
Title I Comprehensive Schoolwide Plan
Bright Futures Academy (3385)

Title I Comprehensive Schoolwide Plan - Bright Futures Academy (3385)

#ELA	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	36	40	35	43	0
Gains	39	50	55	N/A	0
Lowest 25% Gains	30	40	48	N/A	0

1. According to data, what are your top priorities? Include needs assessment statements.

Bright Futures Academy's top priorities include maintaining Reading Proficiency and Learning Gains

2. List the root causes for the needs assessment statements for your top priorities.

Root causes include summers slide, kindergarten readiness, teacher retention and virtual learning barriers.

3. Share possible solutions that address the root causes.

Solutions to address the root causes includes six week summer program, kindergarten academic boot camps for incoming kindergarten students, hiring certified and experienced teachers, and expand school's professional development plan for teachers using virtual learning platforms.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Students progress reports, Report Cards, and other classroom progress information through: 1. Class Dojo 2. Jupiter Ed	1. Class Dojo 2. Remind 3. FSA Parent Night	1. I-Ready Implementation and Progress Monitoring 2. Effective classroom management techniques 3. SBT/RTI processes 4. Differentiated Intervention using virtual platforms	null

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

School	Students	Parents
1. Schedule and facilitate essential parent meetings (i.e. FSA parent meeting) 2. Utilize Class Dojo and Jupiter Ed to keep parents informed of student progress. 3. Hire certified teachers	1. Complete 95% of all classroom assignments 2. Achieve "stretch Growth" as measured by I-Ready 3. Attend school daily 4. Adhere to all classroom rules and expectations.	1. Ensure I-Ready home implementation 2. Attend scheduled parent/teacher conferences 3. Review, sign, and return all academic progress reports.

#Math	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	22	24	28	38	0
Gains	35	42	50	N/A	0
Lowest 25% Gains	41	39	42	N/A	0

1. According to data, what are your top priorities? Include needs assessment statements.

Bright Futures Academy's priorities is to maintain math proficiency/achievement and learning gains

2. List the root causes for the needs assessment statements for your top priorities.

Root causes include summer slide, kindergarten readiness, content certified and experienced math teachers, and virtual learning barriers.

3. Share possible solutions that address the root causes.

Solutions to address the root causes include 6 week academic summer program and hiring certified content math teachers (k-8), and strengthen school's professional development plan for teachers using virtual learning platforms.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Students progress reports, Report Cards and other classroom progress information through: 1. Class Dojo 2. Jupiter Ed	1. Class Dojo 2. Remind 3. FSA Parent Night	1. I-Ready Implementation and Progress Monitoring 2. Effective classroom management techniques 3. SBT?RTI processes 4. Differenced Intervention using virtual platforms.	null

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

School	Students	Parents
1. Schedule and facilitate essential parent meetings (i.e. FSA parent night) 2. Utilize Class Dojo and Jupiter Ed to keep parents informed of student progress 3. Hire certified teachers	1. Attend school daily 2. Complete all class assignments 3. Adhere to all classroom rules and expectations 4. Achieve "Stretch Growth" goal as measured by I-Ready.	1. Attend all scheduled parent conferences 2. Review, sign, and return all academic progress reports. 3. Use Jupiter Ed and Class Dojo

#Science	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	32	43	30	28	0

1. According to data, what are your top priorities? Include needs assessment statements.

Bright Futures Academy's priorities are to maintain the science proficiency (Achievement) by at least 5%

2. List the root causes for the needs assessment statements for your top priorities.

Root causes of the science proficiencies is content areas certified teacher and virtual learning barriers.

3. Share possible solutions that address the root causes.

Solutions to the root cause include hiring an experienced science certified teacher and expand professional development for teachers using virtual learning platforms.

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
1. Class Dojo 2. Jupiter Ed	1. FSA Parent Night 2. Class Dojo	1. Effective classroom management 2. Differentiated Instruction using virtual platforms	null

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

School	Students	Parents
1. Communicate academic progress of students with parents 2. Hire and retain science certified teacher 3. Essential parent trainings	1. Attend school daily 2. Complete all classroom assignments 3. Adhere to all classroom rules and expectations.	1. Attend all scheduled parent conferences 2. Review, sign, and return all academic progress reports 3. Use Jupiter Ed and Class Dojo

#SocialStudies	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	61	73	62	19	0

1. According to data, what are your top priorities? Include needs assessment statements.

Bright Futures Academy's priorities is to maintain Social Studies proficiency/achievement by 3%

2. List the root causes for the needs assessment statements for your top priorities.

Root causes include hiring and retaining content certified teacher and virtual learning barriers.

