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**Title I Comprehensive Schoolwide Plan**  
**POTENTIALS CHARTER SCHOOL (2531)**

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## ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Based on IEP data, our priorities for the students at Potentials include maintaining essential health quality in order to improve learning. Our goal is to have 80% of students' IEP communication goal met. Students reading skills are based in their abilities to be consistent in attending school and also in having parents engage in reading skills.

### 2. List the root causes for the needs assessment statements you prioritized.

The population of students at Potentials are medically fragile, non-verbal, and non-ambulatory. In order for them to show progress, they need assistance on a different level than most students. For example, they need to small group or 1:1 instruction. IEP Communication is our focus for this year. To help achieve this physical and adaptive equipment in order to maintain their health and decrease absenteeism. Parental/adult support is very important.

### 3. Share possible solutions that address the root causes.

Maintaining constant and appropriate communication with school team regarding child's health status. Using consistent reading strategies from home to school Use of adaptive equipment for mobility and tech based communication devices Staff attendance to meeting and conference to learn best practice to better support the students and families Encouraging parents to participate actively in the medical and academic portions of their child's life. Ongoing professional development is especially important for professionals working with students with medical and academic difficulties.

### 4. How will school strengthen the PFEP to support ELA?

Daily notes to inform families of every day events at school, parent meetings, website, and social media will be used to informing parents about opportunities to participate in decision-making, Title I, curriculum, proficiency levels, academic assessments, and student progress

• **Parent Training**

Parent Trainings including those that support parents/families as they work with their students at home (ELA). e.g. Reading Strategies for Your Child with an Intellectual Disability

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

• **School**

Be open to conversations regarding student health and wellness Provide strategies and tools for families to utilize home to promote reading.

• **Students**

Students will communicate in whatever way they can a choice or activity that was completed that day at school to increase communication with their families.

• **Parents**

Be open to conversations regarding student health and wellness Participate in trainings to promote reading skills.

• **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA), e.g. Reading Strategies and Differentiated Instruction to share with families

• **Accessibility**

Virtual meetings to allow for better attendance Respite care offered to parents with children with special needs Contact district office for support as requested by families and as needed in Title I grant. Meetings will be open to all families with proper accommodation - Limited English Proficiency, Disabilities, Migratory Work, Homelessness

# Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Math?

- How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Science?

- How will each stakeholder group strengthen the School-Parent Compact to support Science?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.



- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

### Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

**Budget Total: \$6,690.00**

Acct Description	Description	Item	Quantity	Rate	Type	Total
FEE; cap		Adaptive Equipment - Standers/Aids for students with Cerebral Palsy	2	\$2,500.00	Original	\$5,000.00
		Adaptive Equipment - Seating systems for students with orthopedic challenges	1	\$1,690.00	Original	\$1,690.00

### Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$162.75**

Acct Description	Description	Item	Quantity	Rate	Supply Type	Type	Total
Supplies		Paper (case) for newsletters, communications and parent training	3	\$54.25	General Supplies	Original	\$162.75

**Action Step: Professional Development**

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

**Budget Total: \$1,500.00**

Acct Description	Description	Item	Quantity	Rate	Type	Total
PD Webinar		Participation to Summit Professional Development/ Oct-Dec; Purpose - Continuous training for Occupational therapists, Speech therapists and physical therapists via online webinars; 3 Registration	3	\$500.00	Original	\$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.

#### 1. Mission Statement

Parents and caregivers 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.

### 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.)

Name	Title
Erikka Richardson	Parent
Bairbre Flood	Principal
Ady Besharat	Parent
Anne Daane	ESE Teacher

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

All Stakeholders were invited and were 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. Tentatively we intend on hosting meetings in February of 2024 at various times virtually and in-person. CNA compliance evidence was submitted to district for review.

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. CNA evidence was submitted to Title I. PD, parent training and student moving equip were decided to get funding from Title I. This year, Title I fund will be used to purchase supplies for parent training and communication.

Name	Title
Bairbre Flood	Principal
Anne Daane	ESE Teacher

## Annual Parent 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.

1. What is the actual date, time and location of the Annual Meeting?

October 12 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. Recording of the meeting will be shared.

## 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.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Progress Tracking in EdPlan

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to utilize EdPlan to track progress and communicate said progress to families.

• What is the expected impact of this training on family engagement?

Teachers will be more confident in communication with families regarding their students' progress towards goals.

• What will teachers submit as evidence of implementation?

Samples of progress tracking and communication with families.

• Month of Training

September 2023

• Responsible Person(s)

Sara Chong

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD



• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Crucial Conversations

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will use tools and strategies to make difficult conversations with families easier during meetings.

