
Title I Comprehensive Schoolwide Plan
WASHINGTON ELEMENTARY MAGNET SCHOOL (0191)

ELA

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

1. List prioritized needs statements.

PM2 FAST data indicates that 68% of 4th graders are achieving at Level 1 Reading.

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

Students are not engaged in the lessons. Teachers need support unpacking the B.E. S. T. standards. Lack of understanding of curriculum and standards. Teachers need assistance with teaching strategies that allow them to teach to the rigor of the standards. Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Teachers need training/PD on how to engage learners while effectively teaching vocabulary. Students do not have sufficient time built into their schedule to independently practice skills taught daily. Lack of time and personnel to provide additional interventions for students 4th grade ELA teacher is new to the school and grade level. The Reading Coach has been utilized to support K-5. Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Enlisting the support of a Reading Coach or Literacy Specialist for dedicated specifically to K-2 and another for 3rd-5th will help with targeted ELA support. (provide support through PLCs, collaborative planning, teacher training, webinars, conferences, etc.) Re-evaluate the daily schedule to incorporate time daily to independently practice skills taught. Providing Professional Development to teachers on how to effectively teach and reach all learners (ie. 4th grade teacher to teach foundational skills to 4th grade students who may not have a sturdy foundation with the basic fundamentals of reading of threading process). Providing Professional Development to teachers on how to effectively teach and monitor students' comprehension skills. Providing teachers with professional development on the science of reading so that they will fully understand the reading process from it's inception. Provide opportunities for students to use hands-on experiences/practice to support student learning (intervention kits, student workbooks, manipulatives, classroom libraries, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Imagine Learning, SuccessMaker, typing program (typing.com), etc. Provide training and support for teachers to implement explicit lesson planning to support differentiated learning Provide training for parents to support learning at home Provide additional support to students during the day through the use of resource teachers, temp tutors, paraprofessionals to increase student achievement. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Thanksgiving break, Spring Break, and in Summer for grades K-5

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

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication).

- **Parent Training**

We will develop parent trainings geared toward a primary and Intermediate "Literacy Night." Parents will have opportunities to engage in literacy activities with the intent of supporting their student at home focused on foundational skills (comprehension, summarizing text - beginning, middle, and end)

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

- **School**

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Students**

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments (classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Practice activities and strategies at home that support foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school on time. Use activities at home with student that were shared during parent nights focusing on foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Staff Training**

Train teachers to learn how to support parents to help their child learn at home focused on foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Accessibility**

We will strengthen our communication with families with limited English proficiency will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Math

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

1. **List prioritized needs statements.**

STAR Math shows that 67% of our 2nd grade students are not on track to meet end of year grade level expectations.

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

Teachers need support recognizing and catering to students' various learning modalities. Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Teachers need assistance engaging students by making them a part of the learning process. Teachers need training/PD on how to effectively incorporate manipulative into lessons. All 2nd grade teachers are new to the grade level. Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

Provide a dedicated Math Coach that specializes in math instruction to support delivery of instruction, understanding standards, differentiated learning (provide support through PLCs, collaborative planning, teacher training, webinars, conferences, etc.) Providing Professional Development to primary teachers on how to engage all learners. Providing Professional Development to teachers on how to effectively utilize math resources to support math instruction. Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, math manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, Reflex math, etc.) Provide training for parents to support learning at home Provide additional support to students during the day through the use of resource teachers, temp tutors, paraprofessionals to increase student achievement. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Thanksgiving break, Spring Break, and in Summer for grades K-5

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

• Communication

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication). Newsletters ParentLink, etc.

• Parent Training

We will develop parent trainings geared toward a primary and Intermediate "Math Night." Parents will have opportunities to engage in math activities with the intent of supporting their student at home. Parents will have opportunities to engage in literacy activities with the intent of supporting their student at home focused on foundational skills (basic math facts - addition, subtraction, multiplication, division)

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

- **School**

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (basic math facts - addition, subtraction, multiplication, division)

- **Students**

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments (classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Practice activities and strategies at home that support foundational skills (basic math facts - addition, subtraction, multiplication, division)

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school on time. Use activities at home with student that were shared during parent nights focusing on foundational skills (basic math facts - addition, subtraction, multiplication, division)

- **Staff Training**

Train teachers to learn how to support parents to help their child learn at home focused on foundational skills (basic math facts - addition, subtraction, multiplication, division)

- **Accessibility**

We will strengthen our communication with families with limited English proficiency will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Science

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

1. List prioritized needs statements.

Winter Diagnostic data indicates that 56% of 5th graders are performing below threshold in Science.

