

# TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS



## Broward County Public Schools

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

**SCHOOL INFORMATION**

|  |                             |
|--|-----------------------------|
| School Name: RISE Academy School of Science and Technology | District: District: Broward |
| Principal: Dr. Adriana Guerra                              | Board Chairperson:          |

**1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school**

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| A comprehensive needs assessment of the entire school ( <b>including the needs of migrant children</b> ) with information about the academic achievement of children in relation to the state academic content standards.  |
| Describe the process utilized to conduct the comprehensive needs assessment for this school.<br>Prior Data is provided from FAST Assessments, FCAT, and EOC, and the tests were compiled with graphs, tables, and charts. Information was organized to show individual teachers, grade level, and school-wide results. Individual student results were given to classroom teachers for their review. In addition, a parent survey is sent home each spring to gather input concerning curriculum, environment, and communication. Results from this survey are used to help write goals and objectives for the school.<br><br>Teachers and administrators met to review and discuss this data. Teachers analyzed academic achievement results in all core subjects and subgroups, including race, gender, economically disadvantaged; students with disabilities (ESE), English Language Learners (ELL), and the lowest performing groups analyzed by the school assessment team. Teachers worked in groups, primary and intermediate, to write specific goals and objectives in all subject areas to improve student achievement. These indicators included school climate, parent participation, and barriers to learning at home, Parents are also a vital part of the process. Parents were invited to meet with administration and teachers to discuss student achievement results and strategies for improving scores. Suggestions are discussed with staff and considered for inclusion in school-wide plans.<br><br>Teachers and administration also analyze BSA data. Weekly data chats are conducted to develop grade-level Focus Calendars. Focus Calendars are used to outline standards for remediation. Each academic weakness is addressed as a secondary benchmark through targeted activities; small group differentiated instruction centers, intervention pullout sessions, and weekly Target Tutoring sessions. Student progress is monitored via bi-weekly Mini-Assessments, weekly assessments, IReady testing for AP1, AP2, AP3, Coach Digital and Scholastics. Common planning time is used for teachers to develop thematic units and project-based learning activities. Teams discuss strategies to reinforce key skills across the curriculum. The trends in BSA data, I Ready, and Coach Digital data are also used to inform Professional Development sessions for faculty PLC meetings as well as vertical planning sessions for articulation purposes at year-end. FAST, STAR (k-2), BSA, and Coach Digital data trends are useful to identify school-wide areas in need of improvement.. |

Multiple reliable data sources are used to tailor student instruction. Key data at this are I ready assessments (AP1, AP2, and AP3), WIDA, DRA I, II, and III, and Coach Digital data is used. Each student receives an individual Academic Success Plan (ASP) and data folder, which is monitored by their classroom teacher. Cumulative student data is utilized to develop annual academic goals through parent-student conferences. Students are informed of their ongoing progress through 1:1 data chats, and parents are notified of students' progress through mandatory parent-teacher meetings held on a quarterly basis. All progress monitoring data is collected through the various assessment reports and distributed to families in progress monitoring letters, progress grade reports, quarterly report card zoom meetings, and google meets.

**Migrant Students**

RISE Academy School wants to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and the skills to master the Florida Standards. Through the Title I, Migrant & Special Programs Department, migrant students receive health supplies, food assistance, book bags, school uniforms, infant supplies, and books. RISE Academy is aware that since a high incidence of poverty in a school has a direct correlation with low academic student achievement, the goal of the Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and the skills to master the B.E.S.T benchmarks.

**2. REFORM STRATEGIES**

| <b>ELA-English/Language Art Goals</b>  |                                |                                 | <b>Problem-Solving Process to Increase Student Achievement</b>                              |  |  |
|--|--------------------------------|---------------------------------|---|--|--|
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                |                                 | Strategy  | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
| <b>1.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.</b>   |                                |                                 | 1A.1<br>Teachers will implement close reading activities to increase comprehension of text. | 1A.1<br>Ongoing progress monitoring using standards based curriculum materials, Scholastics, DRA and other evaluation tools. | 1A.1<br>Increased proficiency on DRA, BSA, and FAIR and FSA assessments. |
| <b>Reading Goal 1A:</b>  | Current Level of Performance:* | Expected Level of Performance:* | Teachers will administer word-decoding activities.  | Increase in  |  |
|  | 69                             | 72                              |   |  |  |

|  |                                |                                 |   |   |   |
|--|--------------------------------|---------------------------------|---|---|---|
| The school will focus on the reading process, vocabulary   |                                |                                 |   |   |   |
|  |                                |                                 | 1A.2<br>Students will practice reading with paired text strategies to increase comprehension and support text-based writing. Teachers will administer word-decoding activities. | 1A.2 <ul style="list-style-type: none"> <li>• Mid-year and end of year assessments using I Ready.</li> <li>• Mid-Year and end of year assessment using Coach Digital, Scholastics, e-Spark, and Vocabulary A-Z</li> <li>• Weekly assessments,</li> <li>• Unit tests,</li> <li>• Quarterly projects,</li> <li>• Daily activities scored by the teachers</li> </ul> Class/peer discussions and text-based writing assignments that require students to model the standards based writing assignments. Student will use: Top Score Writing | 1A.2<br>Increased proficiency on DRA, BSA and FAST Assessment.  |
|  |                                |                                 | 1A.3<br>Students will practice guided reading and leveled reading to increase fluency and comprehension.  | 1A.3<br>Increase in: <ul style="list-style-type: none"> <li>• Mid-year and end of year assessments using I Ready Scholastics, and Coach Digital</li> <li>• Actively Learn Program</li> <li>• Top Score Writing Program</li> </ul>   | 1A.3<br>Increased proficiency on BSA, DRA and FAST assessments.   |
| <b>ELA-English/Language Arts Goals</b>   |                                |                                 | <b>Problem-Solving Process to Increase Student Achievement</b>  |   |   |
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                |                                 | Strategy  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| <b>1B. Statewide Assessment: Students scoring below level 3.</b>   |                                |                                 | 1B.1<br>Students will be placed in intervention reading based on skill assessments gathered from DRA, BSA and FAST data.  | 1B.1<br>Increase in: <ul style="list-style-type: none"> <li>• Mid-year and end of year assessments using I Ready. Coach Digital</li> </ul>  | 1B.1 <ul style="list-style-type: none"> <li>• Increased proficiency on DRA</li> <li>• BSA,</li> <li>• FAST Assessments</li> </ul> |
| Reading Goal 1B:   | Current Level of Performance:* | Expected Level of Performance:* |   |   |   |

|  |    |    |   |   |   |
|--|----|----|---|---|---|
| <p>Teachers will utilize prior –year assessments, FSA, I Ready FAST and Coach Digital to identify individual student’s deficiencies.</p> <p>Students will enhance specific skills determined by assessment</p> | 31 | 25 |   | <ul style="list-style-type: none"> <li>• Actively Learn Program</li> <li>• weekly assessments,</li> <li>• unit tests,</li> <li>• quarterly projects,</li> <li>• daily activities scored by the teachers</li> <li>• Text-based writing modeling standards based writing.</li> <li>• Vocabulary building activities to enhance writing process: Vocabulary A-Z and eSpark</li> <li>• Readworks</li> </ul>   | <ul style="list-style-type: none"> <li>• IReady assessments.</li> </ul>   |
|  |    |    | <p>1B.2<br/>Students will participate in Extended Learning Opportunities (ELO) to address deficiencies in reading. Session will be held after school two days a week. Students will attend sessions in small groups.</p> <p>Students will use Ready Florida full curriculum for reading and math to include diagnostic assessments.</p> <p>Teachers will tailor students’ activities to meet their needs.</p> | <p>1B.2<br/>Teacher will assess progress to determine effectiveness. Differentiated instruction according to student deficiencies.</p> <ul style="list-style-type: none"> <li>• Actively learn</li> <li>• Reward</li> <li>• Scholastics: Inside &amp; Scope</li> <li>• Scholastics Pro</li> <li>• Florida Support Coach: Reading Comprehension</li> <li>• Florida into Reading: Reading Intervention</li> <li>• Vocabulary A-Z</li> <li>• Readworks</li> </ul>                                | <p>1B.2<br/>Increased proficiency on IReady administration and BSA assessments.</p> <p>Increased proficiency on FAST ELA Reading and writing assessments.</p> |
|  |    |    | <p>1B.3<br/>Reading emphasized in all content areas with a focus on close reading and text-based writing.</p>   | <p>1B.3<br/>Teacher will assess progress to determine effectiveness. Differentiated instruction according to student identified deficiencies.</p> <ul style="list-style-type: none"> <li>• Use of Scholastic curriculum to increase the ability for students to use</li> <li>• Use of Florida into Reading (K-5)</li> <li>• Use of Reading into Literature and NoRedInk to improve reading comprehension and the writing components</li> <li>• Readworks</li> <li>• Actively Learn</li> </ul> | <p>1B.3<br/>Increased proficiency on I Ready administration and BSA assessments.</p> <p>Increased proficiency on FAST ELA Reading and writing assessments</p> |
| <b>English/Language Arts Goals</b>   |    |    | <b>Problem-Solving Process to Increase Student Achievement</b>  |   |   |

| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                |                                 | Strategy   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--------------------------------|---------------------------------|--|---|-----------------|
| <b>1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</b>                      |                                |                                 | 1C.1.<br>Our ESE students do not qualified for Florida Alternate Assessment. | 1C.1.   | 1C.1.           |
| Reading Goal 1C:   | Current Level of Performance:* | Expected Level of Performance:* |  |   |                 |
| N/A.   |                                |                                 |  |   |                 |
|  | N/A                            | N/A                             | 1C.2.  | 1C.2.   | 1C.2.           |
|  |                                |                                 | 1C.3.  | 1C.3.   | 1C.3.           |

|                            |  |
|----------------------------|--|
| <b>ELA - Writing Goals</b> | <b>Problem-Solving Process to Increase Student Achievement</b> |
|----------------------------|--|

| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:             |                                       |  | Strategy  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|--|---------------------------------------|--|---|---|---|
| <b>2.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.</b>   |                                       |  | 2A.1 <ul style="list-style-type: none"> <li>The school will develop a school wide writing plan to include a writing rubric that will be used school wide.</li> <li>Teachers will meet in teams to discuss grade-appropriate writing strategies. The team leader will organize these in a binder.</li> </ul> | 2A.1<br>Students will follow the rubric in all writing activities. <ul style="list-style-type: none"> <li>Students will follow: To Score Top Writing Program</li> <li>Teachers will follow writing plan for all grade levels.</li> <li>Writing testing schedule</li> <li>Text-based writing</li> <li>Responding to a writing stimuli</li> </ul>                               | 2A.1 <ul style="list-style-type: none"> <li>Increase proficiency on overall reading scores on FSA Reading.</li> <li>Increase scores on writing quarterly assessments</li> </ul> |
| <b>Writing Goal 2A:</b>  | <u>Current Level of Performance:*</u> | <u>Expected Level of Performance:*</u> |   |   |   |
| Teachers will ensure students continually receive research-based writing instruction integrated across the curriculum that is text-based | 62%                                   | 67%                                    |   |   |   |
|  |                                       |  | 2A.2 <ul style="list-style-type: none"> <li>Emphasis will be placed on writing by responding to a stimulus.</li> <li>Practice in small groups</li> <li>Students will be practicing with new reading well-researched programs.</li> </ul>  | 2A.2 <ul style="list-style-type: none"> <li>Comparing two or more texts</li> <li>Practicing in online program: Coach Digital, Curriculum Associates and Support Coach Reading Comprehension</li> </ul>  | 2A.2  |
|  |                                       |  | 2A.3 <ul style="list-style-type: none"> <li>Students will practice writing by responding to text and referencing text to support writing.</li> </ul>  | 2A.3 <ul style="list-style-type: none"> <li>Monthly Simulated writing assessments that are scored and students are given immediate feedback.</li> <li>Students will practice with online well researched programs : Support Coach: reading Comprehension</li> <li>Students will practice ' Actively Learn'</li> <li>Additional practice with: Rewards and Lexia Up</li> </ul> | 2A.3 <ul style="list-style-type: none"> <li>Increase proficiency on overall reading scores on FAST ELA reading</li> </ul>   |
| <b>ELA - Writing Goals</b>   |                                       |  | <b>Problem-Solving Process to Increase Student Achievement</b>  |   |   |
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:             |                                       |  | Strategy  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |

|  |                                |   |  |   |
|--|--------------------------------|---|--|---|
| <b>2B. Statewide Assessment: Students scoring below level 3.</b>   |                                | 2B.1<br>Students will practice writing by responding to text and referencing text to support writing.<br>Students will use comparative texts.<br><br>Students will have an understanding of what essay scorers will be and it will help guide students through the prewriting and revision stages of their practice essays. | 2B.1<br><ul style="list-style-type: none"><li>Gather, analyzed and desegregate data based on the weekly and monthly writing assessments.</li></ul> | 2B.1<br><ul style="list-style-type: none"><li>Writing weekly, monthly and quarterly assessments</li><li>Top Score Writing Program</li><li>NoRedInk Program</li><li>FAST ELA Writing</li></ul> |
| <b>Writing Goal 2B:</b>  | Current Level of Performance:* |   |  |   |
|  | 38                             | 32  |  |   |
|  |                                | 2B.2  | 2B.2   | 2B.2  |
|  |                                | 2B.3  | 2B.3   | 2B.3  |
| <b>Writing Goals</b>   |                                | <b>Problem-Solving Process to Increase Student Achievement</b>  |  |   |
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                | Strategy  | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |



|  |                                |  |   |                 |
|--|--------------------------------|--|---|-----------------|
| <b>2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</b>                      |                                | 2C.1.<br>Our ESE students do not qualified for Florida Alternate Assessment. | 2C.1.   | 2C.1.           |
| <u>Writing Goal 2C:</u>  | Current Level of Performance:* | Expected Level of Performance:*  |   |                 |
| N/A.   |                                |  |   |                 |
|  | N/A                            | N/A  |   |                 |
|  |                                | 2C.2.  | 2C.2.   | 2C.2.           |
|  |                                | 2C.3.  | 2C.3.   | 2C.3.           |
| <b>Mathematics Goals</b>   |                                | <b>Problem-Solving Process to Increase Student Achievement</b>               |   |                 |
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                | Strategy   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

|   |                                |                                 |   |  |   |
|---|--------------------------------|---------------------------------|---|--|---|
| <b>3.A. Statewide Assessment: Students scoring at Achievement Level 3 or higher.</b>  |                                |                                 | 3A.1<br>Small Group <u>push-in</u> support targeting specific skill deficiencies identified using:  | 3A.1<br>Increase in:   | 3A.1  |
| Math Goal 3A:<br><br>Students will demonstrate proficiency with answering complex questions and completing assessments successfully over 80%  | Current Level of Performance:* | Expected Level of Performance:* | <ul style="list-style-type: none"> <li>Teacher daily instruction (small group)</li> <li>Math intervention materials</li> <li>Math manipulatives</li> <li>Math supplemental materials</li> <li>Completion of online programs assign by the teacher</li> </ul>      | <ul style="list-style-type: none"> <li>Mid-year and end of year assessments using I Ready, Into Math, Coach Digital, Khan Academy, and IXL</li> <li>weekly assessments,</li> <li>unit tests, Curriculum Associates, Go Math</li> <li>Quarterly projects,</li> <li>Mastery Connect</li> <li>Daily activities scored by the teachers</li> </ul>  | <ul style="list-style-type: none"> <li>EOY assessments (Grades 1,2)</li> <li>Into Math Assessments (K-8)</li> <li>I Know It (K-8)</li> <li>Moby Max (3-8)</li> <li>IXL (6-8)</li> <li>Delta Math</li> <li>Explore learning</li> <li>Math Antics</li> </ul>  |
|   | 61                             | 70                              |   |  |   |
|   |                                |                                 |   | 3A.2<br>Small group <u>pull-out</u> and <u>push- in</u> sessions targeting common skill deficiencies identified using:   | 3A.2<br>Increase in:  |
| <ul style="list-style-type: none"> <li>I Ready Diagnostic, Coach Digital,</li> <li>Curriculum-based diagnostic assessments</li> <li>Into Math for weekly assessments</li> <li>Vocabulary A-Z to increase math knowledge and concepts</li> </ul> |                                |                                 |   | <ul style="list-style-type: none"> <li>Mid-year and end of year assessments using I Ready, Coach Digital, Go Math</li> <li>Weekly assessments, Mastery Connect</li> <li>Unit tests, Curriculum Associates</li> <li>Quarterly projects,</li> <li>Daily activities scored by the teachers</li> </ul>   | <ul style="list-style-type: none"> <li>Written and oral assessments</li> <li>Into Math Assessments</li> <li>I Ready Math Program will be used to monitor student growth with math concepts.</li> <li>Ready Florida practice assignments.</li> <li>Math Projects and demonstrations; Khan Academy</li> <li>Delta Math Assessments</li> <li>Explore Learning Assessments</li> </ul> |
|   |                                |                                 | 3A.3<br>Teachers will use Mathematical Discourse to increase understanding of math concepts and how to apply the skills   | 3A.3<br>Increase in:   | 3A.3  |
|   |                                |                                 | <ul style="list-style-type: none"> <li>Mid-year and end of year assessments using I Ready and Coach Digital.</li> <li>Into Math weekly assessments,</li> <li>Unit tests,</li> <li>Quarterly projects,</li> <li>Daily activities scored by the teachers</li> </ul> | <ul style="list-style-type: none"> <li>Written and oral assessments</li> <li>IReady Math and Coach Digital Program will be used to monitor student growth with math concepts.</li> <li>IXL Assignments</li> <li>Ready Florida practice assignments.</li> <li>Math Projects and demonstrations: Khan Academy</li> <li>Delta Math Assessments</li> <li>Explore Learning Assessments</li> </ul> |   |

