
Title I Comprehensive Schoolwide Plan
IMAGINE SCHOOLS CHANCELLOR CAMPUS (3381)

ELA

1. List prioritized needs statements.

As evidenced on 2024 FAST state assessment PM 3, 48% of students demonstrated non-proficiency on the ELA assessment. As evidenced on 24/25 winter administration of STAR reading assessment, 50% of students demonstrated non-proficiency (urgent intervention, intervention, for watch) in reading.

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

Lack of foundational reading development in primary students. Lack of phonics, comprehension, and vocabulary development in students grades 3-8. Students are struggling with informational text. Needs for professional support to increase teacher knowledge of instructional strategies. Effective, consistent use of formal/informal assessments are needed. More parent support from home.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing reading interventionists. Providing teachers with meaningful PD and coaching support through a qualified professional, training and conferences. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen reading skills. Provide instructional support to staff and training to families on how they can support students learning at home. Provide teachers with assigned mentors to meet with mentees after school hours to support instructional practices.

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

- Parent Training

We will train and provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop reading skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- Students

Imagine-Chancellor will actively engage in learning opportunities to develop their reading skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in reading instruction to impact all students and families. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

Math

1. List prioritized needs statements.

As evidenced on 2024 FAST state assessment PM 3, 38% of students demonstrated non-proficiency on the math assessment. As evidenced on 24/25 winter administration of STAR math assessment, 39% of students demonstrated non-proficiency (urgent intervention, intervention, for watch) in math.

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

Primary students are demonstrating lack of foundational math development in the area of number sense. Lack of number sense and operations with an emphasis on fluency is weak in students grades K-8. Students are struggling with fact fluency. Needs for professional support to staff and more parent support from home. Needs for professional support to increase teacher knowledge of instructional strategies. Effective, consistent use of formal/informal assessments are needed.

3. Share possible solutions that address the root causes.

Providing students with targeted intervention (enrichment/remediation) instruction through Tier 2 and Tier 3 utilizing math interventionists and resources. Providing teachers with coaching support through a qualified Academic Coach. Provide afterschool learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen math skills. Provide instructional support to staff and training to families on how they can support students learning at home. Provide teachers with assigned mentors to meet with mentees after school hours to support instructional practices.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated resources/information and flexible meetings time will be offered.

- Parent Training

We will train and provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop math skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- Students

Imagine-Chancellor will actively engage in learning opportunities to develop their math skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

- Staff Training

All staff will engage in professional learning opportunities to develop instructional skills when engaging in math instruction. Strategies learned will be shared with families.

- Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

Science

1. List prioritized needs statements.

As evidenced on 2024 SSA state assessment, 43% of 5th & 8th grade students demonstrated non-proficiency on the science assessment.

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

Lack of science development and knowledge in primary students. Students struggling in reading have a difficult time comprehending informational text in the area of Science. Needs for professional support to staff in science instruction. Parents are in need of resources and knowledge to support from home.

3. Share possible solutions that address the root causes.

Providing students with increased learning opportunities with a focus on Science. Mandatory Science days each trimester in grades K-5 aligned with science standards to reinforce concepts. Provide science based electives in middle school to increase content knowledge. Provide after school learning opportunities for additional practice. Provide students with evidence-based print and/or online resources to strengthen science skills and parent training on science strategies that can be used at home.

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk). Translated information and flexible meetings time will be offered.

• Parent Training

We will provide Chancellor Parent Universities to provide families with interactive resources to utilize at home to help develop science skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

• School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to develop their science skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- **Parents**

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

- **Staff Training**

All staff will engage in professional learning opportunities to develop instructional skills when engaging in Science instruction. Strategies learned will be shared with families.

- **Accessibility**

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

Social Studies

1. List prioritized needs statements.

As evidenced on 2024 FAST Civics EOC, 42% of 7th grade students demonstrated non-proficiency on the Civics assessment.

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

Lack of social studies knowledge development in primary students. Lack of comprehension skills with informational text in students grades 3-8. Students are struggling with informational text.

3. Share possible solutions that address the root causes.

Providing students with interactive learning opportunities with an emphasis on building social studies development through comprehending informational text. Provide afterschool learning opportunities for additional practice. Implementation of consistent social studies instruction in K-5 via ELA.