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

Students are not receiving explicit science instruction throughout the primary educational years. Students are not as strong with the "fairgame" benchmarks that were taught in previous years. Teachers do not have time to go back and teach/assess the fair game benchmarks that were previously taught in 3rd and 4th grades. Teachers need training/PD on how to engage learners while effectively teaching vocabulary. Teachers need time to plan and resources to utilize when incorporating "hands-on" learning experiences. Students need time weekly to engage in "hands-on" learning experiences. Lack of teacher knowledge of the math standards Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

Provide a dedicated Math/Science Coach that specializes in science instruction to support delivery of instruction, understanding standards, differentiated learning (provide support through PLCs, collaborative planning, teacher training, webinars, conferences, etc.) Teachers need training/PD on how to engage learners while effectively teaching vocabulary. Re-evaluate the schedule to incorporate time weekly for "hands-on" learning experiences. Re-examine the schedule in primary grade levels to ensure Science instruction is included and monitor for compliance. Providing Professional Development to teachers on how to effectively teach and incorporate the "fair game" benchmarks. Collaborate with community stakeholders (ie. Science Museum) to strategize efforts for hosting "hands-on" learning experiences via Science Forums, Science Nights, etc. Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, materials for projects/experiments, manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.) Provide training for parents to support learning at home Provide additional support to students during the day through the use of resource teachers, temp tutors, paraprofessionals to increase student achievement. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Thanksgiving break, Spring Break, and in Summer for grades K-5

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

- **Communication**

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication).

- **Parent Training**

We will develop parent trainings geared toward a primary and Intermediate "Science Night." Parents will have opportunities to engage in science activities with the intent of supporting their student at home. Parents will also assist their child(ren) with Science Fair participation. Parents will have opportunities to engage in literacy activities with the intent of supporting their student at home focused on foundational skills (vocabulary, scientific method)

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

- **School**

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (vocabulary, scientific method)

- **Students**

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments (classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Practice activities and strategies at home that support foundational skills (vocabulary, scientific method)

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school on time. Use activities at home with student that were shared during parent nights focusing on foundational skills (vocabulary, scientific method)

- **Staff Training**

Train teachers to learn how to support parents to help their child learn at home focused on foundational skills (vocabulary, scientific method)

- **Accessibility**

We will strengthen our communication with families with limited English proficiency will will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Action Step: Classroom Instruction

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

Budget Total: \$72,343.49

Acct Description	Description									
Online subscription	Item						Quantity	Rate	Type	Total
	Penda Learning Science for grades 2nd - 5th Amend 20 creating line						1	\$5,000.00	Amendment	\$5,000.00
	iReady Tool Kit ELA grades k-5 Amend 20 creating line						1	\$2,006.00	Amendment	\$2,006.00
Computer HW; non-cap	Item						Quantity	Rate	Type	Total
	chromebook chargers to replace lost and broken chargers						30	\$14.59	Original	\$437.70
	Amend 20 BT 466134 approved to dissolve line to increase or create other budget lines						30	-\$14.59	Amendment	-\$437.70
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Temp tutors non-certified will support struggling students in gradeds K-5 with all content areas in small group instruction through a push-in model - tentative start date is September 11th 2023		3	\$15.00	5	7	30	Non-Certified	Original	\$47,250.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Reducing hrs by 1050 hrs - reducing headcount to 2 per Amend 20	1	-\$15.00	5	7	30	Non-Certified	Amendment	-\$15,750.00
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 teachers & certified teachers tutors will provide extended learning opportunities for low 25% students in grades 3-5 to reinforce concepts taught during the school day during afterschool and and Saturday to support student learning for ELA, math, and science - Tentative start date is October 2023"	5	\$37.00	2	1	5	Certified	Original	\$1,850.00
	Certified teacher tutors will provide extended learning opportunities for low 25% students in grades 3-5 to reinforce concepts taught during the school day during and Spring Break Tutoring	5	\$37.00	4	4	1	Certified	Original	\$2,960.00
	Increase certified teacher headcount for afterschool tutorials per Amend 20 BT 466134	4	\$37.00	3	1	10	Certified	Amendment	\$4,440.00

