rahman	Parent
Neika Brown	Parent
Mark Smith	Parent
Kimberly Latson	Parent

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

Parents, students, community members, and school staff are ALL invited to attend school-sponsored meetings. In doing so, meetings such as Parent/Stakeholder Input Meeting, Student Advisory Council (SAC), and Title I meetings/trainings an invitation to be part of the decision-making committee will be extended. Leadership and parent in attendance will review SAC and voting rules and decide approval and decision making procedures. Notification of upcoming meetings/trainings will be sent to all stakeholders.

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

All stakeholders including school personnel, parents, students, and the community will have the opportunity to give input and review survey results, evaluations, and other pertinent results in the development of the PFEP and School-Parent Compact. The compact and the previous year's PFEP will also be reviewed and amended based on feedback. Recording templates from Stakeholders (CNA and PFEP & School-Parent Compact) input meetings will be collected. Instructional Leadership Team (ILT) Meeting-January 23, 2024, Stakeholder Meeting-January 30, 2024 and Staff Meeting-February 13, 2024. Throughout the year, the agenda and minutes from every SAC meeting will be used to document discussion and feedback. Evaluations from parents and staff for each training will be collected and reflected on. CNA compliance evidence - steps 1, 2, and 3 was submitted to the district for review.

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

Recording templates from Stakeholders (CNA and PFEP & School-Parent Compact) input meetings will be collected. Funds will be utilized for Parent Trainings (instructional materials and resources for parents to use at home), travels, Monthly newsletter, paper, folders, and ink. All stakeholders will have the opportunity to give input on the type of trainings and other items they would like to include in the plan and budget. Title I budget for parent engagement will be spent on parent training supplies, postage for parent communication, and staff PRT payment during PTC and trainings.

Name	Title
Mark Simmonds	Principal
Veneise Harrell	Assistant Principal
Patrick George	Assistant Principal
Cleveland Collie	PD Contact
Shameka Thomas	Family Counselor
Glenda Garrett	Community Member
Shelteria Rolle	SAC Chair

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The date of the Annual Meeting will take place on Tuesday, September 10, 2024, at 5:00 pm in Riviera Beach Prep's cafeteria.

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

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

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

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

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Mental Health

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

Teachers will be able to acquire the skills necessary to understand and manage emotions. Teachers will use this skill to effectively deal with parents and share it with them so they can provide more support to students at home.

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

As a result of this training, teachers will be able to establish and maintain positive relationships with families.

- What will teachers submit as evidence of implementation?

Teacher artifacts and/or reflection.

- Month of Training

Early September 2024

- Responsible Person(s)

PD Contact

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Mental Health

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

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

- Name of Training

Struggling Students and Communication

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

Teachers will be able to acquire strategies to assist in obtaining increased parental involvement with student academics and motivation (creative/effective communication). This strategies will be shared with families and reflected in daily communication with families.



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

As a result of this training, teachers will be able to establish a more supportive and active role in families pertaining to behavior, attendance, and study habits.

- What will teachers submit as evidence of implementation?

Teacher artifacts and/or reflection.

- Month of Training

Early February 2025

- Responsible Person(s)

PD Contact

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Struggling Students and Communication

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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

- Name of Training

Communication-Parent Gateway

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

To support learning at home, parents will be able to assist their child(ren) through the use of available resources (SIS) to monitor their academic progress.

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

Families will navigate the use of SIS Gateway with an emphasis on attendance, grades, and credits.

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

Families will be able to help the school and students decrease the number of incomplete assignments, low averages, and failed courses and increase the number of students promoted to the next grade level.

- Date of Training

Early October 2024

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Graduation Requirements

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

To support learning at home, parents will be trained on how to understand the graduation requirements and be able to effectively assist their children with tracking their progress to completing their current school year.

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

Families will be able to help the school and students decrease the number of incomplete assignments, low averages, and failed courses and increase the number of students promoted to the next grade level.

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

Parents support and motivate the students to take their education seriously and help increase the graduation rate.

- Date of Training

Early January 2025

- Responsible Person(s)

PD Contact

- Resources and Materials

Invitation, Agenda, Presentation/handouts, Parent Evaluation

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Optional for Secondary Schools

- 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

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Communities In Schools

- Describe how agency/organization supports families.

Program provides onsite volunteer to assist families/parents and students by providing resources and connecting them with outside organizations and community. This person also provide students with the necessary strategies with emphasis on high school completion.

