The School District of Palm Beach County

Riviera Beach Preparatory & Achievement Academy

2019-20 Schoolwide Improvement Plan

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Riviera Beach Preparatory & Achievement Academy

7071 GARDEN RD, Riviera Beach, FL 33404

https://rfsc.palmbeachschools.org

Demographics

Principal: Mark Simmonds

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: F (20%) 2015-16: F (9%) 2014-15: F (11%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	F	F	F*	

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to excellence in education, and the preparation of our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

Provide the school's vision statement.

We believe that every student can reach their highest potential, given the right environment. The administration, faculty and staff at Riviera Beach Preparatory and Achievement Academy are highly qualified and prepared to provide an atmosphere that is conducive to learning and overcoming the academic difficulties that our students may have experienced. Our small learning environment and dedicated faculty will equip students with the tools necessary to reach their individual goals.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Simmonds, Mark	Principal	Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Harrell, Veneise	Assistant Principal	Assistant Principal: Will build and sustain the school vision while sharing keys responsibilities and providing a learning community for all stakeholders. The Assistant Principal uses data to make instructional decisions while monitoring curriculum and instruction. The Assistant Principal will monitor the use of AVID strategies through its AVID Elective classes.
Edwards, Don	Assistant Principal	Building and sustaining a school vision Sharing leadership Leading a learning community Using data to make instructional decisions Monitoring curriculum and instruction Monitor Implementation of PBS (Positive Behavior Support)
Abe-Janiga, Toshimi	Teacher, K-12	Professional Development Team: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Agostino, Robert	Teacher, ESE	Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Panier, Fercella	School Counselor	Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The RTI team will develop and suggest academic behavioral strategies to teachers in accordance with the School Districts RTI plan. Our ESE contact, has attended and received RTI training.

Name	Title	Job Duties and Responsibilities
Thomas, Shameka	Administrative Support	Family Counselor: Provides ongoing counseling and consultation to students and their families for the purpose of increasing their positive behaviors. Conducts individual, group and family counseling sessions with emotionally disturbed students.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	27	0	0	43	10	25	39	63	207
Attendance below 90 percent	0	0	0	0	0	0	0	0	11	3	21	26	53	114
One or more suspensions	0	0	0	0	0	3	0	0	4	2	14	19	15	57
Course failure in ELA or Math	0	0	0	0	0	0	0	0	22	5	22	31	42	122
Level 1 on statewide assessment	0	0	0	0	0	22	1	0	31	4	21	42	43	164
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	3	0	0	22	5	23	35	51	139

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	26	8	7	11	14	66
Students retained two or more times	0	0	0	0	0	0	0	0	4	1	2	5	12	24

FTE units allocated to school (total number of teacher units)

26

Date this data was collected or last updated

Thursday 8/8/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	14	9	12	30	48	113
One or more suspensions	0	0	0	0	0	0	0	0	3	4	5	13	12	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	18	8	17	29	33	105
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	28	10	23	31	39	131
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	19	10	18	34	46	127

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	14	9	12	30	48	113
One or more suspensions	0	0	0	0	0	0	0	0	3	4	5	13	12	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	18	8	17	29	33	105
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	28	10	23	31	39	131
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	19	10	18	34	46	127

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	7%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	0%	74%	73%	5%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	5	6	7	8	9	10	11	12	
Number of students enrolled	27 (0)	0 (0)	0 (0)	43 (0)	10 (0)	25 (0)	39 (0)	63 (0)	207 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	11 (14)	3 (9)	21 (12)	26 (30)	53 (48)	114 (113)
One or more suspensions	3 (0)	0 (0)	0 (0)	4 (3)	2 (4)	14 (5)	19 (13)	15 (12)	57 (37)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	22 (18)	5 (8)	22 (17)	31 (29)	42 (33)	122 (105)
Level 1 on statewide assessment	22 (0)	1 (0)	0 (0)	31 (28)	4 (10)	21 (23)	42 (31)	43 (39)	164 (131)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	4%	59%	-55%	56%	-52%
	2018					
Cohort Comparison						
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	12%	58%	-46%	56%	-44%
	2018					
Cohort Comparison		12%				
09	2019	0%	56%	-56%	55%	-55%
	2018	14%	56%	-42%	53%	-39%
Same Grade Comparison		-14%				
Cohort Comparison		0%				
10	2019	13%	54%	-41%	53%	-40%
	2018	8%	55%	-47%	53%	-45%
Same Grade Comparison		5%				
Cohort Comparison		-1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	5%	65%	-60%	60%	-55%
	2018					
Cohort Comparison						
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	4%	51%	-47%	53%	-49%
	2018					
Cohort Comparison						
08	2019	6%	51%	-45%	48%	-42%
	2018	9%	54%	-45%	50%	-41%
Same Grade Comparison		-3%				
Cohort Comparison		6%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	3%	69%	-66%	67%	-64%
2018	8%	67%	-59%	65%	-57%
Compare		-5%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	10%	69%	-59%	70%	-60%
2018	24%	68%	-44%	68%	-44%
Compare		-14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	64%	-54%	61%	-51%
2018	24%	62%	-38%	62%	-38%
Compare		-14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	26		4	14		5				
BLK	8	20	36	1	11	38	2	10		46	9
HSP				27							
FRL	10	23	33	6	15	40	4	5		48	14

