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**Title I Comprehensive Schoolwide Plan**  
**BARTON ELEMENTARY SCHOOL (0741)**

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# ELA

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

## 1. List prioritized needs statements.

\*According to the FY23 STAR data, only 30% of K-2 are proficient based on standards taught after taking the PM2. \*According to the FY23 FAST data, 25% of students in grades 3-5 are reading below grade level. \*According to the FY23 FAST data, ELL female students scored 18% in Reading PM1 and 15% PM2 (3% drop). ELL male students students stayed the same, 18% in both PM1 and PM2. For Early Literacy, ELL female students improved by 7% from PM1 to PM2 (16% - 23%). \*According to i-Ready data, students across K-5 performed lowest in Phonics and early literacy skills. \*According to the latest FY23 Palm Beach Performance Writing Data, students in grades 3-5 were 17% proficient.

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

\*Students began their educational school years taking instructional courses via google meet; Students were unable to clearly see movements / hear correct phonemes along with lack of practice and materials. \*Students lack understanding of foundational phonics and phonological awareness skills in order to read grade level texts for comprehension. \*Need for more scaffolding and differentiation at the higher levels. \*Intermediate teachers struggle with teaching foundational literacy skills. \*As students grow, the achievement gap increases and it is more difficult for students to catch up. \*Teachers may not have knowledge of foundational literacy instruction. \*New curriculum and less training. \*Need for aligned instruction to the new B.E.S.T standards \*Provide scaffolding for students \*For writing, this is year 1 Implementing Benchmark Advance Writing Resource and we must align instruction to B.E.S.T standards. \*New Dual Language Program at Barton Elementary school and we teachers are learning the curriculum/resources for the program

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

\*PDs on explicit and direct modeling during whole group and small group; including methods in which address teaching ELLs and students in the dual language program. \*Continue reaching out to District, Regional and Multicultural Department to provide PD on PD days, PLCs, and conduct walkthroughs to build teacher's capacity in working with ELLs. \*Provide more opportunities for teachers to work together for learning the new curriculum and planning lessons with scaffolding. \*Double down and double down teachers have the proper training. \*Target supports in primary grades. \*Enhanced early literacy/phonics instruction coaching. \*Interventions and programs to address foundational skills. \*Supplemental resources to support student reading deficiencies. \*Build teacher capacity in instructional practices to deliver systematic explicit instruction. \*Implementing AVID strategies to support instruction. \*Build-in time for all teachers to teach phonics and phonological awareness where needed. \*Individualized tutorial for students in K-5 \*Supporting teachers capacity in teaching in the Dual Language program and ensuring students have materials that are to the rigor of the standard in both languages.

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

The school will continue to share news about school events such as SAC, parent engagement nights and other school events in all main three languages via text, phone call, but also paper. At school wide events and parent conferences data and other information will also be shared in all three main languages spoken at school.

#### • Parent Training

Additional parent trainings on what can be done at home. Possibly have a grade level per month. Parent University to focus on ELA and foundational skills and application to languages spoken at home.

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

#### • School

The school will continue to ensure that students are safe and implement added attendance incentives to encourage students to come to school. In addition, the school will be sharing data with parents on an ongoing basis to update parents on students' progress. The school will share out data and update parents on student progress.

- **Students**

Students will follow the school's rules. Students will come prepared to learn.

- **Parents**

Parents will bring students to school and plan appointments on days when students do not have school. Parents will also encourage learned strategies to support education at home.

- **Staff Training**

Additional PD on how to support parents at home and decrease the school/home barrier including language. Training on goal setting with students for parents during conferences/schoolwide events.

- **Accessibility**

Continue to have meetings at various times and translators alongside easy access to school building and rooms. Access to main languages spoken at home as well.