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

Contract/partnership agreement, notes, caseload/roster

- Frequency

As Needed

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

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

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

Consultation log/notes, IEPs, Resources for families

- Frequency

As Needed

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

- Name of Agency

Title X-Homeless (MVP)

- Describe how agency/organization supports families.

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

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

Resources for families, Student Housing Questionnaire (SHQ), and Consultation log/notes

- Frequency

As Needed

# Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will provide information to parents/families regarding Title I programs, meetings and other activities in a format and language parents can understand.

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

School-Parent Compact, Title I Annual Meeting, Open House, Invitations/flyers

- Description

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



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

Syllabus (course outlines), invitation, sign-in sheets, parent-teacher conference notes.

- Description

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

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

Progress reports/report cards, staffings/meetings notes, parent-teacher conference notes.

- Description

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

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

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

- Description

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

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

Schedule of different times for Title I Annual Meeting, emails/letters asking parents to choose a more convenient time for parent-teacher conference, flyers offering child care

# Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

Translated compacts, PFEP summaries, flyers/invitations

- Description

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

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

Sample of requests to the District for staff to support parents, photos of handicapped parking, ramps, and flyers.

- **Description**

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

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

Email/School staff referrals to Migrant Department, flyer of services offered, and translated letters.

- **Description**

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

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

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

## **Other Activities**

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. **Activity #1**

**Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## **Building Non-Academic Skills**

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

Riviera Beach Preparatory & Achievement Academy (RBPAA) is fortunate to have the following: a School Counselor, Behavior Health Professional (BHP), Academic Coach (TBD), and Family Counselor. The collaboration of these services allows our students to build a mind and skillset beyond the classroom. Our BHP responds to students' crisis and any mental health issues including but not limited to, community agency referrals, linking families to outreach programs, and providing support to the teen parent program. Additionally, our BHP hosts many service projects for our students to develop a sense of giving back to the community. Our School Counselor in addition to scheduling, conducts data chats with students to help them set goals, review their progress toward goals, and plan for college or careers. Additional services consist of the following: Communities in Schools (CIS) to help provide not only academic support for our students but also social support. Students are invited to small groups with the counselors depending on needs including but not limited to grief, divorce, and anger management. Our Family Counselor provides family, group, and intensive counseling and crisis intervention to students and their families. The Mental health department team leader prioritizes ESE/EBD students by ensuring weekly individual therapy. McKinney-Vento (MV) Contact, assists and provides services alongside MV case manager to identify and provide adequate services to our homeless population. The Foster Care Campus Coordinator collaboratively works with the Legal Aid Society, Foster Children's Project, and Guardian ad Litem/Foster Parents to provide services to our student population that is currently in foster care. Additional efforts are made to address the needs of low-achieving and at-risk students, through the assistance of our family counselor who conducts home visits, builds coping skills, addresses students' skills for lifelong learning, assists students with fostering a growth mindset, encourages positive behaviors throughout the campus and mentors students who need additional support in academics or socially. All students are paired with a designated mentor to support each student's academic, skills for lifelong learning, and physical needs. The mental health team, comprised of the School Family Counselor and the School Behavioral Health Professional, provides therapy to those students that the team identifies as needing intensive support. Typical goals and interventions assist the students in building positive coping skills, highlighting and utilizing the student's strengths to foster resiliency and positive self-esteem, which in turn impact positive behavior and healthy relationships. The Academic Coach works tirelessly with a team of other professionals to monitor students' needs, growth, and performance daily to ensure that students' success is a priority. The Academic Coach alleviates obstacles students face in their everyday lives and provides them with the tools and resources needed to achieve their goals. To address positive school climate and safety, classroom discipline and behavior management, student self-management, and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges; Positive Behavior Interventions and Supports describe a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. It addresses the culturally appropriate application of positive behavioral interventions and systems to achieve socially significant behavior change Implemented with fidelity: improves school climate, reduces negative behavior, strengthens responsible behavior, and increases academically engaged time. The focus is on the preferred behaviors rather than telling students what not to do. To document implementation, RBPAA will provide samples of mentoring/counseling logs, data chat sheets, and samples of Corrective Behavior Intervention (CBI) reports as pieces of evidence.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:



- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

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

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

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

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- On-site school tours for new kindergarten families

- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

#### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring



## 1. Recruitment and Retention

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