3. Share possible solutions that address the root causes.

Expand professional development for teachers using virtual learning platforms.

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
1. Class Dojo 2. Jupiter Ed	1. FSA Parent Night 2. Class Dojo	1. Effective classroom management 2. Differentiated Instruction using virtual platforms	null

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

School	Students	Parents
1. Communicate academic progress of student with parents 2. Hire and retain science certified teacher 3. Essential parent training (i.e. FSA Parent Night)	1. Attend school daily 2. Complete all classroom assignments 3. Adhere to all classroom rules and expectations	1. Attend all scheduled parent conferences 2. Review, sign, and return all academic progress reports. 3. Use Jupiter Ed and Class Dojo

#Acceleration	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	50	59	25	N/A	0

1. According to data, what are your top priorities? Include needs assessment statements.

To increase acceleration achievement by 30%

2. List the root causes for the needs assessment statements for your top priorities.

Root causes include insufficient number of students enrolled into Algebra and lack of content certified math teacher.

3. Share possible solutions that address the root causes.

Solutions to the root cause will include enrolling 7th grade students into a pre-algebra and 8th grade students into algebra. In addition, hire a certified math teacher with experience in teaching algebra.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
1. Class Dojo 2. Jupiter Ed	1. FSA Parent Night 3. Class Dojo	1. Differentiated Instruction 2. I-Ready 3. Effective Classroom Management	null

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

School	Students	Parents
1. Communicate academic progress of students with parents. 2. Hire and retain certified Algebra teacher	1. Attend school daily 2. Complete all class assignments 3. Adhere to all class rules and expectations	1. Attend all schedule parent conferences 2. Review, sign, and return all academic progress reports 3. Use Jupiter Ed and Class Dojo

Action Step	Professional Development	
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Action Step	Parent Engagement	Budget Total: \$1,079.00
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Acct Description	Description												
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="304 1101 1554 1166">Item</th> <th data-bbox="1554 1101 1665 1166">Quantity</th> <th data-bbox="1665 1101 1766 1166">Cost</th> <th data-bbox="1766 1101 1967 1166">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1166 1554 1286">Remind 101 to support school-home communication for a strong partnership to impact student learning (200 students) / School Site License</td> <td data-bbox="1554 1166 1665 1286">1</td> <td data-bbox="1665 1166 1766 1286">\$800.00</td> <td data-bbox="1766 1166 1967 1286">\$800.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Remind 101 to support school-home communication for a strong partnership to impact student learning (200 students) / School Site License	1	\$800.00	\$800.00				
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="304 1286 1386 1351">Item</th> <th data-bbox="1386 1286 1566 1351">Quantity</th> <th data-bbox="1566 1286 1696 1351">Cost</th> <th data-bbox="1696 1286 1967 1351">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1351 1386 1399">Utilize agendas to maintain a strong school-home communication</td> <td data-bbox="1386 1351 1566 1399">22</td> <td data-bbox="1566 1351 1696 1399">\$12.5</td> <td data-bbox="1696 1351 1967 1399">\$275.00</td> </tr> <tr> <td data-bbox="304 1399 1386 1487">Shipping</td> <td data-bbox="1386 1399 1566 1487">1</td> <td data-bbox="1566 1399 1696 1487">\$4.00</td> <td data-bbox="1696 1399 1967 1487">\$4.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Utilize agendas to maintain a strong school-home communication	22	\$12.5	\$275.00	Shipping	1	\$4.00	\$4.00
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Utilize agendas to maintain a strong school-home communication	22	\$12.5	\$275.00										
Shipping	1	\$4.00	\$4.00										

Action Step	Classroom Instruction	Budget Total: \$75,530.00
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Acct Description Description	
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Resource Teacher	0.5 Reading Resource teacher to provide small group differentiated reading instruction to targeted students in grades 3rd - 8th through a pull-out/push-in model of instruction. (Paired with 0.5 position funded by Charter School)
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Resource Teacher	0.5 Intensive Reading teacher will provide ELA support to targeted students in grades 6-8 through a push-in/pull-out model of instruction. (Paired with 0.5 position funded by Charter School)
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Tutorial	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Certified teachers will serve as tutor during the after-school tutorial program to provide support for non-proficient students as measured by FSA and iReady (ELA and Math) Grades K-8 / Tentative start date is February 2021	5	2	2	10	\$25.00	\$5,000.00

