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**Title I Comprehensive Schoolwide Plan**  
**PIONEER PARK ELEMENTARY SCHOOL (2371)**

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# ELA

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

## 1. List prioritized needs statements.

Students in K-2 struggle with phonics skills/acquisition as demonstrated by the most recent iReady data showing just 51% have mastered their basic phonics skills Students in 3-5 lack grade level vocabulary knowledge as demonstrated by the most recent iReady data showing just 34% are demonstrating the ability to determine unknown words in context.

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

Students do not know the phonics and required grade level sight words. Grade level vocabulary and content area vocabulary is also lacking.

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

Continue to provide and support teachers via PLC and Common Planning. Utilizing small group instruction for enrichment and remediation Send home lists of sight words and vocabulary words by unit. Possible purchase of Sadlier Vocabulary workshop books, Phonics curriculum, and Ready student workbooks. Update classroom libraries to increase selection of choices for students

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

Communication to include (i.e., Communication, Physical Accessibility, Homeless/Migrant Families): Student agendas, flyers, call outs, Facebook, newsletter, etc.

### • Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA). Literacy Night make and take training experiences.

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

- **School**

School will continue to provide books to students to use at home. Teachers will continue to provide small group instruction to meet individual student needs. Continue utilizing district technology resources to support learning.

- **Students**

Students will complete daily required weekly minutes on approved technology resource while at home. Students will complete homework assignments.

- **Parents**

Parents will encourage students to read at home and support their student with using technology resources and books.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA). Continue training staff via PLC and Common Planning as well as all day training opportunities.

- **Accessibility**

Trainings will be offered on different nights/times to increase accessibility. Resources will also be sent home. Links to resources will also be shared to support accessibility.

## Math

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

**1. List prioritized needs statements.**

Math fluency is a struggle for most students as demonstrated by the most recent iReady data showing just 24% of students have mastery of basic math skills. Multiplication skills, place value, and elapsed time are skills that are lacking as demonstrated by the most recent iReady data showing that just 19% of our 3rd-5th grade students have shown mastery of these skills.

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

Teachers are learning the newer content and how to teach it effectively. Foundational skills by students are lacking.

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

Continue to provide and support teachers via PLC and Common Planning. Utilizing small group instruction to remediate and enrich Use of a math academic tutor if funds are available Possible purchase of Ready math books Provide agendas to support communication with home Musical Math Rap supported through Fine Arts

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

**• Communication**

School will provide a variety of ways to communicate with families such as; (i.e., Communication, Physical Accessibility, Homeless/Migrant Families): Student agendas, flyers, call outs, Facebook, newsletter, etc.

**• Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA). Literacy Night make and take training experiences.

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

- **School**

School will consider additional opportunities to provide unit updates to families in order to support the home school connection. The school will also continue to open the math lab and create a weekly schedule to support K-5 students to build math fluency. Teachers will continue to provide small group instruction to meet individual student needs.

- **Students**

Students will actively engage in math activities and complete homework assignments on a daily basis.

- **Parents**

Parents will be invited and encouraged to actively participate in multiple parent nights to support their understanding of the content. Parents will also be encouraged to attend SAC meetings as well to obtain additional math understandings via resources and instruction.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA). Continue training staff via PLC and Common Planning as well as all day training opportunities.

- **Accessibility**

Meeting times and days will vary offering accessibility to all families. In some cases, we will offer multiple sessions of the same event allowing families with students in multiple grade levels to be present for each child.

## **Science**

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

**1. List prioritized needs statements.**

Students are not thoroughly taught science content in K-3 resulting in deficiencies in fair games standards that are assessed in 5th grade. Overall projected science proficiency based on the most recent district data is at 43%. Specific areas of opportunities are in the areas of life science and nature of science which are both previously taught strands of science where student must have a foundational knowledge from which to build.

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

Dedicated time on schedule Teachers may not know the content as well

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

Continue scheduling on masterboard science in K-5 Science Professional Development for teachers around the use of STEMScopes Possible purchase of Science Boot Camp resources

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

**• Communication**

The school will offer a variety of ways to communicate with families such as; (i.e., Communication, Physical Accessibility, Homeless/Migrant Families): Student agendas, flyers, call outs, Facebook, newsletter, etc.

**• Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science): Offer parent training earlier in the year. Possible opportunities to strengthen parental support via SAC meetings.

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

**• School**

School will invite parents for science training and provide opportunities for students to engage in science on a daily basis.

- Students

Students will participate in K-5 through the school wide science fair. Students will complete homework assignments.

- Parents

Parents will support their student's work in science including the science fair projects and continued content area work at home.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science): Science Professional Development via District support to strengthen content area knowledge.

- Accessibility

Meeting times and days will vary offering accessibility to all families. In some cases, we will offer multiple sessions of the same event allowing families with students in multiple grade levels to be present for each child.

## Action Step: Classroom Instruction

Plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide targeted intervention for students identified using various data sources.

**Budget Total: \$81,577.75**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	chart paper (6 pack)	8	\$126.94	General Supplies	Original	\$1,015.52

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pencils	70	\$1.25	General Supplies	Original	\$87.50
	cases of paper	30	\$42.99	General Supplies	Original	\$1,289.70
	shipping	1	\$0.03	General Supplies	Original	\$0.03
Resource Teacher	Reading and Math to work with all students for remediation and extra practice through small group to provide targeted instruction in grades K-5 through pull out and push in.					