- What is the expected impact of this training on family engagement?

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.

- What will teachers submit as evidence of implementation?

Parent conference notes when applicable.

- Month of Training

October 2023

- Responsible Person(s)

Bairbre Flood and Amy Siegel-Brown

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## 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.

1. Parent and Family Capacity Building Training #1

- Name of Training

Transition Planning

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be trained and given guidance on next steps for their teenage students. For example, med-waiver, Vocational Rehab, etc.

- Describe the interactive hands-on component of the training.

During the training, applications for services and guidance for completing them will be provided.

- What is the expected impact of this training on student achievement?

Parents will appreciate the continuity of service and be confident in steps towards the future.

- Date of Training

October 2023

- Responsible Person(s)

Brooke Teta

- Resources and Materials

Handouts, applications, flyers.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## 3. Parent and Family Capacity Building Training #2

• Name of Training

Understanding Your Child's IEP

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will have an opportunity to learn how teachers and school staff develop their child's IEP goals.

- Describe the interactive hands-on component of the training.

Parents will be engaged in IEP steps and given the opportunity ask child specific questions.

- What is the expected impact of this training on student achievement?

The expected impact is that parents will feel more part of the IEP teach by understanding the process clearly.

- Date of Training

January 2024

- Responsible Person(s)

Sara Chong

- Resources and Materials

Sample goals, data, information sheets.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

• Name of Training

Keeping Your Child Healthy

• What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn tips and tricks to keeping their child healthy during the school year

• Describe the interactive hands-on component of the training.

During the training, parents will be given the opportunity to ask child specific questions regarding their own medically fragile child.

• What is the expected impact of this training on student achievement?

Keeping children healthy will hopefully decrease the number of days absent from school

• Date of Training

November 2023

• Responsible Person(s)

Agency Nurse (TBA)



• Resources and Materials

Handouts, flyers

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## 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.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

School District ESE Department

- Describe how agency/organization supports families.

The ESE dept. assists by the school in meeting the needs of families and individual students (compliance and curriculum) and provide access to families about resources

- Based on the description list the documentation you will provide to showcase this partnership.

Emails from the ESE dept containing pertinent parent information and screenshots or flyers to show the information being forwarded to parents

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Cinics Can Help

- Describe how agency/organization supports families.

Cinics Can Help works closely with Potentials families to provide donated medical equipment as necessary. In turn Potentials donates gently used equipment to them.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you note

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

South Florida Food Bank

- Describe how agency/organization supports families.

The Food bank provides us with bags of food for families during prolonged school breaks such as Thanksgiving, holiday break, etc.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you note

- Frequency

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.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• 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.

• List evidence that you will upload based on your description.

Invitation, sign-in and agenda, meeting notes, copies of flyers and emails.

• Description

IEP meetings and parent-teacher conferences.

• List evidence that you will upload based on your description.

IEPs (redacted)

• Description

Regular school communication, IEP meetings, and parent teacher conferences

• List evidence that you will upload based on your description.

IEPs (redacted), sample school-home communication

• Description

IEP meetings and parent conferences and stakeholder meetings

• List evidence that you will upload based on your description.

IEPs and conference notes, stakeholder meetings evidences

• Description

Meetings will be held virtually to allow families to participate from home.

- List evidence that you will upload based on your description.

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
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

• Description

A translator is always available for meetings, parent conferences and trainings. All written communication is translated to Creole, Spanish and Portuguese

- List evidence that you will upload based on your description.

Copies of flyers, translator log

- Description

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

- List evidence that you will upload based on your description.

Listed accommodations for families when requested and picture of ADA compliance

- Description

We will contact the district Migrant Office for services if this population is present at Potentials

- List evidence that you will upload based on your description.

Sample email communication to Migrant Office

- Description

We will contact the district Homeless Dept. for services if this population is present at Potentials

- List evidence that you will upload based on your description.

Sample email communication to McKinney Vento and flyers

## Other Activities

This is an optional step. 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.

1. Activity #1

• Name of Activity

None

• Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A



## Building Non-Academic Skills

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

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

### 1. Building Students' Non-Academic Skills

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 and social skills. 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.

## 1. SBT/MTSS Implementation

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 and medical fragility. 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 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 real 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)].*

#### 1. Well-Rounded Education

We provide 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. The Arc as an agency also provides respite services for families who need it.

## 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.

### 1. Post-Secondary Opportunities and Workforce Readiness

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

## Transition From Early Childhood 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergarten for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

### 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 the 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

## 1. Professional Development

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. The therapeutic team are given subscriptions to online resources to attend webinars also.

## 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

### 1. Recruitment and Retention

Potentials has a small student population 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.