## **Math**

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

### **1. List prioritized needs statements.**

\*According to STAR math data, the Black male demographic decreased 1% between the first diagnostic and the second diagnostic. \*Fifth grade math teachers are brand new to teaching. \*38% of 3rd-5th math teachers are new to Barton \*28% of students in 3rd-5th grade came in proficient in math in FY22 FSA, 37% are predicted to be proficient in FY23 FAST \*Only 49% of students are on grade level for K-2 according to PM2 \*Black male subgroup decreased 6% according to PM1 and PM2 \*According to STAR math data, the Black male demographic decreased 1% between the first diagnostic and the second.

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

\*Absences are severely affecting the performance of students \*Lack of mastery in basic facts (addition, subtraction, multiplication, and division)  
\*English is the second language for many of our students and teachers lack capacity in differentiating for ELL students. \*Professional Development has typically been created to ELA and not math \*Students struggle to focus during whole group but display a vast strength during small groups.

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

\*Continue reaching out to District, Regional and Multicultural Department to provide PD on PD days, PLCs, and conduct walkthroughs to build teacher's capacity in working with ELLs in all content areas but specifically for math. \*Provide additional collegial planning opportunities for teachers to unit plan and receive additional PD outside of PLCs \*Build capacity for in math for all teachers and admin \*Ensuring students have math manipulatives and resources needed to show their learning in math. \*On-going PDD in remediation/enrichment \*Offer club/mentorship/enrichment programs for students \*Tutorial for all grades K-5

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

**• Communication**

Continue to share news about school events such as SAC, parent engagement nights and other school events in all main three languages via text, phone call, but also paper. At school wide events and parent conferences data and other information will also be shared in all three main languages spoken at school.

**• Parent Training**

Additional parent trainings on what can be done at home. Possibly have a grade level per month. Parents will learn on strategies they can use at home.

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

- **School**

The school will continue to ensure that students are safe and implement added attendance incentives to encourage students to come to school. The school will share out data and update parents on student progress.

- **Students**

Students will follow the school's rules. Students will come to school prepared. Students will also be attendance at school.

- **Parents**

Parents will bring students to school and plan appointments on days when students do not have school. Engage in parent teacher conferences and attend curriculum nights. Parents will use learned strategies at home.

- **Staff Training**

Additional PD on how to support parents at home and decrease the school/home barrier including language. Training on goal setting with students for parents.

- **Accessibility**

Continue to have meetings at various times and translators alongside easy access to school building and rooms. Access to all languages as well.

## **Science**

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

### **1. List prioritized needs statements.**

\*16% of 5th Grade students were proficient on their FY23 Science Diagnostics . \*Diagnostic data shows that students are struggling with fair game standards.

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

\*2 of the 3 Fifth grade teachers are brand new to teaching and would benefit from professional development. \*Many of our ELL students are struggling with the acquisition of reading/writing in English. \*3rd and 4th Grade teachers only have 30 minutes a day to teach science. This does not allow them sufficient time to build their foundational knowledge. \*The team is new to teaching and would benefit from PD development \*Teachers struggle with scaffolding and chunking down science standards to students. \*Due to the language barrier, teachers struggle communicating with parents and sharing classroom progress.

3. Share possible solutions that address the root causes.

\*Continue reaching out to District support to build capacity to all teachers in science instruction and to provide PD on PD days, PLCs, and conduct walkthroughs to build teacher's capacity in teaching science. \*Build teacher and admin capacity in science instruction. \*Work in Collegial Planning/Unit Planning sessions with new educators to develop capacity and understanding of standards. \*Science support in grades prior to 5th to ensure students have strong science foundations. \*Implementing AVID strategies that can help teachers teach their ELL students in science \*Teachers would benefit from more opportunities to learn the standards, and offer PDs that focus on how to scaffold standards. \*Offering more science/curriculum nights for parents and students to engage in science content. \*Additional opportunities for students to learn science outside of their scheduled science block.

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

• Communication

Continue to share news about school events such as SAC, parent engagement nights and other school events in all main three languages via text, phone call, but also paper. At school wide events and parent conferences data and other information will also be shared in all three main languages spoken at school.