Online subscription	Item	Quantity	Cost	Total
	Curriculum Associates - iReady Online Subscription to support ELA, math and science for 200 students in grades K-8 / Annual subscription - School Site License	1	\$11,000.00	\$11,000.00

Mission Statement

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

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

Mission Statement
Bright Futures Academy aims to have more parent and family engagement as we believe when parents are engaged students perform better academically, behaviorally, and make better choices. As a result we will provide meaningful parent training, and also train our staff on the different ways by which they will be able to engage and communicate better with parents.

Involvement of Stakeholders

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

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Henry Digiacinto	Principal
Kellie Dennard	Assistant Principal
Sandi Russell	Assistant Principal
Matthew Russell	Community
Judy Novoa	Parent
Roseline Etienne	Teacher

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

All parent are invited to attend parent meetings and training including virtual sessions. Kellie Dennard, Sandi Russell and Roseline Etienne were selected for this group as they are the leadership of the school and responsible for making Title I activities and funds are use correctly and completed in a timely manner. Judy Novoa was selected for her consistent involvement as a parent in all school affairs.

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

Input from stakeholders will be documented during Title I meetings and parent training activities through recording template and minutes. Parents may also email or call Kellie Dennard or Sandi Russell to provide input. All input will be recorded on meeting minutes and an input log. Stakeholders will jointly develop the FY23 Schoolwide Plan (CNA/SWP/PFEP), which will take place February/March 2022.

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

Stakeholders were involved in developing the plan and funding by attending Title I meetings and parent training activities. They were provided with evaluation and input forms to complete. Their ideas and suggestions were documented on meeting minutes and input logs. As a result, Title I funds were utilized to continue use of Online Remind and Agendas.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Kellie Dennard	Assistant Principal
Roseline Etienne	Teacher
Judy Novoa	Parent
Matthew Russell	Community Member
Henry Digiacinto	Principal
Sandi Russell	Assistant Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
October 21, 2021 6:00pm (Computer Lab)
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
We will notify teachers, parents, and the community about the annual meeting by posting on our Jupiter Ed message board, Class Dojo, and Clever. We will also post message through our school website (www.brightfuturesacademy.com).
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
We will have sign-in sheet, a PPT, and pamphlet describing what it means to be a Title I school the PFEP, agenda, the FY22 School-Parent Compact, and information about special programs. We will also have full copies of our Title I schoolwide plan and Parents Right to Know.

Staff Trainings

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

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
I-Ready	Teacher will be able to learn how to utilize and manage i-Ready to train parents on the way to read reports and to provide academic support at home with their children. Teachers will also share families digital resources to support learning based on student needs.	1. Increased reading and math achievement. 2. Increased parent knowledge of i-Ready home use.	I-Ready Fall and parent conference notes Spring i-Ready diagnostic results and parent conference notes. The teacher will learn how to interpret this information to the parents. They will use parent conference notes to detail this information.	October	Kellie Dennard, Sandi Russell

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Jupiter Ed. Training Class Dojo Clever	Teachers will use Jupiter Ed. , Class Dojo, and Clever to document communication with parents and implement a positive behavior reward system.	Improve student achievement through positive communication with parents. effectively communicate with parents and keep them informed of student academics and behavior.	Screenshots of communication of teachers to families through Jupiter Ed., Class Dojo, and Clever.	September 2021	Kellie Dennard, Sandi Russell

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Literacy Night	To support learning at home, parents will learn a specific literacy skill in comprehension, fluency, writing workshop,.	Parents will engage in make and take activity during the training. They will practice the activities to be able to complete at home with their child.	Due to increased home support from parents, student classroom academic performance will increase.	October 2021	Kellie Dennard, Sandi Russell	Handouts and PPT Make and Take Materials	