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

- Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

- Parent Training

We will provide Chancellor Parent Universities to provide families with resources to utilize at home to help develop social studies skills with an emphasis on improving comprehending informational text. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- **School**

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- **Students**

Imagine-Chancellor will actively engage in learning opportunities to develop their social studies knowledge through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials.

- **Parents**

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

- **Staff Training**

All staff will engage in professional learning opportunities to develop instructional skills when engaging in social studies instruction. Social studies strategies will be shared with families as part of effective school-home communication.

- **Accessibility**

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children). Including providing information and school reports.

Acceleration Success

1. List prioritized needs statements.

As evidenced on 2024 FAST state assessment PM 3, 31% of students demonstrated above proficiency levels (4 & 5) on the ELA assessment. As evidenced on 2024 FAST state assessment PM 3, 33% of students demonstrated above proficiency levels (4 & 5) on the Math assessment. As evidenced on 2024 FAST state assessment, 25% of students demonstrated non-proficiency on the Geometry EOC. As evidenced on 2024 FAST state assessment, 14% of students demonstrated non-proficiency on the Algebra EOC.

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

Lack of enrichment opportunities Need for increased rigor in classroom lessons Lack of exposure to complex texts at home Lack of real world experiences to connect to learning Needs for professional support to staff Enrichment ideas/activities for parents to support from home

3. Share possible solutions that address the root causes.

Increased participation in Advanced Reading Challenge or Accelerated Reader program Increase math acceleration courses in Math pathways Provide more rigor and complex tasks to accelerate students and advanced learners Provide additional professional learning opportunities for teachers and staff Align middle school electives with real world through opportunities to make connections to careers Training, strategies and resources for parents to support from home

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

• Communication

We will communicate with families through our monthly school newsletters, monthly Coffee Talk with parents and admin, Governing Board meetings, and Chancellor Parent Universities. Programs, curriculum, assessments will be shared with all stakeholders via Parent Square and meetings/workshops. Opportunities for regular meetings to formulate suggestions (Coffee Talk).

- Parent Training

We will provide Chancellor Parent Universities to provide families with enrichment resources to utilize at home to help challenge and accelerate students' critical thinking skills. Imagine Chancellor will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide funds under this part, trainings, materials, as such services relate to parent and family engagement. Additionally, get community resources to support this as well.

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

- School

Imagine-Chancellor will implement activities that will build the capacity for effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians and the community to improve student academic achievement. Imagine-Chancellor will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents and guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents and guardians as equal partners, implement and coordinate parent and family engagement programs, and build ties between parents, guardians, and schools.

- Students

Imagine-Chancellor will actively engage in learning opportunities to enrich their academic skills through various resources, programs, and after school opportunities. Students will understand the importance of attending school regularly and on time equipped with appropriate materials. Students will engage in growth mindset to challenge their thinking throughout the school day and at home.

- Parents

Imagine Chancellor will develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. The school will conduct these activities to encourage and support parent and guardians participation in the education of their children and shall provide such other reasonable support for parent and family engagement activities. Parents will be accountable to prioritize importance of their child's education and attend school regularly and on time.

• Staff Training

All staff will engage in professional learning opportunities to strengthen instructional practices aligned to enrich and accelerate curriculum for students. Strategies learned will be shared with families.

• Accessibility

Imagine Chancellor will provide full opportunities for participation in parent and family engagement activities for all parents, guardians, and family members (including parents, guardians and family members with limited English proficiency, disabilities, and parents, guardians and family members of migratory children and homeless). Including providing information and school reports.