Acct Description	Description							
Printing	Item				Quantity	Rate	Type	Total
	External Printing - Print strategy posters for ELL students, and schoolwide positive behavior matrix to support character education standards.				1	\$529.00	Original	\$529.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total	
	iReady ELA student workbook 3-5		45	\$12.75	Instructional Materials	Original	\$573.75	
	folders (red, blue, gree, yellow) pack of 25		10	\$45.00	General Supplies	Original	\$450.00	
	J&J Science Speed Bag St. Bk		20	\$9.00	Instructional Materials	Original	\$180.00	
	Expo Markers Dry erase markers (box of 12)		6	\$8.06	General Supplies	Original	\$48.36	
	MY FIRST TICONDEROGA PENCIL		10	\$4.68	General Supplies	Original	\$46.80	
	post-its (pack of 12)		10	\$2.50	General Supplies	Original	\$25.00	
	PENCIL PRESHARPENED TICONDEROGA #2 PACK OF 72		10	\$14.98	General Supplies	Original	\$149.80	
	MARKER SET FLIP CHART 4 COLOR		32	\$2.59	General Supplies	Original	\$82.88	
	J&J Science Speed Bag		2	\$350.00	Instructional Materials	Original	\$700.00	
	laminating film (to prolong student hands-on learning activities used through the year)		5	\$60.00	General Supplies	Original	\$300.00	
headphones		30	\$15.00	Technology	Original	\$450.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pink Belveled Erasers 36pk	10	\$11.41	General Supplies	Original	\$114.10
	notebooks - spiral	175	\$1.74	General Supplies	Original	\$304.50
	composition books (10 pack)	30	\$27.06	General Supplies	Original	\$811.80
	White copy paper (case) to support student learning and delivery of instruction	54	\$44.61	General Supplies	Original	\$2,408.94
	Scholastic News to support ELA and social students in grades 3-5	120	\$5.99	Instructional Materials	Original	\$718.80
	Paper Easel Post-it (pack of 4) to support delivery of instruction in all content areas for all grades	8	\$102.00	General Supplies	Original	\$816.00
	Shipping	1	\$0.31	General Supplies	Original	\$0.31
	BINDER VIEW AVERY 1-1/2 IN SLANT RING WHITE AVE17022	175	\$6.33	General Supplies	Original	\$1,107.75
	Scholastic News to support ELA and social students in grades K-2	120	\$5.50	Instructional Materials	Original	\$660.00
	Highlighters	10	\$11.00	General Supplies	Original	\$110.00
	Ink and increasing items currently in the SWP per Amend 20 BT	1	\$3,447.70	General Supplies	Amendment	\$3,447.70

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$2,098.31

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Agendas for school-home communication	300	\$3.53	General Supplies	Original	\$1,059.00
	Nicky Folders	300	\$1.50	General Supplies	Original	\$450.00
	Refreshments for parent trainings	3	\$200.00	Program Supplies	Original	\$600.00
	White copy paper (case) to support school-home communication and parent trainings/meetings	5	\$44.61	General Supplies	Original	\$223.05
	White Card stock pack of 100 for flashcards for math and ELA	30	\$10.22	General Supplies	Original	\$306.60
	Ink (black and varous colors)	1	\$350.00	Technology	Original	\$350.00
	Color copy paper - blue, pink, yellow, green (ream) to support school-home communication and parent trainings/meetings	18	\$9.37	General Supplies	Original	\$168.66
	Reducing items listed in description per Amend 20 BT 466134	1	-\$1,059.00	General Supplies	Amendment	-\$1,059.00

