

The School District of Palm Beach County

# Palm Beach Preparatory Charter Academy



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>18</b>

# Palm Beach Preparatory Charter Academy

3525 S CONGRESS AVE, Palm Springs, FL 33461

www.mavericksineducation.com

## Demographics

**Principal: Cornelius Dukes**

Start Date for this Principal: 8/24/2020

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

## School Board Approval

This plan was approved by the Palm Beach County School Board on 8/17/2020.

## 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>18</b>

## Palm Beach Preparatory Charter Academy

3525 S CONGRESS AVE, Palm Springs, FL 33461

[www.mavericksineducation.com](http://www.mavericksineducation.com)

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

### School Grades History

Year	2012-13	2011-12	2011-12	2011-12
Grade	F			I

### School Board Approval

This plan was approved by the Palm Beach County School Board on 8/17/2020.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our mission at Palm Beach Preparatory Charter Academy (PBPCA) is to educate, motivate, and graduate lifelong learners by nurturing students academically as well as socially. We utilize innovative technology, rigorous curriculum, and the continuous improvement model to prepare tomorrow's young leaders for the next level of learning.

#### Provide the school's vision statement.

The vision of Palm Beach Preparatory Charter Academy (PBPCA) is to provide the groundwork for continued success for a lifetime of achievement. PBPCA offers students who are challenged by the traditional approach to learning the opportunity to earn a state-recognized high school diploma. We recognize that the students we serve require a solid high school education, job preparedness, and readiness for continuing education.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Doon, Alyssa	Administrative Support	The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. The administrative team provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.
	Principal	The principal Kisha Bellande-Francis is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. The administrative team provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.

### Demographic Information

#### Principal start date

Monday 8/24/2020, Cornelius Dukes

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Total number of teacher positions allocated to the school**

9

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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	0	0	0	0	26	50	117	143	336
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	10	37	25	20	92
One or more suspensions	0	0	0	0	0	0	0	0	0	6	5	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	50	50	50	50	200
Course failure in Math	0	0	0	0	0	0	0	0	0	33	65	80	145	323
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	7	25	35	102	169
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	25	25	0	0	50

**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	0	13	25	45	85	168

**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	0	5	3	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	1	1	8

**Date this data was collected or last updated**

Thursday 8/13/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	45	155	150	52	402
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	25	18	19	77
One or more suspensions	0	0	0	0	0	0	0	0	0	10	9	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	50	65	75	215
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	20	40	115	183

**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	0	15	30	40	75	160

**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	0	5	2	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	2	0	0	7

**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%	0%	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%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	19%	56%	-37%	55%	-36%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		19%				
Cohort Comparison						
10	2019	6%	54%	-48%	53%	-47%
	2018	4%	55%	-51%	53%	-49%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	9%	69%	-60%	67%	-58%
2018	3%	67%	-64%	65%	-62%
Compare		6%			
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	24%	69%	-45%	70%	-46%
2018	11%	68%	-57%	68%	-57%
Compare		13%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	64%	-59%	61%	-56%
2018	0%	62%	-62%	62%	-62%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	3%	57%	-54%	56%	-53%
Compare		-3%			

### 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										18	36
ELL										2	
BLK				6						5	
HSP	14	67								13	30
WHT										25	
FRL	7	39		2				27		13	21
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
SWD											
ELL											
BLK											
HSP											
WHT											
FRL											
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											
ELL											
BLK											
HSP											
WHT											
FRL											

### 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	16

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	10
Total Points Earned for the Federal Index	128
Total Components for the Federal Index	8
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	6
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	4
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	25
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## 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.**

Specifics can not be provided by the person entering this information at this time. Not in position.

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

Specifics can not be provided by the person entering this information at this time. Not in position.

**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.**

Specifics can not be provided by the person entering this information at this time. Not in position.

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

Specifics can not be provided by the person entering this information at this time. Not in position.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Supporting ESOL students  
Supporting ESE students.