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: \$293,049.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Teacher Toolbox Access Florida ELA Per Site 801-1200 students - 1 Year subscription- Includes Magnetic Comprehension + Ready Reading NCC for reading instruction and progress monitoring for students in K-8th grade (enrichment and remediation)	1	\$4,301.00	Original	\$4,301.00
	Top Score Writing- Online resources and instruction to provide teachers with writing instruction to support writing skills (enrichment	15	\$500.00	Original	\$7,500.00

Acct Description	Description											
	Item				Quantity		Rate		Type		Total	
	and remediation)											
	Generation Genius- Online subscription for teachers to provide enriching and engaging lessons in science to K-8 students				1		\$1,295.00		Original		\$1,295.00	
	Accelerated Reader and myON Core Capstone Collection- Online access to books with comprehension assessments aligned with Lexile Levels (enrichment and remediation)				547		\$19.49		Original		\$10,661.00	
	i-Ready Assessment and Personalized Instruction Reading Site License fo reading instruction and progress monitoring for students in K-8th grades (enrichment and remediation)				1		\$18,430.00		Original		\$18,430.00	
	Imagine Math- This is for math instruction and progress monitoring of students in K-5 (enrichment and remediation)				1		\$10,750.00		Original		\$10,750.00	
	Dissolved line in order to create Math Coach position.				1		- \$52,937.03		Amendment		- \$52,937.00	
Resource Teacher	The K-8 Math Resource Teacher will support the instructional needs of identified students through pull-out model.											
Tutorial	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The certified teachers will provide after school tutorial instruction to address the needs of grades 3-8 students and remediate classroom concepts in ELA, math and science. The target dates are Fall 2025 and Spring 2026.				15	\$40.00	2	3	5	Certified	Original	\$18,000.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The certified teachers will provide Weekend Academic Saturday School to address the needs of K-8 students and remediate classroom concepts in ELA, math and science. The target date is Spring 2026	24	\$40.00	1	3.5	10	Certified	Original	\$33,600.00
Resource Teacher	The K-8 Reading Resource Teacher will support the instructional needs of identified students through pull-out model.								
Resource Teacher	The K-8 Reading Resource Teacher will support the instructional needs of identified students through pull-out model.								
Resource Teacher	The K-8 Math Resource Teacher will support the instructional needs of identified students through pull-out model.								
Supplies	Item				Quantity	Rate	Supply Type	Type	Total
	Shipping				1	\$4.15	General Supplies	Original	\$4.15
	Copy paper for K-8 classrooms to provide instructional resources for all subject areas (reading, math, science, social studies)				33	\$46.49	General Supplies	Original	\$1,534.17
	Chart Paper for classrooms to produce instructional anchor charts for all subject areas				35	\$47.39	General Supplies	Original	\$1,658.65

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	BT 3381-1 Amendment 4 Increasing line in order to balance SWP from salary line	1	\$1.03	General Supplies	Amendment	\$1.03

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: **\$51,259.50**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Parent Square; Rationale: This is a communication tool for families/parents to share school wide information, parent trainings, meetings and direct contact between school and parents	1	\$2,887.50	Original	\$2,887.5	
Parent Liaison - Para Level	The K-8 Parent Liaison will support parent engagement activities and strengthen the connection between home and school through ongoing communication and school events.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total

Acct Description	Description								
	Item	Quantity	Rate	Supply Type			Type	Total	
	Student Agendas per Invoice - no customization	1	\$1,471.50	General Supplies			Original	\$1,471.50	
	Copy paper for parent training and communication	11	\$46.49	General Supplies			Original	\$511.39	
	Markers for Family Trainings	41	\$2.39	General Supplies			Original	\$97.99	
	Shipping	1	\$1.12	General Supplies			Original	\$1.12	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The teachers will provide support during parent training as reflected in the Parent and Family Engagement Plan (PFEP).	20	\$25.00	2	1	1	Certified	Original	\$1,000.00

Action Step: Professional Learning

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

Budget Total: **\$57,888.00**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The Academic Growth Committee Members will work on developing	5	\$20.00	2	7	1	Certified	Original	\$1,400.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	school wide program to support academics during preschool and single school culture for high achievement through the house system.								
	The Team Leaders/Leadership Team will work on developing academic goals for the school year during preschool and setting procedures to meet the needs of the school and its students.	16	\$25.00	1	8	1	Certified	Original	\$3,200.00
Coach	The K-8 Math Coach will provide direct instructional support to teachers through PD, help implement effective math interventions, and support data-driven planning aligned with student needs.								

Mission Statement

1. Mission Statement

Imagine-Chancellor will establish, equip, engage, and support all families through authentic experiences and trainings that will support the development of their child(ren).