| Mathematics Goals   |                                       |  | Problem-Solving Process to Increase Student Achievement   |  |  |   |
|---|---------------------------------------|--|---|--|--|---|
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:          |                                       |  | Strategy  |  | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
| <b>3B. Statewide Assessment: Students scoring below level 3.</b>  |                                       |  | 3B.1  |  | 3B.1   | 3B.1  |
| <b>Math Goal 3B:</b>  | <u>Current Level of Performance:*</u> | <u>Expected Level of Performance:*</u> | Basic skills will be emphasized to all students scoring below –grade level standards.<br>Students will practice with flashcards and computer games and programs.<br>Small Group Instruction<br>Tutoring<br>Push-ins and Pull-outs |  | <ul style="list-style-type: none"> <li>Teachers will assess basic- skill knowledge on a weekly basis.</li> <li>Learning groups will be reviewed and reorganized as needed according to the data.</li> <li>Provide immediate Feedback on student's work.</li> </ul> | Increased proficiency on math portion of FSA and program monitoring I Ready and Coach Digital technology<br>Support Coach : Math<br>Into Math: Math Intensive<br>Vocabulary A-Z: Math Intensive<br>I know it weekly Assessments<br>Delta Math Assessments<br>Explore Learning Assessments |
| Improve math proficiency – regularly assess, update, and utilize appropriate data to chart and reevaluate individual Student’s class. | 39                                    | 30                                     |   |  |  |   |
| Basics skills will continue to emphasize and reevaluation will be implemented for mastery of skills.                                  |                                       |  | 3B.2<br>Hands-on activities and use of manipulatives and practice with real-world problems  |  | 3B.2<br>Teachers will assess basic- skill knowledge on a weekly basis.<br>Learning groups will be reviewed and reorganized as needed according to the data   | 3B.2<br>Increased proficiency on math portion of FAST<br>Progress monitoring I Ready<br>Technology.<br>Coach Digital<br>Coach Support: Intensive Math   |
|   |                                       |  | 3B.3  |  | 3B.3   | 3B.3  |

| Mathematics Goals  |                                       |  | Problem-Solving Process to Increase Student Achievement                             |   |                 |
|--|---------------------------------------|--|---|---|-----------------|
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                       |  | Strategy  | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| <b>3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</b>                      |                                       |  | 3C.1.<br>Our school does not assess our students with Florida Alternate Assessment. | 3C.1.   | 3C.1.           |
| <b>Math Goal 3C:</b><br><br>N/A  | <b>Current Level of Performance:*</b> | <b>Expected Level of Performance:*</b> |   |   |                 |
|  | N/A                                   | N/A                                    |   |   |                 |
|  |                                       |  | 3C.2.   | 3C.2.   | 3C.2.           |
|  |                                       |  | 3C.3.   | 3C.3.   | 3C.3.           |

| Science Goals   |                                |                                 | Problem-Solving Process to Increase Student Achievement   |                                |   |  |  |  |    |    |  |  |   |   |
|---|--------------------------------|---------------------------------|---|--------------------------------|---|--|--|--|----|----|--|--|---|---|
| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:  |                                |                                 | Strategy  |                                | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |  |  |    |    |  |  |   |   |
| <b>4.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.</b>  |                                |                                 | 4A.1  |                                | 4A.1  | 4A.1   |  |  |    |    |  |  |   |   |
| <table border="1"> <tr> <td>Science Goal 4A:</td> <td>Current Level of Performance:*</td> <td>Expected Level of Performance:*</td> </tr> <tr> <td rowspan="2">Students will apply critical thinking skills to create and solve scientific problems</td> <td></td> <td></td> </tr> <tr> <td>65</td> <td>70</td> </tr> </table> |                                |                                 | Science Goal 4A:  | Current Level of Performance:* | Expected Level of Performance:*   | Students will apply critical thinking skills to create and solve scientific problems   |  |  | 65 | 70 | <ul style="list-style-type: none"> <li>Science practice activities will be used to supplement instruction:</li> <li>Science Boot Camp</li> <li>Science Coach</li> <li>Science &amp; Technology</li> <li>Science Competition (Science Olympiad)</li> <li>STEMScopes</li> <li>Florida Science</li> </ul> |  | Increase in: <ul style="list-style-type: none"> <li>Mid-year and end of year assessments</li> <li>Mini-assessments</li> <li>weekly assessments: STEMScopes</li> <li>unit tests,</li> <li>quarterly projects,</li> <li>daily activities scored by the teachers</li> <li>FCAT and Biology Practice</li> </ul> | BSA FCAT 5 <sup>th</sup> and 8 <sup>th</sup><br>EOC Biology |
| Science Goal 4A:  | Current Level of Performance:* | Expected Level of Performance:* |   |                                |   |  |  |  |    |    |  |  |   |   |
| Students will apply critical thinking skills to create and solve scientific problems  |                                |                                 |   |                                |   |  |  |  |    |    |  |  |   |   |
|   | 65                             | 70                              |   |                                |   |  |  |  |    |    |  |  |   |   |
|   |                                |                                 | 4A.2<br>Science content will be introduced during reading and mathematics lessons as an interdisciplinary strategy. |                                | 4A.2<br>Increase in: <ul style="list-style-type: none"> <li>Mid-year and end of year assessments</li> <li>Weekly assessments STEMScopes</li> <li>Unit tests Florida Science</li> <li>quarterly projects: Khan Academy</li> <li>daily activities scored by the teachers</li> <li>FCAT Practice</li> <li>Moby Max Practice</li> </ul> | 4A.2<br>Mini assessments, oral assessments, Florida Science, and STEMScopes assessment.<br>Increased proficiency on practice tests and FCAT,EOC, and BSA science assessment      |  |  |    |    |  |  |   |   |
|   |                                |                                 | 4A.3<br>Science Labs and STEM Activities to provide students with experiences to make real world connections.       |                                | 4A.3<br>Mini assessments will be administered weekly and FCAT and EOC Biology simulation assessments administered twice before actual test in fifth and eighth grade  | 4A.3<br>Mini assessments, oral assessments and Florida Science, FCAT and EOC assessment.<br><br>Increased proficiency on practice tests and FCAT,EOC, and BSA science assessment |  |  |    |    |  |  |   |   |
| Science Goals   |                                |                                 | Problem-Solving Process to Increase Student Achievement   |                                |   |  |  |  |    |    |  |  |   |   |

| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                |                                 | Strategy  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |  |
|--|--------------------------------|---------------------------------|---|---|--|--|
| <b>4.B. Statewide Science Assessment: Students scoring below level 3.</b>  |                                |                                 | 4B.1<br>Teacher will implement small group, pull-outs and push-ins instruction that targets specific deficiencies | 4B.1 <ul style="list-style-type: none"> <li>Small group instruction and Focus Science Camps at end course as intense study sessions</li> <li>Increased proficiency on practice tests: Florida Science, Moby Max, and Khan Academy BSA Science, end of Unit Tests; STEMScopes and FCAT 2.0 science, and EOC Biology</li> </ul> | 4B.1 <ul style="list-style-type: none"> <li>Practice tests: Florida Science and Khan Academy</li> <li>BSA and EOC Science,</li> <li>End of Unit Tests; STEMScopes</li> <li>FCAT 2.0 science.</li> <li>Everfi Program</li> </ul>  |  |
| Science Goal 4B:   | Current Level of Performance:* | Expected Level of Performance:* |   |   |  |  |
| Students will demonstrate proficiency in FCAT and EOC Science Assessment   | 35                             | 30                              |   |   |  |  |
|  |                                |                                 |   | 4B.2<br>Teachers will implement real-life science activities daily to reinforce science concepts  | 4B.2 <ul style="list-style-type: none"> <li>Teachers will expose students to science related video, real and virtual labs to support concepts being presented.</li> <li>Students will practice skills and get better understanding of science concepts through drill and practice activities and other hands on activities.</li> <li>Active Learn Science Program</li> </ul> | 4B.2 <ul style="list-style-type: none"> <li>Increased proficiency on practice tests BSA Science, end of Unit Tests; STEMScope, Florida Science, BSA and FCAT 2.0 science and EOC Biology.</li> </ul>   |
|  |                                |                                 |   | 4B.3<br>Teachers will utilize additional resources to reinforce understanding of science skills through hands on activities using Science Boot Camp curriculum materials.   | 4B.3 <ul style="list-style-type: none"> <li>Teachers will expose students to science related video, real and virtual labs to support concepts being presented.</li> <li>Students will practice skills and get better understanding of science concepts through drill and practice activities and other hands on activities.</li> </ul>                                       | 4B.3 <ul style="list-style-type: none"> <li>Practice tests: Florida Science and Khan Academy</li> <li>BSA Science,</li> <li>End of Unit Tests; STEMScopes</li> <li>FCAT 2.0 science.</li> <li>EOC Biology</li> <li>Everfi Program</li> </ul> |
| <b>Science Goals</b>   |                                |                                 | <b>Problem-Solving Process to Increase Student Achievement</b>  |   |  |  |

| Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: |                                |                                 | Strategy  | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--------------------------------|---------------------------------|---|---|-----------------|
| <b>4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.</b>              |                                |                                 | 4C.1.<br>Our school doesn't assess our students with Florida Alternate Assessment | 4C.1.   | 4C.1.           |
| Science Goal 4C:   | Current Level of Performance:* | Expected Level of Performance:* |   |   |                 |
|  | N/A                            | N/A                             |   |   |                 |
|  |                                |                                 | 4C.2.   | 4C  | 4C.2.           |
|  |                                |                                 | 4C.3.   | 4C.3.   | 4C.3.           |

3. Implementation of schoolwide **REFORM STRATEGIES**

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.