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **\$69,594.95**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers will analyze data, identify areas of need and create instructional calendars (ELA, math and science) - Tentative date is June 2024 per Amend 20	7	\$25.00	4	5	1	Certified	Amendment	\$3,500.00
Travel out-of-state	Item	Quantity	Rate	Type	Total				
	NAESP / Maryland,/ July 10-12th Help principals level up their leadership, opportunity to network with colleagues to learn best practices, learn how to create positive school climate, and foster a positive culture NAESP / Maryland,/ July 10-12th Principal and SSCC	2	\$2,319.00	Original	\$4,638.00				
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	pens (box)	10	\$6.99	General Supplies	Original	\$69.90			
	white copy paper	5	\$44.61	General Supplies	Original	\$223.05			
	ink to print assessment reports (black and color)	1	\$350.00	Technology	Original	\$350.00			

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will provide support to teachers in grades K-5 with all content areas to implement strong systems for academics, behavior, climate, and culture to increase student achievement (PLCs, PDD, coaching and modeling).

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

Washington Elementary's staff and administrators strive to empower parents and families to support their children's academic and social-emotional development by strengthening school, family, and community partnerships through communication, trainings, and resource support.

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
Vernicka Rolle Murray	Principal
Ranada Rainey-Reese	Assistant Principal
Gladys Perez	Second Grade Teacher and SAC Chair
Kaila Brown	Business Partner - Parent Coach - BRIDGES at Riviera Beach
Vedeline Anelus	Parent
Marie Estimable	Parent
Leroy Kelson IV	SSCC
Germaine Pierre Ross	SSCC

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

All stakeholders that volunteer to be a part of SAC and have consistent attendance, are selected for SAC membership. They are also selected to represent the population our school serves.

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

Stakeholders will be involved in jointly developing the Schoolwide Plan during SAC meetings, staff meetings, and leadership meetings through the CNA process scheduled for February/March. We will be able to take a look at our data to identify needed strategies for student improvement as well as improving family engagement. Family engagement funds will be used for supplies to support parent trainings.

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

Stakeholders suggested to use Title I family engagement funds for supplies for communication (copy paper), refreshments and resources for parent training.

Name	Title
Vernicka Rolle Murray	Principal
Ranada Rainey-Reese	Assistant Principal
Kaila Brown	Business Partner - Parent Coach - BRIDGES at Riviera Beach
Vedeline Anelus	Parent
Leroy Kelson	SSCC

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?

The Annual Title I Meeting will be held on Wednesday, September 20, 2023 at 5:30 PM.

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

All stakeholders will be notified via social media, call out, and text messaging.

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

Title I Annual Meeting PowerPoint presentation, agenda and sign-in sheets will be shared at the meeting. Also, a draft of the FY24 PFEP summary and the FY24 School-Parent Compact will be shared with parents.

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

Class Dojo

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

Teachers will learn how to login and navigate the SIS Family Portal in order to support parent communication regarding progress reports, report cards, FAST testing data, etc. Teachers will be able to utilize ClassDojo to increase school/home communication with parents.

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

Teachers/Staff will then work with parents to set up and navigate the SIS Family Portal in order to increase communication and share pertinent data/reports with families. Teachers and families will be able to effectively communicate with each other on how students are progressing in classes.

- What will teachers submit as evidence of implementation?

screenshot of a sample communication with families through SIS/ClassDojo.

- Month of Training

September

- Responsible Person(s)

Germaine Pierre Ross

2. Reflection/Evaluation of Training #1

- Name and Brief Description

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- Number of Participants

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

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

on

- How do you know?

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- What went well with the training

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

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3. Staff Training for Parent and Family Engagement #2

- Name of Training

Restorative Practices

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

Teachers will learn how to communicate effectively and positively about student behavior; learn deescalating techniques and share them with families; build partnership between school and home by sharing best practices/strategies that are working with each particular student.

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

Restorative approaches will aid in building community and effectively building and strengthening relationships.

- What will teachers submit as evidence of implementation?

Conference notes stating the deescalation techniques shared with families; screenshot of ClassDojo communication with families.

- Month of Training

October

- Responsible Person(s)

Mr. Leroy Kelson

4. Reflection/Evaluation of Training #2

- Name and Brief Description

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- Number of Participants

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

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

on

- How do you know?