Involvement of Stakeholders

Name	Title
Stephanie Standley	Principal
Bianca Cruz	Assistant Principal
Henry Cook	Assistant Principal
Stephanie Houston	Teacher
Alyssa Barratt	Social Worker
Jordan Mora	School Counselor
Kaleigh White	Teacher
Marcie Gahwiler	Parent
Shirkara Jackson	ESE Teacher
Adrienne Winston	Parent
Shannon Kane	Parent

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

Imagine Chancellor will ensure there is an open invitation for all stakeholders to attend meetings to seek input and guide the plan for the school year. Leadership team reflects the diverse population that Imagine-Chancellor serves and will be at all meetings. Invitations to all other stakeholders will be sent out via school communication avenues (i.e., newsletter, website, dates to remember, Parent Square). All families are welcome Imagine Chancellor.

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

The CNA stakeholder meeting took place in January 2025 in the cafeteria where we presented data and discussed: key findings, top priorities for the school, reflected on current practices, identified root causes. We also brainstormed solutions to reach our goals which assisted in the development of the CNA, SWP, and PFEP. All supporting documentation- steps 1, 2 and 3, were submitted to the district for review. Stakeholders will be jointly involved in developing the plan through monthly meetings. These meetings will be at the conclusion of our Monthly Coffee Talk/Title I sessions (9:00 am) with parents and stakeholders and/or at the conclusion of monthly PTSA meetings (6:15 pm). Both meetings will be held in the school's Media Center and via Zoom.

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

Based on feedback, survey results, data and various perspectives, stakeholders were able to share their insights to establish and develop goals and allocate funding to meet the needs of the school. The need for additional interventionists (reading and math), afterschool/weekend academies, academic resources, communication tools, and resources for parent trainings through various family nights focused on math, reading, science and writing to provide additional support for families and address the identified needs of our students for the FY26 school year. Parent training supplies, parent square (online subscription) and staff to help with parent trainings are funded by Title I this year.

Name	Title
Stephanie Standley	Principal
Bianca Cruz	Assistant Principal
Shirkara Jackson	Teacher
Marcie Gahwiler	Parent Coordinator

Annual Parent Meeting

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

The Annual Meeting will take place on Monday, September 15th @ 6:15 pm in the Cafe and on 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.).

We will notify parents, teachers, and the community through our school newsletter, dates to remember, school website, Jupiter Ed, and Parent Square.

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

We will use Title I resources on Annual Meeting. Participants attending the annual meeting will receive a copy of the PFEP and Parent-Student Compact. There will be chart paper and post its for participants as well as a powerpoint presentation displayed on a large tv in the cafe.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

ELA and Writing Strategy Implementation training

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

Staff will learn various strategies to build skills that are embedded in the I-ready, Lexia, UFLI, CRISS, Top Score Writing resources. Additionally, they will use these strategies as well as learn to access the various reports within the programs to share with families regarding their child's progress.

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

This training will provide teachers with the knowledge and resources to guide families in the support of their students in the areas of reading and writing.

- What will teachers submit as evidence of implementation?

Teachers will submit reflection forms, sign-sheets, and student work samples and data reports.

- Month of Training

August 2025

- Responsible Person(s)

Bianca Cruz, Stephanie Houston

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Empowering Families to Address Student Behavior and Absenteeism

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

Equip staff with strategies to guide families in addressing behavior challenges and absenteeism while reinforcing school expectations and core values.

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

Staff will have tools and resources to share with parents to strengthen the relationship between home and school. Additionally, they will have the structures to share with parents for them to understand the home-school connection in behavior & attendance. Staff will have the frameworks to share with families how behavior and attendance are linked to academic success and character development. This will provide staff with the tools to encourage open conversations as they build trust with each other.

- What will teachers submit as evidence of implementation?

Behavior data, conference notes, resources, handouts

- Month of Training

September 2025

- Responsible Person(s)

Jordan Mora, Alyssa Barratt

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Communication Resources to Support Academic Success

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

Families will receive training and hands-on practice on how to access and navigate all of the communication tools for the school to include the following: google classroom, FAST family portal, Jupiter Ed, Parent Square and our school's parent hub. Resources will be provided in different languages.

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

Computers will be on hand for parents to use at the training in real-time to access all of the communication tools.