Parent and Family Capacity Building Training #2 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Math and Science Night	To support student learning at home, parents will learn specific math skills in computation, word problems, test taking strategies workshop.	Parents will engage in make and take activities during the training. They will be able to practice the skills so they are able to practice at home.	Due to increased home support from parents, student classroom academic performance will increase.	January 2022	Kellie Dennard, Sandi Russell	Handouts and PPT Make and Take Materials	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
FSA and Civics Night	Parents will learn how to navigate the FSA Portal. They will see samples of practice test and website to help students with the upcoming test. To support student learning at home, parents will learn specific Civics skills in reading and interpreting U.S. documents that impact our society , test taking strategies workshop.	Parents will be provided with chrome books so they will be able to learn how to access and navigate websites. Parents will engage in make and take activities during the training. They will be able to practice the skills so they are able to practice at home.	Improve reading, math, science and civics scores.	February 2022	Kellie Dennard, Sandi Russell	Handout PPT Make and Take Materials. Chrome books	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #2 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Coordination and Integration

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

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
ESE Department	The ESE department supports families at Bright Futures Academy by assisting the school in providing services for families and students who need remediation, language therapy, speech therapy, and support facilitation.	Data chats and support with Valerie Omans, district ESE representative	As needed

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Youth Empowerment Program of Riviera Beach	This organization helps to provide communication with families by dispersing flyers, brochures to families in the area and also provide homework assistance at the community center for students.	Flyers, emails	As needed

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
McKinney-Vento Office	Provides families who are homeless with clothing, school supplies, and other resources to help their children be successful.	Phone calls and emails Gustavo Ochoa 561-494-1514	As needed

Communication

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

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>www.brightfuturesacademy.com and Jupiter Ed. We will also send information home in students' backpacks. We will do this two weeks prior to every event/activity.</p>	<p>Copies of Website, Jupiter Ed messages, flyers and handouts</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will notify parents about the curriculum, assessments, and proficiency levels in various ways. We will hold curriculum and assessment rights to families. we will share proficiency levels of students through parent conferences and student data chats.</p>	<p>Copies of presentation handout, sign-in sheets, agenda, conference notes, and evaluation forms.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will notify parents about the curriculum, assessments, and proficiency levels in various ways. We will hold curriculum and assessment rights to families. we will share proficiency levels of students through parent conferences and student data chats.</p>	<p>Progress Reports, Report Cards and Parent Conferences notes at the end of each Quarter.</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>All parents are welcome to attend meeting at BFA. Bright Futures Academy will inform parents about opportunities to participate in decision making by attending parent conferences, posting information on our website www.brightfuturesacademy.com.</p>	<p>* Copies of handouts sent home with students * Copies of website, and Jupiter Ed postings. * Parent conference notes</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will offer parent teacher conferences on the phone, virtually, or in person to allow all to participate. Free childcare (When needed) will be offered during trainings and meetings. Students are welcome at most events, including parent-teacher conferences.</p>	<p>* Copies of handouts sent home with students * Copies of website, and Jupiter Ed posting Flyers with flexible date and times for events and meetings.</p>

Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

<p>1. Parents and families with limited English proficiency</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<p>To accommodate parents and families with limited English proficiency, we will have several staff who speak Spanish and Creole. These staff members are utilized to translate applicable documents. Translate documentations for families.</p>	<p>Copies of translated documents (home or school) , PFEP, Compact Sign in sheets for translators.</p>	
<p>2. Parents and families with disabilities</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<p>Bright Futures Academy is fully wheel chair accessible. If needed, materials will be printed in large print for those with vision impairment, or read aloud to the individual if requested. In addition, front area parking will be designated for applicable parents and/or students. School staff will contact the district if additional support is needed.</p>	<p>Photos of the areas designated as wheel chair accessible. (Parking ramp) Emails of support request from the district.</p>	
<p>3. Families engaged in migratory work</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<p>Families that are engaged in migratory work will have conferences with their parents and student's with their teachers along with administration to make sure they and their student are receiving the support that they need to be successful. We will also conduct home visits as needed. We will provide free school uniforms and supplies as applicable. School staff will contact the district if additional support is needed.</p>	<p>Copies of summary parent/teacher conference form. Emails from teachers requesting support for families and students. Emails requesting support from the district.</p>	
<p>4. Families experiencing homelessness</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<p>Families that are experiencing homelessness will have conferences with their student's teachers along with administration to make sure they and their student are receiving the support that the need to be successful We will also conduct home visits as needed. We will provide free school uniforms and supplies as applicable. School staff will contact the district if additional support is needed.</p>	<p>Copies of summary parent/teacher conference form. Emails from teachers requesting support for families and students. Emails requesting support from the district.</p>	

Other Activities

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

Activity #1

Name of Activity	Brief Description
Orientation Night	On July 26, 2021 and August 4, 2021, Bright Futures Academy invited families to attend an orientation which allowed them to receive information about filling out lunch applications, club involvements, uniform purchases, aftercare sign ups and bus routes. New and returning families were engaged with staffs and were able to receive answers to questions that they had.