• Parent Training

Additional parent trainings on what can be done at home. Possibly having a grade level per month.

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

- **School**

The school will continue to ensure that students are safe and implement added attendance incentives to encourage students to come to school. Provide parents updates on student performance.

- **Students**

Students will follow the school's rules. Come prepared to school. Practice learned strategies and vocabulary at home.

- **Parents**

Parents will bring students to school and plan appointments on days when students do not have school. Share ideas on science projects that can be done at home. Attending school wide events.

- **Staff Training**

Additional PD on how to support parents at home and decrease the school/home barrier including language. Training on how to communicate with parents that do not speak English.

- **Accessibility**

Continue to have meetings at various times and translators alongside easy access to school building and rooms. Access to translators and documents in all languages.

## **Action Step: Classroom Instruction**

Support Staff will provide differentiated, personalized, small group instruction (push-in/pull-out) to support struggling students using Intervention strategies or programs selected based on student data.

**Budget Total: \$223,855.01**

Acct Description	Description									
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>		<b>Total</b>
	Copy paper - case		41	\$44.61	General Supplies			Original		\$1,829.00
	Composition Books (5 pack)- BT 465825		38	\$10.75	General Supplies			Budget Transfer		\$408.50
	Pens/Pencils/Paper- BT 465825		1	\$9.50	General Supplies			Budget Transfer		\$9.50
Resource Teacher	Science resource teacher will reinforce standards-based science skills acquisition for students in third (3rd) through fifth (5th) grades by providing additional science and STEM-related learning opportunities on the fine arts wheel.									
Resource Teacher	Math Resource Teacher will provide all 4-5th grade students push-in and pull-out mathematics instructional support. Math Grades 4-5									
Online subscription	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>	
	iReady Toolbox ELA Grades K-5 (BT# 465825)			1	\$4,301.00	Budget Transfer			\$4,301.00	
Resource Teacher	SBT Resource Teacher will support teachers with school-based team processes and procedures. SBT interventionist will provide interventions for struggling students and monitor their progress; she will also ensure students in grades K-5 in need of additional support are receiving appropriate interventions based on their individual needs and those interventions are progress-monitored.									
Tutorial	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Tutoring Grades K-5, All content areas, to start in October. Students to be pulled based on FY23 PM3 and FY24 PM1 data.		8	\$37.00	4	2	20	Certified	Original	\$47,360.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Saturday Tutorial Grades 3-5 ELA, Math and science	1	\$37.00	1	1	15	Certified	Original	\$555.00
	Reduced Tutoring Grades K-5 weeks for 6 tutors	6	\$37.00	4	2	-2	Certified	Budget Transfer	-\$3,552.00

## Action Step: Parent Engagement

Build the capacity of parents/families to support students at home through consistent communication and parent training, home visits, referrals to social services and community outreach.

**Budget Total: \$50,186.99**

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Parent Support by School Staff	Community Resource will host parent trainings and meetings to bridge the home/school connection. In addition, she will assist students' parents with uniform distribution, school supplies, and other necessities that they need to be successful. She will assist in communicating the expectations for	1	\$31.00	4	7	4	Non-Certified	Original	\$3,508.00

<b>Acct Description</b>	<b>Description</b>									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	students to be successful. During the summer.									
	Community Resource family outreach for truance, attendance issues/matters and family engagement events outside contractual hours.	1	\$31.00	1	4	12	Non-Certified	Original	\$1,503.0	
Community Resource Person	Community Resource Person to facilitate parent universities, coordinate parent meetings and trainings, provide community resources and referrals, conduct home visits, organize backpack drives and distribution, and ensure continuity of services between school and community for parents to increase access to equitable learning for students.									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Student Agendas	1100	\$2.50	General Supplies			Original	\$2,750.00		
	Cardstock - ream	2	\$15.83	General Supplies			Original	\$31.66		
	Pens	1	\$18.33	General Supplies			Original	\$18.33		

## Action Step: Professional Development

Teachers and instructional leaders will be providing job embedded professional development for the purpose of data review, curriculum planning, instructional practice based upon the needs of the school. In addition, build teacher's capacity to provide rigorous, standards based instruction is differentiated to meet the needs of all students.