Teachers will use data from all assessments including Coach Digital, BSA FAST, STAR, and I Ready to accommodate different learning styles. Group-based learning, individual one-on-one time, formal and informal assessments will be used to determine instructional effectiveness. Real-world problems and practical application of skills will be employed with students. Integrated, cross-curriculum planning will also help students achieve success.

Students not meeting State and school standards will be quickly identified through assessments and placed in appropriate classes or programs for intervention, tutoring and other academic support that may be provided in onsite or online classroom, pull out groups or target tutoring groups. Those students failing to make gains or critically low achievers will be placed in the MTSS/RtI process for further assessments.

Students identified as advanced or gifted will be given an advanced curriculum which may include advanced classes, advanced curriculum within their class or special projects and programs taught and monitored by teachers with gifted credentials.

Middle school students have access to advanced classes and have an opportunity to earn high school credit by taking advanced courses in class and online (Florida Virtual School).

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program;
- increase the amount of learning time;
- include strategies for serving underserved populations.

Methods and strategies to improve student achievement are researched-based will include allowing students to learn and discover content through reading and discussion. Lessons will be developed to include higher-order critical thinking skills. Events are organized to foster skills in science and math through science clubs and competitions. Additionally, instructional Boot Camps are designed to strengthen the academic program, allowing students' time for drill and practice.

Students participate in target tutoring on scheduled Tuesdays and Thursdays for one hour from 3:00 – 4:00. Students used to participate in Saturday classes that were structured to address major deficiencies identified through BSA, FAST, I ready and other summative data. Those students who are not able to attend target tutoring, but still need their needs addressed are targeted during the day/school hours, with a pull-out or push in schedule.

Data will be analyzed on a regular basis to help inform instruction. Instruction will be targeted using information collected from bi-monthly assessments, BSA, I Ready, FAST, DRA, STAR and curriculum driven assessments. Data will be collected, analyzed and shared using data chats with team leaders and teacher members, teacher and student meetings as well as teacher and parent meetings. Data chats are an embedded part of the progress monitoring. Students and parents are kept abreast of academic progress and specific areas that need to be addressed.

Parent Workshops – parents will be given strategies to support student learning and build confidence in reading and writing at different levels. These workshops will be offered through virtual and/onsite meetings. Families that experience difficulty-accessing information are provided with information through face-to-face, google classrooms or zoom program.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.



Students who are not meeting standards will be quickly identified through ongoing review of student data. Teachers will organize, at a minimum, the strategies outlined in this document to address their needs. Critically, low achievers will be identified through tiered instruction and placed in the RtI process to ensure their needs are met and they are progressing academically.

Teachers will use data from all assessments, including FAST, I Ready, Scholastics, STAR, FSA, IEPs, and cumulative folders to obtain as much information on individual students. Differentiated instructional styles will be implemented to accommodate different learning styles. Group-based learning, individual one-on-one time, formal and informal assessments will be used to determine instructional effectiveness. Real-world problems and practical application of skills will be employed with primary students. Integrated, cross-curriculum planning will also help students achieve success.

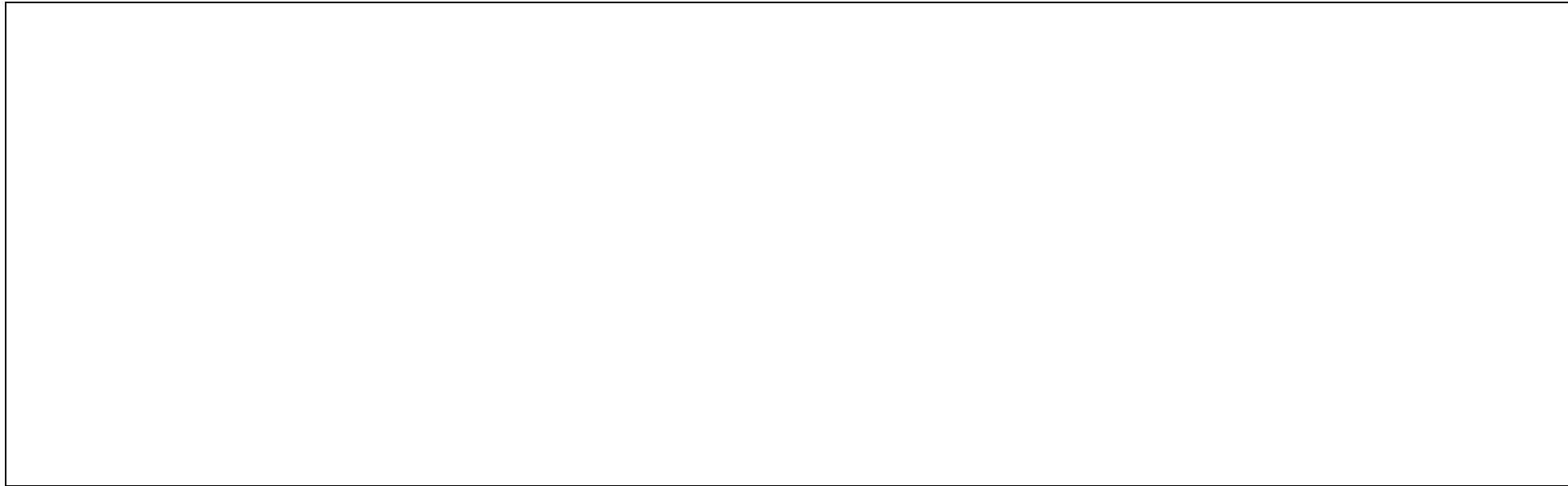
Specific instructional/curriculum materials are used for students performing below level in reading. The intensive reading program for grades 6-8 is called Lexia Up and Actively Learn and the program designed for students in grade 3-5 is called Voyager Passport. These programs are researched based and are designed to increase student reading level by one grade level if used/implemented with fidelity.

Individual and small group pull out and push in sessions are held throughout the day to address the needs of students who are at risk for not meeting the state standards in reading.

Students who are not meeting State and school standards will be quickly identified through assessments and placed in appropriate classes or programs for intervention, tutoring and other academic support that may be provided in classroom, pull out groups or target tutoring groups. Those students failing to make gains or critically low achievers will be placed in the MTSS/RtI process for further assessments.

Describe how the school will address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.



4. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

**The following teachers have not been designated as Highly Qualified: (ESOL endorsement in progress):**

- Garnarand Ramnarine**
- Omar Archer**
- Jasmin Rahman**

All teachers who have not met the requirements for ESOL endorsements are encouraged to enroll in classes throughout the school year to earn the endorsement. All teachers seeking endorsement must enroll in classes through Learning Across Broward (LAB).

All classroom teachers are supported as a part of the pre-service professional development for teachers as well as ongoing professional development throughout the school year. Strategies are shared and specific information is provided to teachers in an effort to support their ability to teach ELL's. Additional material is purchased and teachers have access to well research online programs for more materials.

Describe the support and professional development being planned and provided for these professionals

The ESOL Chairperson and administration have met with NHQ teachers to develop individualized professional development plans outlining ESOL endorsement and fulfillment benchmarks. The ESOL contact and ESOL teachers take additional classes through LAB and the ESOL department via Microsoft teams to support ESOL students in different areas due to the pandemic that hindered students from attending classes regularly. ESOL teachers receive full support from the school administration department by creating a meeting where the teachers can learn from specialists in the field. In addition, Paraprofessionals attend ESOL trainings through LAB.

**5. High quality and ongoing PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.**

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

Professional development activities will be planned as a result of data review and a needs-assessment survey given to teachers and administrators. Teachers will also be required to write annual goals addressing their personal objectives.

- Teachers will be provided copies of State, district, and national workshop options and be encouraged to attend.
- Teachers and administrators will also agree to on-campus workshops to improve student achievement as dictated by the data review and need assessment documents.
- Teachers will sign on to Learning Across Broward (LAB) Plan to access the current professional development opportunities throughout the school year.
- Results from standardized and district assessments provide the school administrator with information that will help to develop a specific professional development plan for each teacher.
- Paraprofessionals attend ESOL trainings through LAB and the ESOL coordinator.

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

- Professional development activities will be planned as a result of data review and a needs assessment surveys. Workshops will be planned for afterschool and evenings, depending upon input from the surveys.
- Parents will be provided copies of State, district, and national workshop options and be encouraged to attend workshops. Professional Development calendar is developed and sent to families via website, newsletter, google classrooms, and RISE APP.
- Monthly calendar developed to outline parent workshops and professional development.