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

Parents will receive information to access communication tools available to our families in order to receive important school information. Additionally, they will learn how to access google classroom, FAST family portal, Jupiter Ed, Parent Square and our school's parent hub.

- Date of Training

August 2025

- Responsible Person(s)

Bianca Cruz, Henry Cook

- Resources and Materials

Chart paper, handouts, post-its, powerpoint

- Amount (e.g. \$10.00)

\$0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Matters: Fun Games & Strategies to Boost Your Child's Math Skills

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

Families will learn how to reinforce strategies and skills by learning how to incorporate academic strategies and activities at home with their child in the area of math.

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

Families will travel to different stations setup in the cafe to make academic activities they can take home and use with their child.

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

Students will increase mathematical skills through practice of strategies and skills at home to build academic knowledge.

- Date of Training

October 2025

- Responsible Person(s)

Jordan Tierney, Karen Holmes, Stephanie Contreras

- Resources and Materials

Materials for academic games, bags, handouts, card stock, post its.

- Amount (e.g. \$10.00)

\$0

5. Parent and Family Capacity Building Training #3

- Name of Training

Science at Home: Fun Games & Hands-On Strategies to Inspire Young Scientists

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

Families will participate in hands-on activities they can easily do at home to strengthen their children's science skills. They will also receive resources and guidance to foster scientific thinking, helping to bridge school learning with real-world connections at home.

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

Parents will engage in fun, hands-on science activities that they can easily replicate at home using everyday materials. The session will be structured with Science Exploration Stations, Game-Based Science Learning, and Take-Home Science Kits & Resource Sharing.

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

This training will increase parent confidence in supporting science learning as they will feel more empowered and confident to engage in science activities with their children at home. Additionally, it will improve collaboration between families and schools in supporting science education as they reinforce concepts in everyday life.

- Date of Training

January 2026

- Responsible Person(s)

Kathryn Simonelli, Tiffany Sanchez

- Resources and Materials

Experiment materials, bags to take home, resource cards

- Amount (e.g. \$10.00)

\$0

Coordination and Integration

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

Provides support and resources to families who are dealing with homelessness.

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

Student Housing Questionnaire, Flyers from McKinney Vento highlighting resources, school website.

- Frequency

Annually

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

- Name of Agency

Literacy Coalition of Palm Beach County

- Describe how agency/organization supports families.

The Literacy Coalition provides families with free tutoring opportunities afterschool and over the summer. They provide in-person and virtual opportunities for our students. They come to back to school nights and share resources with our families.

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

Flyers, emails and other information will be shared with families provided by Literacy Coalition.

- Frequency

Ongoing throughout the year

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

- Name of Agency

Boynton Beach Police Department

- Describe how agency/organization supports families.

BBPD supports families each year by donating backpacks and supplies, Thanksgiving food baskets, and toys around the holidays.

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

Pictures, emails, and flyers

- Frequency

Annually

Communication

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

Parents will receive information via flyers (translated in different languages) and messages through: school newsletter, school website, Parent Square, Jupiter Ed, Dates to Remember.

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

Flyers, Parent Square and Jupiter Ed messages, screenshots of school website, and school newsletter.

- Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, Copy of Student/Parent Handbook, handouts, conference notes

- Description

Parent Trainings, Open House (In-person and online), Conferences (in-person and online), school newsletters, Coffee Talk and Student/Parent Handbook.

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

Agendas, handouts, conference notes, newsletter, sign-in sheets

- Description

Parent Trainings, School Newsletters, Surveys, Monthly Coffee Talk, PTSA meetings, Governing Board Meetings

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

Agendas, Minutes, Sign-in sheets, survey results, newsletter

- Description

We will provide various times am/pm as well as offer in-person or virtual option for trainings and activities. We will also provide a video recording available for parents to access at any time of trainings and informative sessions that take place.

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

Video links, agendas, sign-in sheets, handouts

Accessibility

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

The school will provide translation of information for our Spanish and Creole speaking families. Additionally, we will have staff available to interpret and answer any questions for our limited English proficient families. The school will ensure these families have equitable opportunities to actively participate in their child's education.

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

All handouts, handbooks, flyers, and resources translated in different languages for our ELL families.