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- What went well with the training

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

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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

ClassDojo Training

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

To support student learning at home, parents will be able to effectively communicate with teachers via ClassDojo on how students are progressing in their classes.

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

Parents will use laptops/Chromebook during the training to navigate through ClassDojo.

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

The expected impact of this training on student achievement is that parents will have an effective way to communicate with teachers regarding students' progress. Parents will receive timely updates on how students are performing both academically and behaviorally in their classrooms.

- Date of Training

Wednesday, September 20, 2023

- Responsible Person(s)

Tyler Durrant

- Resources and Materials

PowerPoint and Chromebooks

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

2. Reflection/Evaluation of Training #1

• Name of Training

tbd

• Number of Participants

tbd

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

tbd

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

on

• How do you know?

tbd

• What went well with the training?

tbd

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

tbd

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Literacy Night

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

Parents will be able to support learning at home by learning how to read iReady data forms. They will then learn strategies and create resources to support learning at home (iReady lesson for ELA). They will know which areas their child is excelling in as well as where they are struggling. Parents will also learn how to access their child's lesson scores. This will help improve literacy and English language arts student achievement.

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

Parents will be given a copy of data forms. They will be able to follow along with the teacher while looking at their child's data and make notes. They will also have Chromebooks to work through an iReady lesson for ELA with their child. Parents will then engage in creating "make and take" hands-on grade appropriate literacy tasks/activities that align with the B. E. S. T. standards.

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

Parents will be able to work with students on iReady lessons at home. They will also be aware of areas the student is struggling with to further assist them at home.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Mrs. Pierre-Ross

- **Resources and Materials**

Powerpoint, Chromebooks, B. E. S. T. Standards, Activity/Task Cards

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

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

Math and Science Night

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

Parents will be able to support learning at home by learning how to read SuccessMaker and Panda Learning data forms. They will then learn strategies and create resources to support learning at home (SuccessMaker lesson for math and Penda Learning for science). They will know which areas their child is excelling in as well as where they are struggling. Parents will also learn how to access their child's lesson scores. This will help improve math and science student achievement.

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

Parents will be given a copy of data forms. They will be able to follow along with the teacher while looking at their child's data and make notes. They will also have Chromebooks to work through an SuccessMaker lesson for math and Penda Learning lesson for science with their child. Parents will then engage in creating "make and take" hands-on grade appropriate literacy tasks/activities that align with the B. E. S. T. standards.

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

Parents will be able to work with students on SuccessMaker and Penda Learning lessons at home. They will also be aware of areas the student is struggling in to further assist them at home.

- **Date of Training**

February 2024

- **Responsible Person(s)**

Ms. Reese

- **Resources and Materials**

Powerpoint, Chromebooks, B. E. S. T. Standards, Activity/Task Cards

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

on

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

\$300.00

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

Safe Schools

- Describe how agency/organization supports families.

This department provides ongoing support with SwPBS to ensure that the school environment is structured to support the social, emotional learning of students.

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

Emails to invitations of District's SwPBs meetings and school meeting. Internal Coach attends meetings and when she returns to campus shares the information with staff to ensure implementation. The expectations of SwPBS are shared with parents so that they can reinforce at home.

- Frequency

Annually

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

- Name of Agency

Bridges

- Describe how agency/organization supports families.

This agency educates parents on the value of educating their child and assists with student readiness.

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

Emails and flyers

- Frequency

Monthly

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

- Name of Agency

Children Service Council, CSC

- Describe how agency/organization supports families.

The Center for Child Counseling has been able to assist Washington Elementary School families by providing them with psychoeducation on various topics that closely affect the families, teaching parenting skills, and providing opportunities for families to work on communication and empathy skills in order to grow closer and stronger.

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

Parent invitation, sign in sheet to training.

- Frequency

Monthly

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**

Title I information will be shared via the Title I Annual meeting and SAC meetings. Parents will receive invitation, monthly newsletter, and information via ParentLink. Documents will be provided to families in appropriate languages. Also, we will send home Scholastic magazines to support student learning at home.