**List Professional Development Activities (Title I funds and Non-Title I should be included)**

| <b>Include only school-based funded activities/materials and exclude district funded activities /materials.</b>   |                          |                       |                |                              |
|---|--------------------------|-----------------------|----------------|------------------------------|
| Professional Development Activities   | Description of Resources | Dates of Activity     | Funding Source | Budgeted Amount per activity |
| Pre-Service Wee: Teacher Trainings workshop for teachers: Data Review and Goal Setting, Highly Effective Teaching | Teacher Salaries         | August                | School         | 250.00                       |
| Math literacy and project-based learning  | Consultant               | Ongoing               | School         | 250.00                       |
| Literacy Workshop   | Reading Consultant       | August, November, May | School         | 250.00                       |
| I Ready Reading and Math  | I Ready Consultant       | Ongoing               | School         | 250.00                       |
| Writing Workshop  | Reading Consultant       | Ongoing               | School         | 250.00                       |
| Science Workshop  | Science Consultant       | Ongoing               | Title I        | 250.00                       |
| <b>Total:</b>   |                          |                       |                | <b>1500.00</b>               |

**6. Strategies to ATTRACT HIGH-QUALITY, STATE CERTIFIED TEACHERS to the school**

| Describe strategies that will be used to attract high quality, highly qualified teachers.   |
|---|
| <ul style="list-style-type: none"> <li>• Competitive salaries and benefits like 401K employee match.</li> <li>• Opportunity to institute creative teaching methods.</li> <li>• Opportunities to contribute to planning for the school’s growth and development.</li> <li>• Provide professional development opportunities from contracted consultants.</li> <li>• Teacher recruitment through college and career fairs.</li> <li>• Provide professional learning communities during common planning time with Academic Coaches.</li> <li>• Provide beginning teacher/mentoring program.</li> <li>• Provide common planning time for grade level teaching teams.</li> <li>• Offer competitive salaries.</li> <li>• Opportunity for professional growth.</li> </ul> |

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring -programs, etc.

- The school has a wonderful, friendly, teacher-centered working environment.
- Teachers and staff participate in professional growth activities with the support of administration.
- Teachers are provided a first-year mentor to support professional growth and provide positive reinforcement.
- Competitive salaries and benefits like 401K employee match.
- Opportunity to institute creative teaching methods.
- Opportunities to contribute to planning for the school's growth and development.
- Provide professional development opportunities from contracted consultants.
- Teacher recruitment through college and career fairs.
- Provide professional learning communities during common planning time with Academic Coaches.
- Provide beginning teacher/mentoring program.
- Provide common planning time for grade level teaching teams.
- Offer competitive salaries.
- Opportunity for professional growth from within the organization

## 7. Strategies to increase **PARENT AND FAMILY ENGAGEMENT**

**\*\*Include a copy of the school's Parent and Family Engagement Policy/Plan (PFEP) for this section (The PFEP does not apply for schools new to Title I).**

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

RISE Academy School will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

The LEA as an additional reasonable support for parental involvement activities will provide parent Literacy Workshops onsite or online. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental involvement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

### **Coordination and Integration**

RISE Academy will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

### **Program**

Migrant Education Program (Title I-C)

Identifiers/Recruiters which are partially funded by Title I, Part A as well as Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A, C and D will collaborate efforts to inform parents of available services and programs offered PIP

<https://www.browardschools.com/migranteducation>

### **Program**

#### **Migrant Education Program (Title I-C)**

Identifiers/Recruiters which are partially funded by Title I, Part A as well as Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A, C and D will collaborate efforts to inform parents of available services and programs offered PIP

The website is <https://www.browardschools.com/migranteducation> .The Parent Involvement Program includes: School/District Community Workshops, Title I Parent Training Academy and Computer Literacy Training.

#### **Annual Parent Meeting**

RISE Academy School will take the following actions to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1118(c)(1)].

Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

- The school sends home a bimonthly newsletter via the school's website as well as hard copies to each family or online through our website. Parents are provided information related to the Title I program, the curriculum, assessments and proficiency levels students are expected to meet and encouraged to participate in decision making opportunities about their children's education.
- Parents are provided with student planners, which serve as a communication tool between home and school.
- Parents have access to a Parent Portal of the student grading system where the parents can access student progress on line using an individual password.
- Parents attend data chat meetings that discuss their child's individual performance and identify academic and social goals for the student to achieve.
- RISE APP. (App is used daily to communicate with parents and community)
- RISE Website
- Virtual/Onsite Meetings
- Parent Teacher Organization (PTO)
- Parent Volunteer Commitment

#### **Annual Parent Meeting**

RISE Academy School will take the following actions to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1118(c)(1)].

List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent and Family Engagement Policy/Plan and School-Parent Compacts.)

| Count | Activity/Tasks   | Person Responsible      | Timeline                | Evidence of Effectiveness  |
|-------|--|-------------------------|-------------------------|--|
| 1     | Title I Orientation Annual Public Program Specialist   | Title I Specialist      | September 2022          | Sign-In Sheets/Evaluations /Parent Feedback  |
| 2.    | Summer Newsletter  | Administration          | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August  |
| 3     | Parent Link  | Administration          | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August  |
| 4     | Virtual/Onsite Trainings   | Administration/Teachers | Ongoing 2022-2023       | Sign-In Sheets/Evaluations /Parent Feedback  |
| 5     | School Website   | Technology Coordinator  | Ongoing 2022-23         | Increase Parents Participation   |
| 6.    | Quarterly Newsletter   | Administration          | Quarterly               | Increase Participation   |
| 7     | Planning, implementation and evaluation of the Parent and Family Engagement Policy/Plan and School-Parent Compacts.) | Title Liaison           | January/February 2023   | Increase Attendance and Parent Annual Meeting in August. Parents are more Involved in their children's education |

Describe the yearly parental evaluation of the schoolwide program and how this information is will be used to improve the plan.



**Flexible Parent Meetings**

RISE Academy School will offer a flexible number of virtual and onsite meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**School-Parent Compact**

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school parent compact, which outlines how parents, the entire school staff, and teachers will share the responsibility for improved student academic achievement [Section 1118 (d)].

Describe volunteer and business community partnership programs.

The Title I parent survey is distributed in May of each year.  
 The data is disaggregated and communicated to the school.  
 The school can use this information to draft the new parent involvement plan and school-wide plan.  
 Input from these surveys will be used to revise future plans.  
 Parents also provide feedback at end of year through Coach One teacher/school evaluation process.

**Building Capacity**

RISE Academy School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(e)].

| Count | Content and Type of Activity   | Person Responsible   | Anticipated Impact on Student Achievement  | Timeline  | Evidence of Effectiveness                   |
|-------|--|--|--|---|---|
| 1     | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; | Parent Involvement Program Specialist; Title I Staff; Community Liaisons | Improve parents and staff ability to work effectively with other parents to build increased parent participation | The year (various Trainings throughout school year) | Sign-In Sheets/Evaluations /Parent Feedback |
| 2     | Student agenda will go home  | Teachers   | Parents are able to keep track of students assignments and current progress class                                | Daily   | Parent signatures in agendas                |
| 3     | PowerSchool  | Administrators and Teachers  | Announcements as well as assignments   | Daily   | Updated information and knowledge of        |

|   |  |                    |   |                    |  |
|---|--|--------------------|---|--------------------|--|
|   |  |                    | and the grades in various subject areas   |                    | grades   |
| 4 | Partnership for School Supplies  | Executive Director | Ensure students have necessary school supplies                                    | Twice a year       | Students are prepared with necessary materials for school      |
| 5 | Parent workshop to help parents with helping their children over the summer with reading | Administration     | Improved reading skills and use of reading strategies across curriculum           | Three times a year | Improve studies and grades                                     |
| 6 | Extended Learning Opportunities  | Administration     | Increased time for learning and mastering concepts and skills.                    | Twice a week       | Improve students achievement                                   |
| 7 | Monthly Meetings   | Classroom Teachers | Parents will know what events will take place and the monthly assessment calendar | Monthly            | Improve students achievement and increase parent participation |

RISE Academy School will offer other activities, such as parent resource centers, the school will conduct these activities to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

1. Library of family resources such as magazines, parenting tips, free websites and programs helping students succeed in school, antibullying strategies as well as safe use of the internet at home and at school.
2. Workstation with office supplies for resume writing, and parents association activities.
3. Parent-teacher conferences
4. Invitation to school activities to encourage involvement (onsite or virtual).

RISE Academy School will provide parents of participating children the following [Section 1118(c)(4)]:  
1118(c)(4)(A)];

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and

If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

1. Flyers sent home about upcoming events concerning Title I activities (for onsite or online students).
2. Notes in students planners

3. Personal phone calls home/google classrooms
4. RISE APP available on cell phones
5. School Newsletter published quarterly
6. Posting on school's website
7. Posting on school information board located in lobby
8. PowerSchool

RISE Academy School will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children) and also by sharing information what will be posted on the school's website. There will be frequent reports to parents on their child's progress and reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. RISE Academy School will provide evidence that parents were involved in the development /revisions to the compact.

1. Parents will have access to student information from school website, PowerSchool, Student Planners, Parent Conferences, etc.
2. Parents are also invited to join the PTO and attend meetings throughout the year.
3. Parents are invited to be a part of the SAC committee.
4. Parents are invited to be parent representatives on the Board of Directors.

RISE Academy School will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Quarterly Title I Liaisons technical assistance meetings serve as the main forum for sharing information regarding the federal requirements of the district as a recipient of Title I, Part A funds. The Program Specialists and Grant Facilitators are responsible for providing information and technical assistance to schools. Additionally, there is daily two-way communication via an email system (Office 365/CAB Conference) for Title I Liaisons to address concerns and/or inquiries as it relates to Title I processes/procedures.