- Description

The school will ensure parents with disabilities can equitably participate in their child's education by removing any barriers that would restrict them. The school will provide handicap access to all activities and events as well as provide any accommodations needed for families with disabilities to participate. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Pictures of accessibility, conference notes, and Zoom invites

- Description

The school will provide translation of information for our migrant families. Additionally, we will have staff available to interpret and answer any questions for our these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. Provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Handouts, translated information, agendas, Zoom invites, newsletter

- Description

The school will provide various community resources for our families experiencing homelessness through Parent Nights and Trainings. Additionally, we will have staff available to support these families. The school will ensure these families have equitable opportunities to actively participate in their child's education. We will provide childcare for families at night activities/trainings to enable them to attend. Additionally, parents will be able to access any trainings or activities virtually or watch the recording.

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

Agendas, handouts, newsletters, Zoom invites

Other Activities

1. Activity #1

- Name of Activity

Fall Festival

- Brief Description

Families will be invited to participate in Fall Festival where students will be able to participate in games, trunk or treat, and various contests. Community agencies will be invited to setup informative tables for families.

2. Activity #2

- Name of Activity

Meet and Greet

- Brief Description

Parents will be able to come to school to meet their child's teacher and gain necessary information for the upcoming school year. Various community agencies will be there in the cafe with info as well as bus transportation, food services, Before/After Care, Boy Scouts/Girl Scouts, and PTSA.

3. Activity #3

- Name of Activity

Coffee Talk

- Brief Description

Parents are invited monthly to the school to meet with Admin to discuss upcoming school events and share pertinent information about school happenings. Additionally, parents are treated to coffee and a light breakfast where they feel comfortable to interact with one another and ask questions to admin/support staff. Families in need of language translated are provided interpreters.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

At Imagine-Chancellor students are encouraged to build character along with academics. Our school's core values of Always Being a Charger are reinforced every day. Students learn the importance of being a Charger (Caring, Honest, Accountable, Respectful, Grateful, Empathetic, Responsible) throughout the campus. Additionally, we reinforce the Florida Resiliency Initiative through the Positivity Project in which students engage in lessons daily focusing on character strengths. Also, our school counselors provide support to our students by engaging in small groups on various topics to enhance their needs. They focus on restorative practices and engage students in conflict resolution. All students engage in service learning opportunities to develop a sense of service for others. Additionally, healthy habits are reinforced within our core values.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

SBT/MTSS students are identified and the following steps are implemented for them to receive appropriate support: Groups are established based on data collection, baselines, grade level, and focus of remediation. They are fluid, based on student progress and incoming data. The Decision Making Tree is used to determine if a student moves within the Tiers. Skills/Subjects Being Taught: Reading Phonological Awareness Phonics Text Processing Comprehension Math Computation Fluency Concepts & Applications Tier 2 (Supplemental) Occurs 5 days a week for 30 minutes a day Outside of the math/reading block (Charge Time) Need 16 weeks of data Progress monitor every other week- 8 data points during 16 weeks of interventions Tier 3 (Intensive) Occurs 5 days a week for 15-30 minutes a day Outside of the math/reading block Need 16 weeks of data unless parent request for evaluation If a student is receiving intensive interventions, they will still be receiving supplemental interventions in the classroom outside of the math/reading block, but the Intensive interventionist is progress monitoring Intensive (Tier 3) serviced by Reading or Math Interventionists