Activity #2

Name of Activity	Brief Description
Third Grade Parent Meeting	On August 25, 2021, parents are invited to attend this meeting to receive information about retention and promotion for fourth grade. They will receive information about the standards, Good Cause and summer school.

Activity #3

Name of Activity	Brief Description
School Choice Night	On October 7, 2021 students and parents are invited to receive information about school choices available for them when they get ready to enter high school. They will also receive assistance when filling out their applications for high school magnet programs.

Building Students' Non-Academic Skills

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

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

We strive to address the needs of the whole child. The students participate in a home team program where students practice secular meditation practices that attempts to teach BFA students the discipline of mindfulness. In addition to the home team program, BFA trains all staff to recognize and address the psychological needs of students and families. A counselor is available to work students through conflict resolution and to help families in need of more extensive counseling service to find service.

All students at BFA are required to act in a civil and appropriate way to meet the educational and environmental goals of the school. When a student chooses to behave in a way contrary to the Code of Conduct, school staff will work with the students to problem solve and resolve conflicts, before administering a consequence as outlined in our discipline plan if needed.

Operational school based teams meets regularly to discuss students with barriers to academic and social success.

A comprehensive school clubs program provides opportunities for students to have social interaction after school based on their own interests.

Bright Futures students in grades K-8 travel around the world every year in 180 days. Students travel around the world in their classrooms and EduGarden to learn about the environment and social concepts of each continent. Additionally, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African Americans, Hispanic Contribution, Women's Contributions, and Sacrifices of Veterans.

Our EduGarden program allows students to learn how to be organic farmers. Students enjoy the fruits of their labors by learning how to prepare and cook healthy meals with the crops they grew, along with the eggs collected from our chickens. During lunch time, students wait for all others to have food before beginning to each. To document compliance, BFA will collect sample field trip information, post assignments, and photographs.

SBT/MTSS Implementation

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

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

Bright Futures Academy utilizes data systems to identify students who have academic, attendance, or behavioral concerns. Staff and teacher observations are followed up with discussions at teacher and team meetings to identify students who may be struggling in academics or exhibiting improper behavior. Methods and practices are discussed specifically to meet the students needs, and are implemented as needed.

Teachers will provide more one on one instruction to students who are struggling (Tier2). If these items do not help change the issue at hand, the student is referred to the School Based Team. We collect 6-8 weeks of data on the targeted behavior. These students will meet in small groups or individually with the ESE or resource teacher, working on their individual goals. If more support is needed, (Tier 3) the student will then work a very specific goal, meeting individually with the ESE or resources teacher. If necessary, an IEP will be written if the goals of tier 3 support are not met. SBT meeting agenda, sign-in and notes will be collected. All students are given tools to change their behavior - positive reinforcement, parental conferences, daily conduct charts/grades.

Provision of a Well-Rounded Education

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

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

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

The school provides professional development on site to ensure teachers have knowledge of the state standards and the materials needed to properly instruct. All textbooks, workbooks, and supplemental materials are aligned to the Florida Standards and NGSSS, which prepare the students for the FSA and other state assessments. The principal goes to CAO meetings regularly as well as attending Charter School Principal Meetings.

BFA provides learning options for students on various levels of learning. BFA classes are divided according to student achievement levels, providing opportunities for students to receive instruction on their individual instructional level. The individual instructional levels are determined by analyzing data from EDW, RRR, diagnostic testing, and classroom performance. These class groupings are differentiated using various product, process, and programs. ACCEL options include, but not limited to: whole grade and mid year promotion, subject matter acceleration, virtual instruction and credit acceleration program.

Teachers utilize a balanced literacy approach that includes whole group, differentiated small groups, and one to one instruction. Teachers are trained in differentiating instruction depending on the level of the students. Teachers provide individualized instruction according to the student's IEP.

Students participate in garden classes daily in our EduGarden, which is not core content, but core to our school's curriculum and goals. This elective class allows students to be exposed to agriculture and learn about agricultural careers.