The LEA as an additional reasonable support for parental involvement activities will provide parent Literacy Workshops. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental involvement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

The LEA as an additional reasonable support for parental involvement activities will provide parent Literacy Workshops. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental involvement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

### **Coordination and Integration**

RISE Academy will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

**Program**

Migrant Education Program (Title I-C)

Identifiers/Recruiters which are partially funded by Title I, Part A as well as Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A, C and D will collaborate efforts to inform parents of available services and programs offered PIP

file:///Volumes/EBINDER/eBinderParentalInvolvementPlan.htm 3 of 14 9/16/16, 10:21 AM through the Parent Involvement Program to include: School/District Community Workshops, Title I Parent Training Academy and Computer Literacy Training.

**Annual Parent Meeting**

RISE Academy School will take the following actions to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1118(c)(1)].

| Count | Activity/Tasks   | Person Responsible     | Timeline                | Evidence of Effectiveness                               |
|-------|--|------------------------|-------------------------|---|
| 1     | Title I Orientation Annual Public Program Specialist Meeting (Virtual or face-to-face) | Title I Specialist     | September 2022          | Sign-In Sheets/Evaluations /Parent Feedback             |
| 2.    | Summer Newsletter  | Administration         | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August |
| 3     | Parent Link  | Administration         | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August |
| 4     | Lobby /Virtual Announcement  | Administration         | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August |
| 5     | School Website   | Technology Coordinator | July and August 2022-23 | Increase Attendance and Parent Annual Meeting in August |
| 6.    | Quarterly Newsletter   | Administration         | Quarterly               | Increase Participation                                  |

**Flexible Parent Meetings**

RISE Academy School will offer a flexible number of meetings (virtual or onsite), such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Information based on PIP**

**School-Parent Compact**

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1118 (d)].

**Building Capacity**

RISE Academy School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].

| Count | Content and Type of Activity   | Person Responsible   | Anticipated Impact on Student Achievement  | Timeline  | Evidence of Effectiveness                                 |
|-------|--|--|--|---|---|
| 1     | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; | Parent Involvement Program Specialist; Title I Staff; Community Liaisons | Improve parents and staff ability to work effectively with other parents to build increased parent participation | The year (various Trainings throughout school year) | Sign-In Sheets/Evaluations /Parent Feedback               |
| 2     | Student agenda will go home  | Teachers   | Parents are able to keep track of students assignments and current progress class                                | Daily   | Parent signatures in agendas                              |
| 3     | PowerSchool  | Administrators and Teachers  | Announcements as well as assignments and the grades in various subject areas                                     | Daily   | Updated information and knowledge of grades               |
| 4     | Partnership for School Supplies  | Executive Director   | Ensure students have necessary school supplies   | Twice a year  | Students are prepared with necessary materials for school |
| 5     | Parent workshop to help parents with helping their children over   | Administration   | Improved reading skills and use of reading   | Three times a year                                  | Improve studies and grades                                |

|   |                                 |                    |   |              |  |
|---|---------------------------------|--------------------|---|--------------|--|
|   | the summer with reading         |                    | strategies across curriculum  |              |  |
| 6 | Extended Learning Opportunities | Administration     | Increased time for learning and mastering concepts and skills.                    | Twice a week | Improve students achievement                                   |
| 7 | Monthly Meetings                | Classroom Teachers | Parents will know what events will take place and the monthly assessment calendar | Monthly      | Improve students achievement and increase parent participation |

### Staff Training

RISE Academy School will offer the following training to staff (teachers, pupil services personnel, principals, and other staff) in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| Count | Content and Type of Activity   | Person Responsible                 | Correlation to Student Achievement  | Timeline  | Evidence of Effectiveness  |
|-------|--|------------------------------------|---|-----------|--|
| 1     | Title I Liaison Technical Assistance Training  | Grant Facilitators                 | participation will be strengthened through increased parent Involvement at the school level.        | Quarterly | Sign-In Sheets/Evaluations /Parent Feedback  |
| 2     | Video/Documentary  | School Administration              | How to be aware of various learning styles in the classroom and strategies to help students at home | 1 day     | Number of students referrals. Increased student achievement and better student/teacher interaction |
| 3     | Effective conferences with parents   | School Administration              | Communicating effectively with parents  | 1 day     | Parent-teacher conference  |
| 4     | Teachers attending trainings about how to implement Florida Standards in their lesson plans. | Literacy Specialist/Literacy Team  | Improve reading skills and use of reading strategies across curriculum.                             | 3 days    | Improve students achievement in all content areas  |
| 5     | Writing success starting in the home   | Literacy Specialist /Literacy Team | Improve writing skills in all areas of writing across the curriculum                                | 3 days    | Improve parent understanding of the writing process and how they can help their children at home   |
| 6     | Teachers attending trainings about how to implement Florida Standards in their lesson        | Math Specialist/Literacy Team      | Improve math skills and use of math strategies across curriculum.                                   | 3 days    | Improve students achievement in all content areas  |

|   |                 |                       |                             |                              |                     |
|---|-----------------|-----------------------|-----------------------------|------------------------------|---------------------|
|   | plans for math. |                       |                             |                              |                     |
| 7 | CPalms          | School Administration | Improve teacher instruction | When trainings are available | Teachers signatures |

The Title I parent survey is distributed in May of each year.  
The data is disaggregated and communicated to the school.  
The school can use this information to draft the new parent involvement plan and school-wide plan.  
Input from these surveys will be used to revise future plans.  
Parents also provide feedback at end of year through Coach One teacher/school evaluation process.

### Building Capacity

RISE Academy School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(e)].

| Count | Content and Type of Activity   | Person Responsible   | Anticipated Impact on Student Achievement  | Timeline  | Evidence of Effectiveness                                 |
|-------|--|--|--|---|---|
| 1     | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; | Parent Involvement Program Specialist; Title I Staff; Community Liaisons | Improve parents and staff ability to work effectively with other parents to build increased parent participation | The year (various Trainings throughout school year) | Sign-In Sheets/Evaluations /Parent Feedback               |
| 2     | Student agenda will go home  | Teachers   | Parents are able to keep track of students assignments and current progress class                                | Daily   | Parent signatures in agendas                              |
| 3     | PowerSchool  | Administrators and Teachers  | Announcements as well as assignments and the grades in various subject areas                                     | Daily   | Updated information and knowledge of grades               |
| 4     | Partnership for School Supplies  | Executive Director   | Ensure students have necessary school supplies   | Twice a year  | Students are prepared with necessary materials for school |
| 5     | Parent workshop to help  | Administration   | Improved reading   | Three times a                                       | Improve studies and                                       |

|   |  |                    |   |              |  |
|---|--|--------------------|---|--------------|--|
|   | parents with helping their children over the summer with reading |                    | skills and use of reading strategies across curriculum                            | year         | grades   |
| 6 | Extended Learning Opportunities                                  | Administration     | Increased time for learning and mastering concepts and skills.                    | Twice a week | Improve students achievement                                   |
| 7 | Monthly Meetings   | Classroom Teachers | Parents will know what events will take place and the monthly assessment calendar | Monthly      | Improve students achievement and increase parent participation |

RISE Academy School will offer other activities, such as parent resource centers, the school will conduct these activities to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

5. Library of family resources such as magazines, parenting tips, free websites and programs helping students succeed in school, antibullying strategies as well as safe use of the internet at home and at school.
6. Workstation with office supplies for resume writing, and parents association activities.
7. Parent-teacher conferences
8. Invitation to school activities to encourage involvement (onsite or virtual).

RISE Academy School will provide parents of participating children the following [Section 1118(c)(4)]:  
1118(c)(4)(A);

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and

If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

9. Flyers sent home about upcoming events concerning Title I activities (for onsite or online students).
10. Notes in students planners
11. Personal phone calls home/google classrooms
12. RISE APP available on cell phones
13. School Newsletter published quarterly
14. Posting on school's website



15. Posting on school information board located in lobby
16. PowerSchool

RISE Academy School will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children) and also by sharing information what will be posted on the school's website. There will be frequent reports to parents on their child's progress and reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. RISE Academy School will provide evidence that parents were involved in the development /revisions to the compact.

5. Parents will have access to student information from school website, PowerSchool, Student Planners, Parent Conferences, etc.
6. Parents are also invited to join the PTO and attend meetings throughout the year.
7. Parents are invited to be a part of the SAC committee.
8. Parents are invited to be parent representatives on the Board of Directors.

RISE Academy School will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Quarterly Title I Liaisons technical assistance meetings serve as the main forum for sharing information regarding the federal requirements of the district as a recipient of Title I, Part A funds. The Program Specialists and Grant Facilitators are responsible for providing information and technical assistance to schools. Additionally, there is daily two-way communication via an email system (Office 365/CAB Conference) for Title I Liaisons to address concerns and/or inquiries as it relates to Title I processes/procedures.

The LEA as an additional reasonable support for parental involvement activities will provide parent Literacy Workshops. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental involvement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

The LEA as an additional reasonable support for parental involvement activities will provide parent Literacy Workshops. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental involvement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

### **Coordination and Integration**

RISE Academy will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

### **Program**

Migrant Education Program (Title I-C)

Identifiers/Recruiters which are partially funded by Title I, Part A as well as Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A, C and D will collaborate efforts to inform parents of available services and programs offered PIP file:///Volumes/EBINDER/eBinderParentalInvolvementPlan.htm 3 of 14 9/16/16, 10:21 AM through the Parent Involvement Program to include: School/District Community Workshops, Title I Parent Training Academy and Computer Literacy Training.