**Budget Total: \$313,370.00**

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator serves all teachers by planning and leading professional development (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support Writing instruction in K-5
Single School Culture Coordinator	Single School Culture Coordinator serves all teachers by planning and leading professional development (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support ELA literacy instruction in grades K-5
Coach	Math coach to serve 4-5 grade mathematics teachers by: observing instructional practices and providing teacher feedback, instructional support, and coaching.
Coach	Science coach to serve third (3rd) through fifth (5th) grade science teachers by: observing instructional practices and providing teacher feedback, instructional support, and coaching.

## 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

Barton Elementary empowers families to become consistently proactive in their children's education. Together, we can foster relationships and bridge the gap between parents, school and community.

## **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
Denise Sanon	Principal
Valerie Vilmont	Assistant Principal
Karla De La Cruz	Assistant Principal
Chelsea Williams	Single School Culture Coordinator
Marie Boucard	Community Relations Coordinator
Jamie Wright	ESE Coordinator
Eulalia Castellon	Parent
Dakota Federico	ESOL Coordinator
Patrick Orelus	ESOL Coordinator
Eugene Feky	Math Coach
Meleisha Weller	Learning Team Facilitator
Jodi Harrell	ELA Coach
Adam Hermele	Science Coach

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

Using a list of pre-defined subgroups, the principal selected members according to the role each serves within the school to ensure equitable representation among subgroups. The selected team members provide for an extremely diverse team that encompasses the various cultures, races, ethnicities, and varied learning styles of the students we serve. Parents and community members who attend SAC meetings were asked to be solicited in the creation of the plan. Each parent/community member who attended the CNA meeting was included in the process.

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

On February 15, 2023 at 6:30pm we held a SWP Stakeholder meeting where we invited parents and stakeholders to an open forum that allowed the participants to provide input and ask questions in relationship to the compact, family engagement plan and SWP. On the afternoon of February 14, 2022, at 3:15 p.m. we invited faculty and staff to provide input and ask questions through a share-out of data and recommendations by administration, followed by individual volunteered spoken feedback that administration placed onto meeting recording templates. Throughout the school year, we also provide opportunities for all stakeholders to provide feedback ongoing at SAC meetings. These meetings will be held on August 23, 2023, October 15, 2023, December 6, 2023, February 21, 2024, and April 24, 2024. All meetings will start at 6pm in the school's cafeteria.

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

At the meeting, stakeholders provided input in an open forum and they asked specific questions. As a result, stakeholders believed that purchasing agendas does help increase and support family communication. Parents also benefit from having translators and a community liaison that helps strengthen the partnership between the school and home. In addition, stakeholders shared that they benefitted from phone calls in the three main languages.

<b>Name</b>	<b>Title</b>
Karla De La Cruz	Assistant Principal
Denise Sanon	Principal
Valerie Vilmont	Assistant Principal

## **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?**

This year, we will have our annual Title I Annual Meeting on September 20, 2023 at 6:30pm in the cafeteria.

**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 of the annual meeting by sending a call out and invitations in all appropriate languages.

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

An agenda will be prepared for the annual meeting. We will need the use of a computer and projector and also translators to translate to Spanish and Creole. We will also have copies of the Parent Compact and Parent and Family Engagement Plan available. We will also have an evaluation at the end of the meeting.

## **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**

Culturally Sensitive Communication with Families

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

Teachers will learn how strategies and skills when communicating with families from different ethnicities', backgrounds, and home languages. We will discuss the various cultures of the school and some of the traditions of different cultures. Teachers will learn how to engage parents successfully in the academic progress of their child. We will also discuss strategies that teachers can help parents implement to assist with attendance. Skills will be taught on how to have difficult conversations with parents in a positive manner.