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

Copies of invitation and ParentLink messages, ClassDojo, Marquee, CCTV, newsletters, Annual meeting and SAC meeting agendas.

- **Description**

This will be communicated to families via progress reports, report cards, Title I Annual meeting, Open House, and Curriculum Nights. Documents will be provided to families in appropriate languages.

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

Agenda and sign-in sheets from Annual Meeting, Curriculum Nights, and ClassDojo correspondence

- **Description**

This will be communicated to families via progress report cards, report cards, i-Ready reports, and Curriculum Nights. Documents will be provided to families in appropriate languages.

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

Sample progress reports, report cards, i-Ready reports, and Curriculum Night PowerPoints.

- Description

Families will be invited to attend SAC meetings, parent training opportunities, parent-teacher conferences, and Title I Annual Meeting. Parents will be notified via invitations, ParentLink, and newsletters. Documents will be provided to families in appropriate languages.

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

Samples of invitations, ParentLink, flyers, ClassDojo, SAC meeting minutes, and newsletters.

- Description

Meetings will be offered after school hours to increase attendance. All materials will be shared with parents at their request. Documents will be provided to families in appropriate languages.

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

ParentLink messages, offer meeting times for IEP, parent conferences that are convenient for parents' schedules. Provide childcare as possible. Invitations with links to trainings and meetings for convenience.

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

Washington Elementary will request the assistance of the Multicultural Department for translation of all written parent communication in order to share such information with parents in their native language. Washington Elementary will also utilize Clasdojo that has a built-in translation system.

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

Sample evidences will include translated compact, PFEP, letters, flyers and Clasdojo photos.

• Description

Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Conferences, interpreters, ramps, handicap parking spaces, etc. are some of the supports that can be put in place to assist parents and families. In order to provide parents and families with disabilities accommodations, the school building is ADA accessible. If needed, District will be contacted to support parents with disabilities.

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

Photos of handicapped parking, ramps, seating, audio enhancement, agendas, sign-in sheets, and emails.

• Description

Parents of migrant students are invited to all meetings. Teachers will invite parents to all the meetings/trainings and interpreters will be available for the meetings. Migrant parents will be surveyed on their needs when their child(ren) enter our school, so that the school staff/District staff may provide the resources and information needed. Our school will also provide backpacks with school supplies and uniforms as needed. We will continue to work with the Multicultural Department as needed.

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

Evidences include meeting notes and brochures of services offered to families in all languages; Log of distribution of resources (backpack with school supplies and uniforms).

- Description

Washington Elementary will provide transportation as much as possible. Parents will be surveyed on their needs so that the school can provide support, information, and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed. School will also provide backpacks with school supplies and uniforms as needed.

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

Evidence includes a copy of a referral email or Student Housing Questionnaire (form 2479). Log of distribution of resources (backpack with school supplies and uniforms), flyers of services offered to families in all languages.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

.

- Brief Description

.

2. Activity #2

- Name of Activity

- Brief Description

3. Activity #3

- Name of Activity

- Brief Description

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

Washington Elementary implements a School-Wide Positive Behavior Support (SwPBS) approach in order to establish a whole-school social culture and individual behavior supports that build character and promote positive behavior. This has helped our school achieve social/emotional and academic gains while minimizing behavioral concerns for all students. Our SwPBS behavioral practices are implemented throughout the entire school, in all settings and at all times of day. The success has been fostering a growth mindset in order to get the entire school to buy into the plan, to teach expected behaviors and communicate these expectations to parents. Every month Washington monitors our discipline data as well as the percentage of student participation in our school wide rewards. Through consistency and belief in SwPBS, Washington's discipline has declined significantly. In addition, we instill an appreciation for multicultural diversity through our anti-bullying campaign through the guidance department, BHP, and classroom team meetings. Washington encourages and seeks volunteers and Business Partners/Community Involvement to enhance our social/emotional and academic needs by providing school supplies, incentives, and clothing. The Florida Department of Health provides all of our second and fifth graders with a "Mobile Dental Sealant Program" and Kindergarten, first and third grade students with vision and hearing screenings. Washington's staff also helps families seek outside sources such as Bridges at Riviera Beach, Children's Counseling Services and Homeless services in order to meet the students social and emotional needs. The School District's Multicultural Department and the school's ESOL contact provide support and services for our English Language Learners (individuals who do not have English as their primary language) such as translators and curriculum materials.

