

Title I Comprehensive Schoolwide Plan Potentials Charter School (2531)

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#ELA	2018	2019	2020	2021	2022 (Expected Outcomes)
Lowest 25% Gains	N/A	N/A	N/A	N/A	1

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

At Potentials our goal is to have 100% of students meeting their IEP communication goal. Based on winter IEP meetings 35% students are meeting their communication goal.

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

The uniqueness of the child- sensory, cognitive, orthopedic and medical impairments The need for more physical equipment, infrastructure, tech-based support Parent engagement

3. Share possible solutions that address the root causes.

Consistent holistic-team support to every child Continued physical therapy Use of adaptive equipment for mobility and tech-based communication devices Parent attendance in meetings

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)

Consistent messaging in different languages

Feeding, effective use of adaptive equipment and sustained physical activity at home

Effective IEP Meeting

Contact with district offices for support

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

School

Students

Parents

The mandatory attendance in IEP meeting will be part of the compact

Attend school in best behavior

Attend IEP meetings and parent trainings.

#Math

Explain how this area of focus is being addressed elsewhere:
Not applicable.

#Science

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#SocialStudies

Explain how this area of focus is being addressed elsewhere:
Not applicable.

#Acceleration

Explain how this area of focus is being addressed elsewhere:
Not applicable.

Action Step	Professional Development	Budget Total: \$2,474.50
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Acct Description	Description	Quantity	Cost	Total								
Travel out-of-county	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">Quantity</th> <th style="background-color: #cccccc;">Cost</th> <th style="background-color: #cccccc;">Total</th> </tr> </thead> <tbody> <tr> <td>Attendance to Florida Council for Exceptional Children tentatively set for January 2022 in Orlando, Florida; Purpose: To learn current trends and state guidelines in providing effective service to students with disabilities; Attendee: 1 admin/staff; Registration= \$500; Hotel accommodation for 4 days= \$1,287.5; Mileage (0.445/mile)= \$300; Food/diem (will use Potentials Charter/state threshold= \$387</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$2,474.5</td> <td style="text-align: right;">\$2,474.5</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Attendance to Florida Council for Exceptional Children tentatively set for January 2022 in Orlando, Florida; Purpose: To learn current trends and state guidelines in providing effective service to students with disabilities; Attendee: 1 admin/staff; Registration= \$500; Hotel accommodation for 4 days= \$1,287.5; Mileage (0.445/mile)= \$300; Food/diem (will use Potentials Charter/state threshold= \$387	1	\$2,474.5	\$2,474.5			
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Action Step	Parent Engagement	Budget Total: \$160.00
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Acct Description	Description	Quantity	Cost	Total								
Supplies	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">Quantity</th> <th style="background-color: #cccccc;">Cost</th> <th style="background-color: #cccccc;">Total</th> </tr> </thead> <tbody> <tr> <td>Paper/case for newsletters, parent communications, parent training flyers and handouts</td> <td style="text-align: center;">5</td> <td style="text-align: right;">\$32.00</td> <td style="text-align: right;">\$160.00</td> </tr> </tbody> </table>	Item	Quantity	Cost	Total	Paper/case for newsletters, parent communications, parent training flyers and handouts	5	\$32.00	\$160.00			
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Action Step	Classroom Instruction	Budget Total: \$7,980.00
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FFE; cap	Item	Quantity	Cost	Total
	Standers/standing aids for children with Cerebral Palsy	3	\$2,000.00	\$6,000.00
FFE; non-cap	Item	Quantity	Cost	Total
	Adaptive seating Systems with trays (desks) for children with Cerebral Palsy	3	\$500.00	\$1,500.00

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

Parents and guardians are great partners in education. As a result, Potentials Charter will strive to enhance continuous parent engagement in their child's education through effective home-school communication, meaningful training and strong and consistent family input and collaboration.
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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
Erikka Richardson	Parent
Pamela Griffith	Registered Nurse
Bairbre Flood	Principal
Ady Besharat	Parent
Sara Chong	ESE Teacher

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

All families are invited and welcome to attend our meetings. Invitation to all parents were sent through email and student backpacks. We will continue to engage more parents in the future.

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

Stakeholders are given the opportunity to share input on the plan during the Spring meeting. Input and feedback were recorded on the the template for consideration. Compact and PFEP were discussed. We will continue to add more information to the plan as more input and feedback are received.

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

We hold our Comprehensives Needs Assessment meeting, compact and Parent and Family Engagement meeting in the Spring. Invitation, agenda, sign-in, minutes, feedback template and evaluation of the meetings were collected and submitted. PD, parent training and student moving equip were decided to get funding from Title I.

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

Name	Title
Bairbre Flood	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 11th at 6pm via Zoom

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

Title I Annual Meeting flyers will be sent home 3 times prior to the meeting. It will also be emailed to parents and posted to our private Facebook group.

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

Zoom link Invitation, Presentation (PowerPoint), compact, PFEP to be shared on screen and emailed to parents. Computer, paper and pens are some supplies needed.