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

Teachers will be more culturally sensitive when having parent teacher meetings. They can find various ways to reach out to parents in positive ways to engage them. In addition, parent conference notes will have "positives" about the child to help bridge the home school connection.

- **What will teachers submit as evidence of implementation?**

Parent teacher conference notes. In addition, sign ins and and agendas.

- **Month of Training**

September

- **Responsible Person(s)**

ESOL Coordinator

## 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**

Successful Parent Conferences

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

During this training, teachers will learn how to present data and academic progress to parents and guardians. Information presented to parents has to be on a way that is easy to read and with graphics to help our families that do not speak English and are new to the country.

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

Due to this training, teachers and staff members will have more productive parent teacher conferences where parents are better able to understand the school's goals and their child's progress towards making school, district, and state goals. Parents will be better informed and aware.

- **What will teachers submit as evidence of implementation?**

Teachers will submit sample parent conference notes in addition to any visuals they used. In addition, sign ins and and agendas.

- **Month of Training**

October

- **Responsible Person(s)**

Administration

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

- **Name and Brief Description**

Successful Parent Conferences

- 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**

Supporting the Dual Language Student

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

Parents will learn the foundations of the Dual Language program and what they can do at home to ensure their child is bilingual, biliterate, and bicultural. Parents will learn strategies that they can use at home in either English or their main language that will help their child be successful in ELA, math, and science. Parents will learn the importance of reinforcing and strengthening their native language at home and how that supports learning the English language.

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

Parents will use books and question stems in their native language to practice ELA strategies and learn what questions to ask students when they are reading books. Parents will be encouraged to bring their child and have the opportunity to practice with their child if their child comes with them.

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

Students will continue strengthening their native language but will also transfer learned strategies and skills to their English language development.

- **Date of Training**

September 2023

- **Responsible Person(s)**

ESOL Coordinator with support from District Dual Language Department

- **Resources and Materials**

Books in different languages, cardstock, book rings, markers, pencils, anchor charts, paper, folders, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 2. Reflection/Evaluation of Training #1

- Name of Training

Supporting the Dual Language Student

- 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

Literacy Night

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

Parents will strengthen relationships with teachers and the community during this event when guardians will visit various stations to learn about different activities that they can do at home to support literacy. Each station will engage students and parents with educational activities and games that are easy to implement at home. Parents will have the opportunity to take all materials needed to continue practicing at home.

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

With the assistance of teachers, parents will learn how to use the resources we provide them with to practice literacy skills at home. Parents will learn how to practice sounds, letters, play educational games, and ask questions to students that support skills needed to read fluently with comprehension of the text.

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

Student literacy scores are expected to increase due with the help of additional literacy support that will be provided at home. Students will also read more fluently and with increased comprehension of the text.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Media Specialist

- **Resources and Materials**

Cardstock, dice, laminating film, books, flashcards, folders, pencils, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

TBD

#### 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

Science and Math Night

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

Parents will learn fun activities that they can do at home to support students in math and science. Parents will visit various stations where they will interact with staff and students practicing their math and science skills.

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

Parents will participate in the activities with students so that they can do the same activity at home with their child. The parents will be doing the activities with the guidance of staff members, learning what to ask and how to do the activity.

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

Student achievement in science and math should increase. Parents will learn how they can reinforce at home and students will have more practice at home.

- Date of Training

March

- Responsible Person(s)

Science Coach and Math Coach

- Resources and Materials

Cardstock, book rings, markers, pencils, anchor charts, paper, folders, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

TBD

## 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, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

Palm Beach School Migrant Department

• Describe how agency/organization supports families.

This organization supports families in ensuring that migrant families have the resources they need to help students be successful.

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

Email between school and department, Powerpoint Presentation during a faculty meeting describing services offered, Planning emails with distribution of services provided to families.

• Frequency

Annually

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

• Name of Agency

Palm Beach Sherriff's Office (PBSO)

• Describe how agency/organization supports families.