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

Multi-tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. One key facet of an MTSS framework is a School Based Team (SBT) that is comprised of a multidisciplinary group of professionals who meet regularly to develop plans of actions for struggling students in the areas of academics, social-emotional, and/or behavior. Some of the key functions of SBT include using a formal problem solving process, analyzing student referral and baseline data, identifying student strengths and areas in need of improvement, developing intervention plans, including expected outcomes, monitoring student progress toward expected goals, collaborating with community agencies when necessary, and communicating regularly with parents about their child's progress. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. Often the term RtI (Response to Intervention) is used as if interchangeable with MTSS. However, RtI more appropriately refers to the fourth step of the planning/problem solving process. We like to think of RtI as a crucial facet of a broader Multi-Tiered System of Supports. MTSS seeks to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities. These varying levels of intensities are known as Tiers 1, 2, and 3. Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2. Tier 2: Targeted Interventions Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. Tier 2 is provided by classroom teachers through a push-in model for an additional 30 minutes of intensive instructional intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. Tier 3: Intensive Interventions and Comprehensive Evaluation At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). This support is provided through a push-in or pull-out model based on the needs of students for additional 30 minutes. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. A similar process for Tier 2 and Tier 3 interventions is followed for students struggling with behavior.

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

Washington Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by aligning practices to Strategic Plan Alignment: Strategic Theme A - Academic Excellence and Growth: Analyzing student data and comparing it to the expectations found in the Florida B. E. S. T. Standards during weekly teacher Professional Learning Communities (PLCs). By providing Common Planning/Support for Math and Reading from North Region Specialists, teachers work together with other area schools to plan effective rigorous instruction. An uninterrupted 105 minute Reading Block that includes: 60 minutes of whole group and three 15 minutes rotations of small groups, and the other 15 minute rotation of i-Ready computer instruction. Creating a schedule with a minimum of 30 minutes of an uninterrupted writing block. Conducting Data chats with students/teachers and administration. Choosing methods of instruction for mini lessons based on the needs of students (model, guided practice, etc.). Student independently using charts and other tools to practice and monitor their own learning. Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed for struggling students. Students selecting texts based on Oral Running Record (ORR) Levels. Using the Gradual Release, where the teacher uses the "I Do," "We Do," "You Do Together (collaboration)," "You Do (independently)" method. During the "You Do" the teacher closely monitors to identify students who might be in need of small group instruction in Math and Reading. Students receive push in/pull out services by Exceptional Student Education (ESE) and English Language Learners (ELL) when needed. By implementing Theme B - Student - Focused Culture, students collaborate in a student-centered, personalized environment. • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. There is a one-to-one ratio for computer use in grades K-5. Sub-groups such as ESE and ELL are addressed by creating a positive disposition that is critical for setting a foundation for achievement. Educators have the responsibility of creating classroom contexts that nurture positive temperaments. When working with sub-groups, it is imperative to understand the student academic needs such as their accommodations and modifications that will support their academic and social growth and development. Teachers identify the groups of students that need additional support by looking at previous data from assessment tools such Oral Running Records, i-Ready, and informal/formal assessments. Teachers also have access to each student's IEP and 504 plan, which illustrates the accommodations and modifications the teacher should implement within the learning environment. These students require specialized instructional strategies in a structured environment that supports and enhances their learning potential. They need differentiated instruction tailored to their distinctive learning abilities. A strategy is working when the child has shown continuous growth throughout the school year. Tutorial is provided to our third, fourth and fifth graders beginning a few months prior to the state's exam. Washington Elementary also offers four-day tutorials during Spring vacation. These tutorials the purposes of both remediation and enrichment. Washington's philosophy is developing the "whole" child which means exposing our students to many other opportunities beyond academics. Washington taps into students' artistic needs by providing a fine arts program encompassing media, art, music, physical education, and guidance. Students learn how to develop a love for reading, drawing, painting, singing, playing instruments, dribbling and participating in team sports. We also have after school activities: Science, Engineering, Communication, Mathematics and Enrichment club (SECME), coding, book club, music club, and Student Council. Students are provided opportunities to extend learning time to support their learning with ELA, writing, math, and science.