Provision of a Well-Rounded Education

1. Well-Rounded Education

Providing all students with a well-rounded education, including enrichment opportunities, requires a multifaceted approach. The process for determining core instructional needs is rooted in data-driven decision-making: Assessment Data, Data Meetings, Classroom observations, Feedback Instructional alignment to standards is ensured through: Curriculum Mapping, Professional Development, Pacing Guide, Assessment Alignment Courses and electives that fall outside the traditional core-content areas (e.g., math, science, English, social studies) include: Courses in music, visual arts, theater Physical Education: PE classes that promote physical fitness and wellness. World Languages: Courses in languages other than English. Technology and Media: Courses in digital literacy, coding, and media production. Electives that focus on job skills often include: Business and Entrepreneurship: Courses that teach financial literacy Extending learning time is achieved through: Extended-Day School: Additional instructional time added to the school day for targeted support. Saturday Schools: Weekend programs that offer extra help or specialized courses. To make learning relevant and enrich the students' education, we: Project-Based Learning: Engage students in projects that solve real-world problems or simulate real-life situations. Guest Speakers and Industry Partnerships: Bring in professionals from various fields to share their experiences and knowledge. Field Trips: Organize trips to local businesses, museums, or community organizations to connect classroom content to the outside world. Service Learning: Incorporate community service projects that allow students to apply academic skills in a practical context.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Building students' awareness of and readiness for post-secondary opportunities and the workforce is essential for their future success. Below are strategies and examples of how this can be effectively done, including the integration of specific programs such as service learning, guest speakers, leadership classes, and financial literacy:

- 1. Service Learning** Service learning combines community service with academic learning and reflection, helping students develop a sense of social responsibility and practical skills: **Real-World Experience:** Students participate in community projects that align with their academic studies, allowing them to apply classroom knowledge in real-world settings. **Career Exploration:** Through service learning, students can explore careers in fields like social work, healthcare, education, and public service by working on relevant community projects. **Skill Development:** Students develop soft skills like teamwork, problem-solving, communication, and leadership, which are crucial for the workforce.
- 2. Community Workforce Guest Speakers** Inviting professionals from various industries to speak to students exposes them to different career paths and post-secondary opportunities: **Career Awareness:** Guest speakers provide insights into their professions, including the education and skills required, day-to-day responsibilities, and the challenges they face. **Networking Opportunities:** Students can engage with professionals, ask questions, and even build connections that may lead to mentorship or internships. **Motivation and Inspiration:** Hearing success stories and advice from professionals can motivate students to set goals and pursue their aspirations with a clearer understanding of what it takes to succeed.
- 3. Leadership Classes** Leadership development is key to preparing students for both post-secondary education and the workforce: **Building Confidence:** Leadership classes help students develop self-confidence, public speaking skills, and the ability to take initiative. **Team Collaboration:** Students learn how to work effectively in teams, and lead peers. **Ethical Decision-Making:** Leadership courses often focus on ethics and responsibility, teaching students how to make informed decisions that consider the well-being of others.
- 4. Financial Literacy** Financial literacy is crucial for students' success in life beyond high school: **Personal Finance Management:** Courses on budgeting, saving, investing, and credit management prepare students to handle their finances responsibly. **Career and Salary Planning:** Financial literacy classes can include lessons on understanding job offers, benefits, taxes, and the cost of living, helping students make informed career choices.
- 5. Career and Technical Education (CTE)** CTE programs offer students the chance to gain hands-on experience and industry certifications in specific fields: **Skill-Building:** CTE courses focus on developing job-specific skills in areas like healthcare, and IT.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Imagine-Chancellor implements various strategies to transition from early childhood education to elementary school through the following: - Kindergarten Kickoff - School Tours for prospective families - Attend information nights at local pre-school programs - School Tours for students who get in after school lottery - Meet the teacher -Parent training on K program expectations

Professional Development

1. Professional Development

Staff at Imagine-Chancellor are afforded numerous professional learning opportunities throughout the course of the year to include: - Regional support from Imagine School Group Academic Director and National Team - Support from Academic Coach at the school - Professional learning opportunity days with other Imagine Schools - Support from District Academic Coaches - Ability to attend professional learning opportunities provided by the district - Participate in professional learning on campus throughout the year during planning days and planning period - Staff participates in book studies focusing on needs identified throughout the schools

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Imagine Chancellor collaborates with Imagine Schools to post job openings on recruitment websites. Additionally, we attend job fairs locally and throughout the country to hire certified teachers. We "Grow our Own" by hiring substitutes as classroom teachers as well as former students. To retain staff, we strive on maintaining a positive and nurturing culture where teachers feel comfortable sharing their ideas and ensuring their voices are heard. We have numerous initiatives to promote morale and celebrate staff. Admin always maintains an open door policy and believes in shared leadership approach. Grade levels and middle school departments have common planning times to meet with their team/dept leader and the academic coach or admin. We believe in a very supportive culture to ensure our staff is equipped with everything they need to be successful.