This organization helped to build the community school garden, including manpower, resources, and tools. They also provide mentoring to our students and resources to the families of students including but not limited to bicycles, food donations, clothing, and connecting them to community resources that assist with shelter.

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

Calendar of PBSO events/visits on campus, pictures of donations.

- Frequency

Annually

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

The organization supports families by providing uniforms, clothes, and donating Christmas gifts.

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

Pictures of distribution, emails with organization with the school, confirmation card from school to agency.

- Frequency

Annually

## 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**

The school will inform parents about opportunities to partake in Title I programs through the school's website, texts, call outs, phone calls home, agendas, virtual newsletters and visitation information in the main office and Annual Meeting. If parents request a virtual meeting, we provide that option. In addition, the call outs, texts, and invitations will be in the 3 main languages spoken at Barton (English, Spanish, Creole).

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

Parent Family Engagement Plan (in all languages), School-Parent Compact (in all languages), SAC minutes documenting Title I programming.

- **Description**

The School will inform parents about curriculum and proficiency levels through Curriculum night and other school wide events. We regularly send out report cards and progress report. We encourage all parents to participate at least one parent conference per year.

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

Curriculum Night presentation, Email to teachers regarding distribution, Parent conference note.

- **Description**

The School will inform parents about curriculum, assessments, and student's levels, through SAC, parent conferences, progress reports, and report cards.

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

Redacted assessment results, progress reports and report cards.

- **Description**

The School will inform parents about opportunities to participate in decision making through events such as Meet the Teacher, Open House/Curriculum Night, and SAC. We announce SAC meeting through call-outs in 3 languages, specifically inviting parents to "an opportunity to participate in decision-making regarding the education of [their children]"

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

Parent conference invites, parent conference notes and Phone call-out transmissions/scripts.

- **Description**

Trainings will and meetings dates and times are offered at times that are convenient to parents such as the afternoons. In addition, parent trainings and parent teacher conferences can be virtual to provide parents with the option to join virtually if they cannot drive to the school.

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

Invites to attend, Google Meet attendance, School calendar 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

All communication will be in English, Creole, and Spanish. The CLF will provide translation during all Family Involvement activities. All letters, brochures, and PowerPoint will be translated if needed. Google Meets will be created based on language, allowing families to communicate in their home language. We will provide translation devices for parents who need them. The CLF will continue to keep accurate records with timesheets, classroom schedule, and facilitation logs. We will provide parent evaluations at all meetings to ensure we're meeting the needs of the parents and families we service. The PFEP and Compact will also be available in all languages.

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

Copies of communication in three languages, copies of info being sent home in all three languages, parent conference notes documenting translation provision.

- Description

When attending school functions, parents and/or families with disabilities will be provided with appropriate accommodations to ensure that they can actively participate in their child's education. These accommodations will include interpreters, accessibility options, and home visits in lieu of actual attendance. Options will be advertised with flyers when invitations are sent home. The ESE department will be contacted when necessary.

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

Pictures of handicap ramp, handicap elevators and handicap accessible parking.

- Description

We will use Parentlink, newsletters, and phone calls to communicate with migrant families. Our efforts will also include phone calls and home visits to migrant parents to increase their participation in school events. We also placed migrant families in touch with the migrant services office for additional support.

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

Emails to migrant office, presentation from parent training that outlines referral process, SAC meeting minutes documenting sharing of this information.

- Description

The Homeless Field Coordinator for our region will be contacted. The program is titled the McKinney-Vento Homeless Assistance Act. We will identify families based on the completion of the registration form and Student Residency Questionnaire. Parents will be put in contact with our on sight parent liaison who provides food, clothing, and school supplies to families in need. Families are also placed into contact with Homeless Support Office.

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

Community Liaison meetings and list of items provided, Emails to District McKinney-Vento team, SAC meeting minutes documenting sharing of this information.