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

Strategic Plan Alignment: Strategic Theme B - Student-Focused Culture: By implementing the third Pillar, students collaborate in a student-centered, personalized environment. • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Faculty and staff participate in "School Spirit/College Fridays" by wearing a school shirt or shirt of the college/university they attended or support. Students are encouraged to wear school shirts or college t-shirts on Fridays as well. Yearly, Washington hosts a "Career Day" to expose students to various career choices: lawyers, fire fighters, police, cosmetologists, cake decorators, artists, and bankers are just a few. This event sparks conversation and interest among students and families to promote an early start to thinking about a career path which translates into the realization of the importance of school.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

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

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

1. Transition to Elementary School

The Kindergarten Round-Up is held to expose students and families to Kindergarten expectations and procedures. The main focus of Kindergarten Round-Up is for Washington to bridge the home-school connection by providing home learning activities and materials to families to help them prepare their child for kindergarten entry. Washington also works closely with community stakeholders such as Bridges and other childcare facilities and agencies to share activities and materials to assist with Early Childhood transition into Kindergarten.

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

As part of The school District of Palm Beach County's Strategic Plan, Washington Elementary's focus is on increasing reading proficiency by third grade by building a strong K-2 foundation by discussing resources, strategies, differentiation that must focus on: "What students must know, be able to do and what is the evidence of such learning?" Washington Elementary School creates ongoing opportunities for teachers and academic tutors to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings, build teacher capacity and promote opportunities for growth in instructional practice, curriculum, and the standards. Washington Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by: -Analyzing student data and comparing it to the expectations found in the Florida B. E. S. T. Standards during Professional Learning Communities, -Providing Common Planning/Support for Math and Reading from the North Region - A Literacy Approach that includes whole group, differentiated small groups, double down and one-on-one instruction -Creating a master schedule that includes an uninterrupted 105 minutes reading block. -Creating a schedule with an uninterrupted 30 minute writing block -Conducting Data chats with students/teachers -Choosing methods of instruction for lessons based on the needs of students (model, guided practice, etc.) -Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed. Some of Washington's scheduled PD topics for the FY24 school year include: Utilizing the i-Ready/SuccessMaker Toolbox to access resources Data-driven Instruction Accountable Talk Guided Reading Utilizing the Continuum Shift in instruction for the lowest 25 percent-focus on one standard per week, access resources from i-Ready Palm Beach Model of Instruction Staff will also engage in AVID and Literacy trainings/conferences and will provide PD to staff. The professional development offered to staff aligns to our School-Wide Improvement Plan.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

Retention:

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

- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Washington Elementary aggressively recruits teachers and staff who may be deemed as a great fit for our Shark Family. Considering personnel that may fit well with the existing staff, helps to build and sustain a positive morale. When new teachers come on board to Washington, they are paired with teacher leaders, subject area leaders, and grade chairs. Meetings are held monthly with new teachers and their mentors to provide team building and support throughout the year. Our SSCCs and Literacy Coaches meet weekly with new teachers to plan effective lessons. The guidelines for the ESP program are followed as required. District personnel are provided for those teachers who are struggling with classroom procedures and routines. Subject-based professional development is provided throughout the school year by North Region Area Teams for effective instruction. Washington strives to provide a positive/safe work environment supported by the Sunshine Committee. We also have a "Schoolwide Positive Behavior" system which all employees follow to ensure consistency with student expectations. Teachers are encouraged to sponsor a club, build positive relationships with students, provide tutorial for supplemental income and most importantly, to develop the "whole" child. The Educator Support Program or ESP, the SDPBCs program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers engage in opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. The following are some of our foci/support that we provide for our new teachers to be successful: School-wide Positive Behavior Support, Palm Beach Model of Instruction, Parent Communication, Standards-based Instruction alignment, Relationship Building, Coaching, Collaboration and Classroom Management Support. Teachers have opportunities for part-time pay such as tutoring, planning, and training.