We extend learning time by offering after school tutoring, free of charge, to our lowest 25% of students. Teachers also offer an extra 30 minutes of tutoring to their grade level students at least once a week, once again, at no charge to the families. After school clubs allow students to explore dance, music, art, and science. The clubs are offered for 10 weeks in the fall and 10 weeks in the spring. EduGarden information, flyers, educational trips information will be documented.

Post-secondary Opportunities and Workforce Readiness

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

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

Each year we have a Career Week. During this time, several professionals visit our classrooms and educate our students about the importance of having a career and going to college. Professionals share their skills and present to the students all the steps they had to follow to obtain their job. Also the school has created a career readiness and college awareness culture. Teachers and staff display their college diplomas in their classrooms/office and share their college experience with their students. Bright Futures Academy partners with local corporations and business such as Whole Foods, Trader Joes, The Center for Social Change Health Council of Southeast Florida, Riviera Beach Youth Council, and Mounts Botanical Garden. Eighth grade students are supported by visiting their next school and learning about the courses that are available. Additionally, counselors from the local high schools, along with alumni, visit Bright Futures Academy to present information to students regarding the opportunities ahead of them. Career Week information and business partnership will be collected as documentations.

Transition from Early Childhood Education Programs to Elementary School

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

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

At Bright Futures Academy, all incoming Kindergarten students are assessed prior to, or upon entering Kindergarten in order to ascertain individual and group intervention programs. The FLKRS screening will be used to determine students' print/letter knowledge and level of phonological awareness/ processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Data will be used to plan daily academic and social/emotional instruction for all students, groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, reteaching and positive reinforcement of pro-social behavior.

We hold a Meet the Teacher day, before school starts each August, where families can tour the school and discuss topics such as grade level expectations, readiness skills, and classroom expectations. We offer a later staggered/late start times for the first week of school so Kindergarten students have sufficient time to acclimate to the requirements of the school environment. K-Round up event will take place in the spring to provide resources/materials and information for parents to help prepare their child for Kindergarten. Evidences of event will be collected.

Professional Development

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

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

In the two weeks before school starts, Bright Futures Academy teachers received detailed training on school, district, and state curriculum. We will focus on ELA B.E.S.T Standards. This training includes but is not limited to the recycling, and the various textbook/curriculum programs we use. Our teachers also attend field trips during this time to get hands on experience that they can take back to the classroom. This year we will visit Recycle Depot, the Solid Waste Authority, and the South Florida Science Center.

Teachers K-8 will participate in webinars on reading strategies from Heinemann /HMH.

New teachers and teachers new to BFA will be paired with a mentor teacher to assist them in classroom management, lesson planning, and grading. PD training agenda, sign-in, handouts and reflection will be collected.

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

Bright Futures Academy advertises for certified and effective instructional personnel through Indeed.com, local newspapers, and social media. Possible candidates are initially interviewed on the phone to establish credentials and highly qualified status, which is critical for obtaining an in-person interview. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

BFA also relies on its current staff for word of mouth advertisements and for their positive comments and conversations with colleagues who might be interested in an available position. BFA offers its teachers a pay scale competitive to the School District of Palm Beach County, a 401K plan, health benefits in which the school pays for the majority of the plan (based on length of service with the school), a \$50,000 life insurance policy paid by the employer in a respectful atmosphere.

Teachers are encouraged to work in teams. Biweekly team and/or staff meetings are held to discuss various student academic, behavior, and health issues. They also utilize the time for common planning and work together to infuse cultural studies throughout the curriculum. On Professional Development Days, the faculty often meets to touch base, work together, and receive training on various topics. ESE teachers work with general ed teachers to understand student accommodations within the classroom.

New teachers are mentored in a variety of ways, both by colleagues and administrators. New educators are assigned to our teacher mentor, Guarn Sims, who works with them to complete the beginning teacher program. Teachers meet with their peers and administrators for team meetings and team leaders work with teachers on pedagogical issues such as attendance, report cards, parent conferences, and other items.

The school utilized the Florida Charter School Consortium Teacher Evaluation Tool and teachers receive feedback from administrators on particular lessons via informal and formal observations and class walkthroughs.

Teachers have the opportunity for part-time pay by hosting an after school club, working in our after care program, or offering tutoring services to our lowest 25%. Recruitment flyer, job posting, teacher fest, ESP documentation will be documented.