**Annual Parent Meeting**

RISE Academy School will take the following actions to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1118(c)(1)].

| Count | Activity/Tasks   | Person Responsible     | Timeline                | Evidence of Effectiveness                               |
|-------|--|------------------------|-------------------------|---|
| 1     | Title I Orientation Annual Public Program Specialist Meeting (Virtual or face-to-face) | Title I Specialist     | September 2021          | Sign-In Sheets/Evaluations /Parent Feedback             |
| 2.    | Summer Newsletter  | Administration         | July and August 2021-22 | Increase Attendance and Parent Annual Meeting in August |
| 3     | Parent Link  | Administration         | July and August 2021-22 | Increase Attendance and Parent Annual Meeting in August |
| 4     | Lobby /Virtual Announcement  | Administration         | July and August 2021-22 | Increase Attendance and Parent Annual Meeting in August |
| 5     | School Website   | Technology Coordinator | July and August 2021-22 | Increase Attendance and Parent Annual Meeting in August |
| 6.    | Quarterly Newsletter   | Administration         | Quarterly               | Increase Participation                                  |

**Flexible Parent Meetings**

RISE Academy School will offer a flexible number of meetings (virtual or onsite), such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Information based on PIP**

### School-Parent Compact

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 118 (d)].

### Building Capacity

RISE Academy School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].

| Count | Content and Type of Activity   | Person Responsible   | Anticipated Impact on Student Achievement  | Timeline  | Evidence of Effectiveness                                 |
|-------|--|--|--|---|---|
| 1     | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; | Parent Involvement Program Specialist; Title I Staff; Community Liaisons | Improve parents and staff ability to work effectively with other parents to build increased parent participation | The year (various Trainings throughout school year) | Sign-In Sheets/Evaluations /Parent Feedback               |
| 2     | Student agenda will go home  | Teachers   | Parents are able to keep track of students assignments and current progress class                                | Daily   | Parent signatures in agendas                              |
| 3     | PowerSchool  | Administrators and Teachers  | Announcements as well as assignments and the grades in various subject areas                                     | Daily   | Updated information and knowledge of grades               |
| 4     | Partnership for School Supplies  | Executive Director   | Ensure students have necessary school supplies   | Twice a year  | Students are prepared with necessary materials for school |
| 5     | Parent workshop to help parents with helping their children over the summer with reading   | Administration   | Improved reading skills and use of reading strategies across curriculum  | Three times a year                                  | Improve studies and grades                                |
| 6     | Extended Learning Opportunities  | Administration   | Increased time for learning and mastering concepts and skills.   | Twice a week  | Improve students achievement                              |
| 7     | Monthly Meetings   | Classroom  | Parents will know what   | Monthly   | Improve students  |

|  |  |          |  |  |   |
|--|--|----------|--|--|---|
|  |  | Teachers | events will take place and the monthly assessment calendar |  | achievement and increase parent participation |
|--|--|----------|--|--|---|

### Staff Training

RISE Academy School will offer the following training to staff (teachers, pupil services personnel, principals, and other staff) in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| Count | Content and Type of Activity  | Person Responsible                 | Correlation to Student Achievement  | Timeline                     | Evidence of Effectiveness  |
|-------|---|------------------------------------|---|------------------------------|--|
| 1     | Title I Liaison Technical Assistance Training   | Grant Facilitators                 | participation will be strengthened through increased parent Involvement at the school level.        | Quarterly                    | Sign-In Sheets/Evaluations /Parent Feedback  |
| 2     | Video/Documentary   | School Administration              | How to be aware of various learning styles in the classroom and strategies to help students at home | 1 day                        | Number of students referrals. Increased student achievement and better student/teacher interaction |
| 3     | Effective conferences with parents  | School Administration              | Communicating effectively with parents  | 1 day                        | Parent-teacher conference  |
| 4     | Teachers attending trainings about how to implement Florida Standards in their lesson plans.          | Literacy Specialist/Literacy Team  | Improve reading skills and use of reading strategies across curriculum.                             | 3 days                       | Improve students achievement in all content areas  |
| 5     | Writing success starting in the home  | Literacy Specialist /Literacy Team | Improve writing skills in all areas of writing across the curriculum                                | 3 days                       | Improve parent understanding of the writing process and how they can help their children at home   |
| 6     | Teachers attending trainings about how to implement Florida Standards in their lesson plans for math. | Math Specialist/Literacy Team      | Improve math skills and use of math strategies across curriculum.                                   | 3 days                       | Improve students achievement in all content areas  |
| 7     | CPalms  | School Administration              | Improve teacher instruction   | When trainings are available | Teachers signatures  |

**Other Activities**

RISE Academy School will offer other activities, such as parent resource centers, the school will conduct these activities to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

9. Computer and Internet access to parents
10. Library of family resources such as magazines, parenting tips, helping students succeed in school, antibullying strategies as well as safe use of the internet at home and at school.
11. Workstation with office supplies for resume writing, and parents association activities.
12. Parent-teacher conferences ( Virtual or Onsite)
13. Invitation to school activities to encourage involvement.

**Communication**

RISE Academy School will provide parents of participating children the following [Section 1118(c)(4)]:  
1118(c)(4)(A);

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and

If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

17. Flyers sent home about upcoming events concerning Title I activities.
18. Notes in students planners
19. Personal phone calls home
20. RISE APP available on cell phones
21. School Newsletter published quarterly
22. Posting on school's website
23. Posting on school information board located in lobby
24. PowerSchool

**Accessibility**

Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]

RISE Academy School will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children) and also by sharing information what will be posted on the school's website. There will be frequent reports to parents on their child's progress and reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. RISE Academy School will provide evidence that parents were involved in the development /revisions to the compact.

1. Parents will have access to student information from school website, PowerSchool, Student Planners, Parent Conferences, etc.
2. Parents are also invited to join the PTO and attend meetings throughout the year.
3. Parents are invited to be a part of the SAC committee.
4. Parents are invited to be parent representatives on the Board of Directors.

**School-Parent Compact**

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1189d)].

Parent Compacts are distributed within the first week of school as part of the initial "take home" package. Students entering after the first week are given the package containing the Parent Compact with instructions to return the signed forms the following day.

The school parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Each section identifies the parent responsibility, student responsibility and school responsibility.

**Adoption**

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council's meeting minutes.

This plan was adopted by the school on 04/05/22 and will be in effect during the 2022-2023 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before November 18, 2022.

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program

- Parents will be given a survey at the end of each school year to be used to help design future goals and objectives.

- Parents committees will be asked to meet with administration to discuss parent-centered options to assist in promoting student achievement.
- Parents will be asked to submit recommendations for improving outlined strategies presented in the school wide plan.
- Parent committee members communicate directly with Parent Liaison.

Describe volunteer and business community partnership programs.

Describe volunteer and business community partnership programs.

- City of Margate – Teacher of the Month Program
- City of Margate – Community Service (Students visit area nursing home to spread cheer)
- Urban League of Broward County – building teen self-awareness, self-esteem and communication skills
- PACE Program for Girls – building strong young girls
- Chrysalis – Counseling Center
- Banyan Mental Health
- Nova Southeastern University – Sanford Harmony Program
- Men2Boys – Mentoring Program
- Oral Health Institute – Free Dental Exams
- Joe DiMaggio – Safety Town

**List Parent and Family Engagement Activities for Parents (Title I funds and Non-Title I should be included)**

| <b>Include only school-based funded activities/materials and exclude district funded activities /materials.</b> |   |                            |                |                              |
|---|---|----------------------------|----------------|------------------------------|
| Parent and Family Engagement Activities   | Description of Resources                    | Dates of Activity          | Funding Source | Budgeted Amount per activity |
| Title I Orientation<br>Annual Public Program Specialist Meeting (Face-to-Face Meeting)                          | Sign-In Sheets/Evaluations /Parent Feedback | September 2022             |                | 250.00                       |
| Facility Literacy Night   | Sign-In Sheets/Evaluations /Parent Feedback | December/January 2022-2023 |                | 250.00                       |
| Family Science Night  | Sign-In Sheets/Evaluations /Parent Feedback | November 2022              |                | 250.00                       |

|                      |   |               |  |         |
|----------------------|---|---------------|--|---------|
|                      |   |               |  |         |
| Family Writing Night | Sign-In Sheets/Evaluations /Parent Feedback | November 2022 |  | 250.00  |
| Family Math Night    | Sign-In Sheets/Evaluations /Parent Feedback | February 2023 |  | 250.00  |
| Total:               |   |               |  | 1250.00 |

**8. Plans for assisting children in the Transition Early Childhood to Elementary or Transition Elementary to Middle or Transition from Middle school programs to high school.**

Describe plans for assisting children in transition from early childhood programs to local elementary school programs or transitioning from elementary to middle school or middle school to high school as applicable. The following should be included:

- Inform parents of readiness skills during Kindergarten Round-Up
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations
- Offer programs and collaborate with elementary, middle and/or high schools regarding expectations
- Meet with local preschool programs to discuss readiness for transitioning students
- Implement a staggered start schedule during the first week of school
- Allow classroom visitations for transitioning students and their parents.