## 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

### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

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

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

## 1. Building Students' Non-Academic Skills

Throughout the school year, teachers receive training on monitoring and encouraging students both academically and socially. This is discussed at PLCs and pupil progression meetings. We have a guidance program that provides students with opportunities to talk with counselors about issues they face inside or outside of school. Because our counselors are multilingual, all students have access to their services. Our counselors also conduct peer mediation with students who are struggling with peer interactions. We also have a Behavior Health Professional that is available to work with students who need counseling services. Finally, we do have a mentoring program with the local sheriff's office where students learn to be leaders and stop bullying. We participate in the monthly Character Counts program which provides practical strategies, curricular resources, and trainings to positively impact schools. Character Counts focuses on caring, citizenship, trustworthiness, respect, responsibility, and fairness. In addition, select students in Grades 4 participate in a "Bullying/Break the Cycle Program" with the Palm Beach Sheriff's Office where students are mentored and learn how to break the cycle of bullying and act responsibly with their peers. In an effort to assist students who need to learn the English language, we offer a program for students who are new to the country. This program is funded by Title III, which is part of the Every Child Succeeds Act. Boys Town, an outside agency, also provides services to our students. They specifically work with students in grades K-1. Finally, through AVID, students learn about college and career readiness including organizational skills.

## 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

Barton's School Based Team (SBT) is comprised of teachers, administrators, and intervention specialists. Each member of the team supports students by analyzing behavioral and academic data. Their analysis results in the identification of specific areas of strengths and/or weaknesses. Students who have areas of need in behavior and/or academics receive Tier 2 interventions such as a behavior plan or targeted research-based instruction in small groups. These interventions are layered with Tier 1 interventions and are implemented with fidelity for a minimum of 6 weeks. Data and interventions are monitored on an ongoing basis. A case liaison is assigned to every student who has a formalized SBT intervention plan. After the 6 week time span, student data is reevaluated. If there is minimal or no improvement at all, the student will receive formalized Tier 3 interventions. This could be in the form of individualized instruction and/or referrals to outside agencies. Similar to Tier 2 interventions, these interventions must be implemented with fidelity for a minimum of 6 weeks. Academics: Tier 1: A 90 minute standards-based reading block consisting of both whole group and small group differentiated instruction. Tier 2: (supplemental) Students with an identified reading deficiency receive 30 minutes of immediate intensive intervention (iii). Students receive daily Tier 2 interventions (iii) for 6-8 weeks prior to an SBT referral. If the supplemental instruction is unsuccessful, teachers continue with Tier 1 instruction that is layered with formalized Tier 2 (supplemental) instruction. Tier 3: If formalized Tier 2 instruction is unsuccessful, then students receive Tier 3 instruction. Behavior: Tier 1: Teach behavioral expectations and praise/reward appropriate behavioral actions (fast passes, Barton Bucks, etc.) Tier 2: Students with consistent behavior and/or attendance problems are referred to SBT and Tier 2 Interventions are put into place (group counseling, behavior contract, mentoring) Tier 3 (After 6 weeks of Tier 2): This includes referrals to outside agencies, FBAs, and coordinating with doctors and/or mental health professionals.

## 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

The school uses data from the previous year's state testing [lag data] and district/classroom assessment [leading data] such as iReady and district assessments to determine core instructional needs. We ensure that our teachers provide standards based instruction by making sure that teachers follow the district scope and sequence and use approved standards based resources. Teachers also have weekly meetings to plan and discuss pedagogy and standards based tasks/resources. Students are provided extended learning time through before and after school tutorial.. Through AVID we provide students with real world opportunities such as college visits and goal setting for future real-world success. Students at Barton receive 30 minutes of fine arts daily. The fine arts rotation includes art, music, guidance, Language Lab, and physical education. Barton also has a French World Language Program where students learn French and have the ability to continue in French after elementary school. Each area is taught by a certified teacher and includes the state approved curriculum.