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

1. Improving Attendance
2. Improving Reading Scores
3. Improving Math Scores
4. Improving Science Scores
5. Improving History Scores

### Part III: Planning for Improvement

#### Areas of Focus:

*No activities were entered for this section.*

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.**

**The role of the MTSS leadership team is to review records, interpret and analyze data provided through the Educational Data Warehouse (EDW) and provide documentation and results to the relevant support and educational staff; while providing expertise and guidance in developing strategies and interventions. The team will meet two weekly to address any major academic and behavioral concerns displayed by the data or presented by the School Based Team (SBT), Professional Learning Communities (PLC), and Small Learning Community (SLC) Teams.**

**The MTSS leadership team will meet quarterly for the purpose of strengthening the core learning environment. They will review the school SIP components and areas of need. They will help identify areas that could prohibit the school from meeting these goals. The group will develop action plans to meet SIP goals, identifying resources, monitoring fidelity and effectiveness of the core, tiered support and ESE instruction. They will manage and coordinate efforts between the SBT, PLCs, and SLCs.**

**Programs and services are in line with district and state standards for all areas listed above. Students have access to non food service charter financial affidavit form for qualifying for free and reduced lunch status and Erate. We offer a summer enrichment program for additional instructional opportunities. Students can access the homeless services provided by the district.**

**The school incorporates the single school culture requirement by diversifying staffing and hiring, seeking diversity in student marketing, celebrating different cultures, and creating a common workplace for all internal and external stakeholders in order to create equity.**

**Title I Part C- Once eligible migrant students are identified, Palm Beach Preparatory Charter Academy will coordinate with the district specialists for possible assistance and support.**

**Title II- Palm Beach Preparatory Charter Academy will participate in the different PD sponsored by the district whenever applicable.**

**Title III- Palm Beach Preparatory Charter Academy will coordinate with the district's Multicultural Department for possible ELL, LEP, ESOL strategies, student identifications and modification.**

**Title X- Once eligible homeless students are identified, Palm Beach Preparatory Charter Academy will coordinate with the district specialists for possible assistance and support.**

**Palm Beach Preparatory Charter Academy has partnership with Military Agencies, One Blood, Palm Beach State College, and other businesses close by the school to provide support for the school's academic program.**



## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The staff at PBPCA is invested in its students. We make all efforts to be sensitive, compassionate, and interested in our students' backgrounds, cultures, and needs while demonstrating and enforcing standards for success. The staff at PBPCA model a culture expected to be replicated by students by demonstrating punctuality, genuine concern, dressing for success, and modeling integrity in the classroom while delivering instruction relevant to the students' needs for a quality education.

Palm Beach Preparatory Charter Academy provides standards and guidelines for the students to respect themselves and to feel safe through our mentoring and bullying prevention initiatives. An extensive check in process at the beginning of each session promotes safety and students are checked to make sure they are dressed in a respectable manner. There is a system of procedures and policies students are made aware of so that they can follow those standards and each student's needs are addressed. Students are able to voice their concerns, questions, and other means of expression at all times and those are addressed with validity and equal concern for maintaining a safe and respectful environment. Administrators communicate expectations for all personnel to use person first language

The Positive Behavior System (PBS) rewards students who have accomplished minimum requirements of success for the week. Their behavior, productivity, and attendance can make them eligible to participate in the PBS. For students who demonstrate unfavorable behavior or a lack of productivity, a matrix of corrective actions and multi-tiered Response to Intervention (RtI) is used based on the level of the infraction. Students who have misbehaved receive a referral, counseling with the vice principal, and at times those students may be required to attend a parent conference with their parent or guardian. Students who lack in productivity are placed on academic contracts by classroom staff so that they are made aware of what is expected of them. Contracts are revisited at the staff's discretion, usually within a two week window. To address attendance issues, automated phone calls, personalized phone calls, letters home, and ultimately, home visits are conducted to attempt to recover students who are at risk of falling below the attendance requirement and/or are at risk of dropping out.

Students' social-emotional needs are met in the school through our Family Coordinator and various avenues. Many students have minor day to day issues preventing them from being successful that day, which may be addressed with any staff member that student feels comfortable with. In some cases, as mandatory reporters, DCF may become involved with some issues beyond the power of that staff member. Other counseling resources are available for students who may be directed to these resources by any staff member. Also, if counseling is needed on campus, the administration team may bring in one of those appropriate resources. Academic mentoring is addressed daily to ensure that students are continuously progressing through their classes and meeting goals to keep them on track for graduation and daily success.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

Total:	\$0.00
--------	--------