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD										50	
BLK				8				5		34	34
FRL				7				5		29	42

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	198

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data our African American and Hispanic population has the lowest achievement in Math and ELA with a drop of 13% points. The contributing factors were increase enrollment in our Students with Disabilities and Economically Disadvantage students. This is a trend because we have historically had a large population of African American students and historically this group has the lowest performance in achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at our overall school data dealing Math gains, our school had a 17% decline from SY2018. We went from 52% to 35%. Additionally, our school demonstrated a -5% gap in comparison to the other Alternative Schools.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our ELA proficiency had the greatest gap where we needed 50% points to be on target of maintaining our Commendable rating for SY18. We went from 48% to 35%. This was attributed to increased enrollment in our Students with Disabilities and Economically Disadvantage students.

Which data component showed the most improvement? What new actions did your school take in this area?

Neither Reading or Math showed improvement. With the implementation of AVID strategies and the re-design of team-teaching and during our collaborative planning, standards-based instruction will continue to drive the instructional cycle for the school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, three potential areas of concern are the number of level 1 students on the statewide assessment, attendance of students below 90%, and course failures in ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Literacy Proficiency/gains
2. Increase Math Proficiency/gains
3. Decrease negative behavior
4. Improve Attendance
5. Career and College Readiness

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness in alignment with the District's Strategic Plan.
Rationale	When looking at the subgroup data our African American and Hispanic population has the lowest achievement in Math and ELA with a drop of 13% points. When looking at our overall school data dealing Math gains, our school had a 17% decline from SY2018. We went from 52% to 35%. Additionally, our school demonstrated a -5% gap in comparison to the other Alternative Schools. Our ELA proficiency had the greatest gap where we needed 50% points to be on target of maintaining our Commendable rating for SY18. We went from 48% to 35%.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have an average of 14% increase in our African American subgroup in both ELA and Math. This would be an increase from 38% to 50% in ELA and an increase of 35% to 50% in Math.
Person responsible for monitoring outcome	Mark Simmonds (mark.simmonds@palmbeachschools.org)
Evidence-based Strategy	1. Math teachers will implement a focused curriculum: Algebra Nation and Khan Academy for Algebra I students and the utilization of Performance Matters. (Mr. C & Ms. E) 2. Students will be remediated and enriched through our ACT/SAT test-strategy boot camps and exposure to WICOR strategies (AVID). 3. Differentiated and small group instruction within all ELA and Math classrooms. (Mr. C, Ms. E, Mrs. E, Mrs. O) 4. Classroom will be provided with blended and digital learning opportunities utilizing current technology. 5. Content Teachers will engage in standards-based instruction/planning during Professional Learning Communities.
Rationale for Evidence-based Strategy	1. Algebra Nation and Khan Academy offers a significant increase in satisfactory scores at the end of the year and state assessments. 2. AVID strategies ensures college and career readiness as well as improved academic performance for all students. 3. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn to move forward. Ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 4. The use of technology as a tool for collaboration on content area material when taught explicitly will increase the engagement level of the students. 5. Standards-Based Instruction holds teachers responsible for what goes on in the classrooms. Higher learning level is achieved through the practice of aligning learning to standards.
Action Step	
Description	1. Math teachers will use Algebra Nation and Khan Academy to enhance their instruction and will document their usage through their lesson plans. 2. All AVID students have been assigned an AVID elective to provide implementation of this program.

3. Administrators will monitor classroom instruction to ensure teachers have identified their students' academic needs and group them according to their academic needs.
4. Teachers use technology to enhance their instruction and the data created through these resources can be used to monitor the students' progress.
5. Teachers will meet bimonthly during professional learning communities to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.