## **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

In order to support the academic needs and enrichment of students, AVID (Advancement Via Individual Determination) strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders. Finally, we offer a French World Language and Spanish Dual Language program for students to compete in the global workplace when adults. Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choices at an early age. Exposure to the college atmosphere is provided by visiting local college campuses. Students also engage in goal-setting opportunities where they set 1-year, 3-year, and 5-year goals in order to prepare them for the upcoming grade levels and college/career paths. Lake Worth Middle and Lantana Middle visit Barton's fifth-grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth-grade students are provided the opportunity to visit local middle schools at the end of the year with their families. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice programs for middle schools, Barton offers support to fifth-grade students' families. Guidance counselors and CLFs help with the application process. Fifth-grade teachers also support students by recommending courses and programs based on students' needs and interests. We also host a Career Day so that students can learn about the different careers that they can pursue in the future. Local guests from different fields are invited to attend.

## 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
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop

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

### 1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program at Barton Elementary, we engage in various kindergarten transition activities. For example, we distribute a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for enrolled VPK students (provided by the Dept. of Early Childhood Education). We invite families of incoming kindergarten children, we distribute community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten, and we provide home learning activities to families to help them prepare children for kindergarten entry. At the end of the school year, we have a kindergarten round up event. This event informs parents of what they need to do in order to get their child ready for Kindergarten. Kindergarten has a staggered start at the beginning of the year along with a meet the teacher event which allows parents to meet their child's teacher.

## 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

Professional development at Barton includes professional development through PLCs, Collegial Planning, common planning, afterschool, and PD days. Professional development meets teachers' immediate needs by providing support and coaching in the areas of standards-based instruction, data analysis and research based instructional strategies. PLCs, Collegial Planning, and Common Planning are supported by our Single School Culture Coordinator and instructional coaches. Teachers also receive professional development from regional and district specialists in the areas of , ELA, Math, and Writing. In addition, regional and district support provide PD to teachers in all content areas and how to reach all learners. Administration will also attend the NABE conference to learn how to successfully implement a dual language program. Barton is on the second year of implementing dual language, growing their Kindergarten program to first grade. The information learned will be shared out with the ESOL coordinator and Dual Language team to better support the program. Additional strategies on how to reach English Language Learners will also be shared out with the ESOL Coordinator and ESOL teachers. These strategies will also be shared at grade level PLCs. Administration and teachers will also have the opportunity to attend the Bold Leadership in Math conference where a team will learn best practices in math instruction. Information will be shared out at PLCs, Common Planning and PD days. In addition, a team will also attend the Innovative Schools Summit where strategies and solutions for barriers are provided for leaders and teachers working in high needs schools to create and develop systematic changes. Teachers also engage in learning walks which allows them to watch peer teachers and Barton students engage in the reciprocal process of teaching and learning. Our new teachers participate in ESP (employee support program) which provides them with online and face-to-face training around the Palm Beach Model of Instruction, classroom management , and various other topics that are relevant to new teachers. Outside agencies such as Curriculum Associates also provides support in iReady. Support from the FLDOE also provides training and conducts lab sites with teachers in the area of phonics instruction. Finally, the regional and district support team will provide ongoing professional development for all areas of need including interventions, standards alignment, increasing student attendance, and progress monitoring.

## 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)

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

At Barton, we aim to recruit and retain passionate, dedicated, and highly effective teachers who strive to help students reach their potential. We recruit teachers through district sponsored job fairs and colleges of education at local universities including Florida Atlantic University in Boca Raton, Florida. We also remain in constant contact with human resources and the regional office to ensure that we have priority when it comes to hiring and placement. We retain teachers in many ways including having an open door policy which allows teachers to stay in direct contact with school leaders when concerns arise. New teachers are part of the ESP program where they are paired with a mentor and receive additional coaching support. Teachers are also able to engage in weekly job-embedded professional development through their participation in PLCs and Common Planning. They are also supported by instructional coaches, regional support , and district personal. We also provide additional support in the form of academic tutors and language facilitators to provide additional support in the classrooms, our classroom teachers feel supported in their efforts to reach their goals.