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)
Crucial Conversations	Teachers will learn tools and strategies (dos and don'ts with parents) to make having difficult conversations with families a little easier.	The expected impact is that teachers will feel less stressed in leading conversations with families and families become more open in sharing their academic concerns about their child.	Parent conference notes when applicable	November	Bairbre Flood

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)
Positive Parent Engagement	Teachers will be given tools to promote positive family engagement through brainstorming ideas with team members. Ideas will then be shared with families and hopefully produce more engagement.	The expected impact is that families will share their positive experiences with school staff and use them during IEP goal setting	A parent engagement survey will be sent home	February	Bairbre Flood

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 \$0.00
Keeping your Child Healthy	Parents should learn some good tips on the health of their child. They also will be given an opportunity to ask individual questions. This will in turn impact the number of absences students have from school.	During the training, health tips will be shared. There will be an opportunity to ask child specific questions to a medical professional	The expected impact of this training will be less student absences	Wednesday, October 20th at 6pm	Pamela Griffith, RN	Paper for handouts	

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 \$0.00
Mindfulness and Self-Care	Parent will be trained on Triggers of Stress: Why are mindfulness & self-care important? How to practice mindfulness in minutes and How to practice self-care. This important for parents as they care for students with special needs.	During the training, the parents will be trained to follow along guided meditation	Parent engagement can only occur if parents are well and taking care of themselves first. This training will teach ways they can do this and give strategies oh how to improve their self-awareness.	Wednesday January 19th at 6pm	Sara Chong	Paper for handouts	

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"/>
Understanding Your Child's IEP	Parents will have an opportunity to learn how teachers and school staff develop their child's IEP goals.	Parents will be engaged in IEP steps and given the opportunity to ask child specific questions	The expected impact is that parents will feel more part of the IEP team by understanding the process clearly.	Wednesday February 9th, 2022 at pm	Bairbre Flood Sara Chong	Paper for handouts.	

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
School District Charter Department	The charter dept. assists by sending out pertinent information (academic, academic and safety) to schools and giving us parent information to share.	Emails from the charter dept containing pertinent parent information and screenshots or flyers to show the information being forwarded to parents	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
Cinics Can Help	Clinics Can Help works closely with Potentials families to provide donated medical equipment as necessary. In turn Potentials donates gently used equipment to them.	Thank you note, pictures of donated equipment.	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
South Florida Food Bank	The Food bank provides us with bags of food for families during prolonged school breaks such as Thanksgiving, holiday break, etc.	Thank you note, Pictures of food bags.	As needed

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.	List evidence that you will upload based on your description.
Open House and Parent-Teacher Conferences: Flyers will be sent home via student backpacks to families. Meeting invitations will also be translated into Creole, Spanish, and Portuguese and posted on our social media (private page) and emailed to families.	Invitation, sign-in and agenda, meeting notes, copies of flyers and emails.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your description.
IEP meetings and parent-teacher conferences.	IEPs (redacted)
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your description.
Regular school communication, IEP meetings, and parent teacher conferences	IEPs (redacted), sample school-home communication
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.
IEP meetings and parent conferences and stakeholder meetings	IEPs and conference notes, stakeholder meetings evidences
5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.
Meetings will be held virtually to allow families to participate from home.	Invitation and screenshots of meetings.

Accessibility

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

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

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
A translator is always available for meetings, parent conferences and trainings. All written communication is translated to Creole, Spanish and Portuguese	Copies of flyers, translator log	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
All accommodations are made for families to participate in meetings if they have a disability. This will include ASL if necessary. We are ADA compliant building	Listed accommodations for families when requested and picture of ADA compliance	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
We will contact the district Migrant Office for services if this population is present at Potentials	Sample email communication	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
We will contact the district Homeless Dept. for services if this population is present at Potentials	Sample email communication	

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.

Potentials Charter School is a separate school for children with severe special needs and medical fragility. We build the students non-academic skills by teaching them basic life skills such as hygiene, basic bathrooming skills, feeding, and functional communication. Potentials does not offer mental health programs or services as our students are non verbal and non ambulatory. Counseling is not appropriate for this population of students.

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.

Potentials is a separate school for children with severe special needs. We do not implement a tiered model of support as the students come to us with these extreme challenges. All students entering Potentials have an IEP and also have easily visually identified disabilities. We utilize the Unique curriculum for students with severe disabilities.

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 Opportunities to extend learning time.How the school connects classroom learning to re standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. 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)].*

We provide community based and in house field trips for the students at Potentials. The school staff and registered nurse attend home visits to assist families with medical issues as necessary. Potentials students learn using the Unique Learning System Curriculum. This curriculum utilizes Florida State Standards but modifies lessons to be appropriate for students with special learning needs. The teachers at Potentials create their own materials to supplement these lessons and aid student development. All lessons are individually modified to the needs of the particular student.

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.

N/A- Potentials Charter School is a separate school for children with severe special needs and medical fragility.

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 Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

The preschool students at Potentials automatically transfer into our Kindergarten classroom where the skills are continued to be worked on. Due to the severity of the student populations disabilities, the skills are typically quite similar and so the continuity of services is smooth. Most students in Kindergarten were students in our own PreK program although some do come to us at a later age from the Child Find process. Kindergarten students are screened using the Batelle Developmental Inventory. All of the training that are open to all of our families are open to parents of our Kindergartners. Because of the small size of Potentials, we do not provide specific training to grade levels.

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

The staff at Potentials continually attend workshops and conferences in their specified fields and return to school with that information. The staff hold continuous training for all team members, especially in the therapeutic fields (Occupational therapy, Speech/Language Therapy, Physical Therapy, and Respiratory Therapy). We conduct regular meeting and in-house PD to better serve our students and families.

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

Potentials has a small student body and therefore a small team of professionals. We strive to hire staff that are certified and experienced in dealing with children with severe special needs and medical fragility. The teachers and therapists have been recruited through specified advertising in their particular fields. They have been retained due to the positive team culture and team atmosphere at the school