Person Responsible Mark Simmonds (mark.simmonds@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.
Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's PBS universal guidelines of "P.E.A.C.E. " students practice being polite, ethical, adaptable, conscientious, and have esteem. Our staff will reinforce their expectations for positive interpersonal interaction and create a single school culture of excellence. Posters are located in the common areas to display our universal guidelines of success.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In FY20 the expected parent participation rate on school survey will increase 5% indicating that parents agree that there is clear communication with school and parent. Increase parent involvement by 25% in school events, meetings,Title I Parent training, honor roll and awards ceremonies.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our School Counselor in addition to scheduling, conducts data chats with students to help them set goals, review their progress toward goals, and plan for college or careers. During the school year she accompanies students on a tour of Palm Beach State College. Additionally, we use the following agencies: Families First of the Palm Beaches and Communities in Schools to help us identify not only academic supports for our students but also social supports. Students are invited to small groups with the counselors depending on needs such as grief, divorce, and anger management. An additional counselor, Family Counselor, is utilized to meet specific students' needs. In an additional effort to address the needs of low-achieving and at-risk students, mentors are assigned to students who are in need of additional support in academics or socially. All students will be paired with a designated mentor with the goal of supporting each students' academic, social, emotional, and physical needs. Positive Behavior Support (PBS) is a set of planned, integrated, school-wide approaches that assist Riviera Beach Preparatory & Achievement Academy (RBPAA) to address (a) positive school climate and safety, (b) classroom discipline and behavior management, and (c) student self-management and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges. Through implementation it is our goal to maximize students' social, emotional, and behavioral self-management skills by instilling interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills that occur in the classroom and common areas of the school that result in academic engagement and achievement, and that prevent or discourage specific acts of teasing, taunting, bullying, harassment, and verbal/physical aggression.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Riviera Beach Preparatory & Achievement Academy (RBPAA) holds an orientation during pre-school week for incoming students (8th -12th). This allows the parents and incoming students to get to see the campus as well as meet the teachers and administrative staff. It allows the parents and students to see what high school has to offer academically. The teachers collaborate with each other to ensure that the students receive the necessary strategies they need to be successful at the next grade level. As a Title I School, RBPAA recognizes the economic disadvantage that many of our students exhibit. Students receiving free or reduced lunch are given 2 waivers to take the SAT/ACT. Our school supports students by giving them the necessary tools to prepare them to transition back to their comprehensive school campus once they obtain on-track status.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Provides a common vision for the use of data-based decision-making, ensures that the school-based team
is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Services are provided to ensure students requiring additional remediation are assisted through, pre-school tutoring, after-school tutorial. We instill an appreciation for multicultural diversity through our school-wide cultural awareness assemblies, as well as structured lessons. Our entire staff has been trained to implement PBS program on an on-going basis.

Riviera Beach Preparatory and Achievement Academy is a Title I school.
Title I, Part A

Riviera Beach Preparatory and Achievement Academy has been awarded Title I funds for the 2019 school year.
Title I funds are used to pay for tutorials, classroom supplies, professional development supplies, refreshments for parental involvement training, postage for parent mailings, and supplies for on-going professional development.

Title II
Professional development opportunities are provided by Title II funds.

Title III
Violence Prevention Programs
Riviera Beach Preparatory and Achievement Academy will implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities
Nutrition Program
Riviera Beach Preparatory and Achievement Academy provides more nutritious meals and food choices for our students and staff in our redesigned cafeteria.
Career and Technical Education
Riviera Beach Preparatory and Achievement Academy offers job training through our OJT program, and special activities with our exceptional student education program.
Other
Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriated grade levels.
Communities in Schools

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Riviera Beach Preparatory and Achievement Academy promotes academic and career planning cross curriculum. The school counselor communicates with administration to be aligned with the school's educational missions and outcomes by engaging in continuous dialogue, encouraging effective interventions and practices. The school counseling program will then increasingly be respected for its academic and career planning in the classroom: paying attention, asking for help, completing assignments, setting goals, time management, attending school and going to class leads to increased learning and achievement. Students will see how linking academic plans to career plans can lead to success. RBPAA's School Counselor and school leaders meet with students, individually and in groups, to discuss students' academic/graduation plans. During these conferences, on-track requirement status are discussed. Additionally, RBPAA hosts curriculum nights on campus for parents and students to get information about the state-mandated tests and courses to fulfill graduation requirements. During the Spring, students visit Palm Beach State College and participate in a college fair at the Palm Beach Convention Center.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness in alignment with the District's Strategic Plan.**	**$600.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	3355 - Riviera Beach Preparatory & Achievement Acad	School Improvement Funds	160.0	$600.00
					Total:	**$600.00**