RISE implements several strategies for parents whose children are transitioning to kindergarten.

Explain to parents the steps about the transition to their child in a positive way.

Kindergarten Round Ups to show parents what their children will learn in kindergarten and the learning goals.

Visit pre-schools to show parents what they can expect at RISE Academy School and how our school will meet their expectations.

Inviting potential kindergarten parents to know the school kindergarten classes.

**9. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING** regarding the use of academic assessments (described in Section 1111[b][3]) to provide information and to improve the achievement of individual students and the overall instructional program.**

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.



- Teachers will meet with administration following every reporting period to discuss academic achievement in grade groups and individual students through data chats.
- Administration will meet with individual teachers concerning individual students and class through data chats.
- Admin meets with leadership teams to discuss student and school wide data at least twice a month.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

Administration meets regularly to collect and analyze student and school data. At end of year and prior to new year beginning, admin meets to discuss data and student placement.

The information is shared with teaching teams and individual teachers on a consistent basis. Teachers are also instructed on how to collect and analyze data and to group students accordingly.

Comprehensive data binders are maintained by each teacher. The data binders include sample student data and analysis. Teachers use this data to form literacy groups and other instructional groups.

Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.

1. Professional Development during preservice week addresses the following topics:
  - a. Differentiated instruction
  - b. Multi-modality in instruction
  - c. Working with Diverse learners
  - d. Use of ESOL strategies
  - e. ESE accommodations
2. Lesson plans are reviewed by admin and teachers are given feedback on a consistent basis.
3. Ongoing professional development  
Academic Success planning and parent teacher conferences

Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

- Formal and informal assessments are administered by teachers.
- Results are discussed in grade-level, team, and full-faculty meetings.
- Administration will meet with individual teams and teachers as necessary to discuss student data.
- Modify instruction to meet the students' needs.
- Modify or make changes in student schedules according to their assessment results.

**10. Effective, timely assistance for STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT or academic content standards.**

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

- Students are assessed weekly in writing, science, reading, and math to determine strengths and weaknesses.
- Many students are given the opportunity to participate in after school tutoring sessions aimed at helping them master missing skills.
- Teachers' assistants work with small groups of students on a daily basis to work on skill mastery.
- Teacher assistant may push-in to address the needs of students.
- Intervention materials are used in reading to help students with deficiencies.

Describe how students are identified in a timely way to provide information on which to base effective assistance.

- The school gathers data according to the 2021-22 year's FSA scores, and this year's BSA, FAST, STAR, I Ready scores to determine the weakest benchmarks and develop a plan to meet the students' needs.
- In order to strengthen the students' deficiency areas, the team leaders have developed grade level IFC's that incorporates those benchmarks into weekly intervals so that it remains a point of emphasis for teachers and students will get extra practice.
- Based upon 2021-22 year's scores, and BSA 'scores, all level 1, and 2 are targeted for remediation program.
- Primary assessments such as DRA, STAR, and EOY assessments provide information on which to base effective assistance.

**11. COORDINATION OF SERVICES** of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

\*\*N/A or Not applicable are not acceptable. **A statement is required for each section.** Ex. “This school does not have a Head Start Program.”

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|---|
| Title I, Part A   |
| <ul style="list-style-type: none"> <li>Funds are used for personnel (class size reduction &amp; Title I teachers), parent involvement activities, and for Extended Learning Opportunities to supplemental academic programs. Extended Learning Opportunities (ELO) will be in the form of Target Tutoring Programs after school as well as Pull-out and push-in programs that target small group and one-to-one instructional support. Specific materials are also purchased to be used for reading and math intervention.</li> </ul> |
| Title I, Part C- Migrant  |
| <ul style="list-style-type: none"> <li>The school will contact and work with Title I department to support the educational process of migrant students and assist them in overcoming the challenges of mobility, cultural and language barriers, social isolation</li> </ul>  |
| Title I, Part D – Neglected and Delinquent  |
| <ul style="list-style-type: none"> <li>The school will contact and work with the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk department to improve educational services for children and youth to provide them with an opportunity to meet the same challenging State academic content standard.</li> </ul>   |
| Title II – Professional Development (District)  |
| <ul style="list-style-type: none"> <li>Title II funds will be used for professional development activities for instructional personnel and administrators, including district level PD and school level PD. All professional development activities are aligned to the district, school, and individual goals.</li> </ul>   |
| Title III – ESOL  |
| <ul style="list-style-type: none"> <li>Title III funds will be used to ensure that English learners (ELs) attain English language proficiency and meet state academic standards. In addition to provide tutoring materials/ textbooks translated in different languages and designed to meet their needs. TITLE III provides funding for our ELL students’ parents in how support their children oral language development through ESOL resources, ppt presentation, heritage dictionaries, workbooks, tutoring.</li> </ul>           |
| Title X- Homeless   |

|   |
|---|
| <ul style="list-style-type: none"> <li>The school will contact and work with the HEART department to remove barriers that might prevent students living in transition from enrolling, attending and succeeding in school</li> </ul>   |
| <b>Supplemental Academic Instruction (SAI)</b>  |
| <ul style="list-style-type: none"> <li>Any Supplemental Academic Instruction funds will be used in conjunction with Title I funds to provide additional tutoring for students scoring Level 1 on Reading and Math Portion on the FSA (2021-2022) and FAST (2022-2023).</li> <li>Administration and teachers will analyze FSA and BSA subtest data to identify areas in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum. The following programs will be used: I-Ready, Vocabulary A-Z, GIZMO, Coach Digital, Khan Academy and teacher made tests.</li> </ul> |
| <b>Violence Prevention Programs</b>   |
| <ul style="list-style-type: none"> <li>RISE Academy School has different events such as “Anti bullying show” and “Say “no” to drugs”. RISE has zero tolerance program in place and promotes healthy relationship. RISE Academy School follows the bullying prevention curriculum and teachers, parents, students, and school staff attend training modules such as the dating violence policy 5010 training modules.</li> <li>RISE has developed an anti-bullying campaign and a safety and emergency plan to educate our students and staff to prevent any incident.</li> </ul>  |
| <b>Nutrition Programs</b>   |
| <ul style="list-style-type: none"> <li>RISE Academy School follows the national school lunch program and the breakfast program. It provides nutritionally balanced, low-cost or free lunches to children each school day.</li> <li>We provide our students with a healthy lunch program and they attend “health” classes as part of their regular schedule.</li> </ul>  |
| <b>Housing Program</b>  |
| <ul style="list-style-type: none"> <li>RISE informs parents about housing options programs that provide intensive case management and financial rental assistance to qualified customers that are experiencing homelessness through rapid re-housing and supportive housing programs.</li> </ul>  |
| <b>Head Start</b>   |
| <ul style="list-style-type: none"> <li>In the case of parents need assistance with younger children (birth to five), RISE Academy School will contact Head Start department which programs promote school readiness of children ages birth to five from low-income families by supporting the development of the whole child.</li> </ul>  |
| <b>Adult Education</b>  |

|  |
|--|
| <ul style="list-style-type: none"> <li>In the case that parents request information for an adult education program, the school will contact Broward community schools for Adult Basic Education (ABE), Literacy Program, General Education Development (GED). Also, the school will contact Title I program for the Title I Parent Training Academy</li> </ul> |
| <b>Career and Technical Education</b>  |
| <ul style="list-style-type: none"> <li>RISE provides information about career and technical education through <b>Career, Technical, and Adult &amp; Community Education – CTACE Broward Schools</b>. In addition, RISE Academy School offers a career day and career readiness presentation to our middle school students every day.</li> </ul>                |
| <b>Job Training</b>  |
| <ul style="list-style-type: none"> <li>RISE Academy School will contact the Title I department to find out about available computer classes and other classes as well.</li> </ul>  |
| <b>Other</b>   |
| <p>Describe how the school will utilize services and agencies to promote business and community involvement.</p>   |

Our school works with different organizations to develop partnerships in order to connect with our community.

- Organize a curriculum fair and open house where the community sees the high-quality work our school is involved in.
- Send an email newsletter where the school present different events that will take place at our school or in a different place
- Engage with civic groups:
  - City of Margate – Teacher of the Month Program
  - City of Margate – Community Service (Students visit area nursing home to spread cheer)
  - Urban League of Broward County – building teen self-awareness, self-esteem and communication skills
- Use Social Media to create genuine engagement
- Provide counseling
  - PACE Program for Girls – building strong young girls
  - Chrysalis – Counseling Center
  - Banyan Mental Health
  - Nova Southeastern University – Sanford Harmony Program
- Counseling
  - Men2Boys – Mentoring Program
- Sports
- British Soccer League – Youth Soccer Club
- Health
  - Oral Health Institute – Free Dental Exams
- Joe DiMaggio – Safety Town

### REQUIRED SIGNATURES

Principal (print name): Dr. Adrian Guerra

Signature of principal: 

Title I Liaison (print name): Dr. Adrian Guerra

Signature of Title I Liaison: 

Board Chairperson (print name): George Peart

Signature of Board Chairperson: 