## Action Step: Parent Engagement

Implement a parent engagement program that develops on going communications and host parent trainings that will focus on academic and social-emotional development including Kindergarten Round-up, that provide instructional strategies for families to use at home to increase academic achievement.

**Budget Total: \$2,364.00**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	children's scissors	50	\$2.02	General Supplies	Original	\$101.00
	construction paper packs	10	\$3.90	General Supplies	Original	\$39.00



Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	drawstring bag for summer activities for K-round up	50	\$5.00	General Supplies	Original	\$250.00
	binders	\$3.50	General Supplies	Original		
	sharpened pencils	193	\$1.25	General Supplies	Original	\$241.25
	Agendas	1	\$1,050.00	General Supplies	Other	\$1,050.00
	card stock-reams	8	\$27.72	General Supplies	Original	\$221.76
	cases of copy paper	8	\$42.99	General Supplies	Original	\$343.92
	crayons	50	\$2.39	General Supplies	Original	\$119.50

## Action Step: Professional Development

SSCC will facilitate PLCs, lead monthly team collaborative plannings (subs required) to unpack standards aligned with current scope & sequence, support SBT meetings, and model best practices.

**Budget Total: \$101,422.00**

<b>Acct Description</b>	<b>Description</b>									
Out-of-system PD Subs	<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>	
	PD Substitutes	20	\$19.00	1	6.5	1	Non-Certified	Original	\$2,470.00	
Teacher Collaboration	<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>	
	Collegial planning - Collegial planning for grades K-5 for 18 certified teachers for 6 hours. This will take place preschool in early August.	18	\$25.00	1	6	1	Certified	Original	\$2,700.00	
Single School Culture Coordinator	Single School Culture Coordinator will provide support to teachers through Common Planning, data analysis and instructional delivery for grades K-5.									

## 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

Our school strives to empower our parents and families to support their children's cognitive and social-emotional development through effective communication and by providing them with training and resources for support. We will encourage parental engagement through effective and timely communication in their native language as well as implement parent trainings which will help improve student academic achievement and school performance. We are committed to involving our parents and the community in a shared decision making process by creating an environment that is inviting to all. We aim to establish the school as the center of the community by making our families feel welcomed and involved as they are seen as meaningful partners in learning.

## 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
Sandra Moreau Oliver	Principal
Michelle Jeffrey	Assistant Principal
Sonya Green	Single School Culture Coordinator
Quesona Peterson	LTF
Getro Richemond	Parent and CLF
Tabatha Wilkerson	SAC Chair

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

Procedures are selected based on the school's demographics. SAC members are often selected along with the school's leadership team, parents and community members.

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

Stakeholders will meet during SAC meetings to develop the plans. We will meet monthly at 6:00 PM on the third Thursday of each month to involve stakeholders in the decisions making process of the CNA/SWP/PFEP

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

Stakeholders provide input during Title 1 input meetings. Proposed initiatives are shared, costs, and impact to student outcomes and then jointly decisions are made with regard to funding these initiatives.

Name	Title
Sandra Moreau Oliver	Principal
Michelle Jeffrey	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?

Our meeting is scheduled for September 21, 2023 at 5:30 PM in the media center.

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

Parents will be notified via a callout and email regarding the meeting. The school's marquee will also reflect the meeting information as well.

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

Parents will be reminded that the school's compact and the PFEP summary are available via the school's web page. Materials needed will be a power point presentation, compact, PFEP as well as an agenda, parent invite, and sign in documents.

## 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

Using PM data to improve reading comprehension skills and supporting parental understanding of skills necessary to impact growth.

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

Teachers will learn how to retrieve the most current PM data and then use that data to form small groups to support improved reading comprehension skills. The teacher resources/materials from Benchmark and iReady will help to facilitate small groups and improve outcomes. Finally, teachers will be able to support families by using current data in alignment to the new Florida standards so they too can help students to improve their overall understanding/comprehension of a text while at home.

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

Teachers will be empowered through this training to be able to support our parents by providing knowledge that will grow a stronger understanding of how they can support their students' comprehension of a text. Homework completion will increase and we will gain critically needed parental support as a result of their newly acquired understanding of the expectations of the new Florida (BEST) standards and required reading comprehension skills.

- What will teachers submit as evidence of implementation?

Teachers will be able to gather their own data reports and then produce groupings of students for small group instruction based upon the individual student needs. They will use PM data as well as iReady as resources as the iReady platform pre-groups students for our teachers based upon areas of weakness.

- Month of Training

September

- Responsible Person(s)

Ronelda Arnett

## 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

Building and Improving Efficient Math Fluency Skills

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

Staff members will be taught how to use specific skills that will help their students to develop automaticity when it comes to solving math problems. Teachers then will be able to support families while at home who in turn can support their students acquisition of math skills in order to build their fluency around grade level math concepts.

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

Teachers will be empowered so that can delivery highly effective instruction as well as training to our parents that will allow them to support their student's learning and application of math fluency skills. Fluency skill proficiency will increase as a result of this training.

- What will teachers submit as evidence of implementation?

Teacher made flashcards by grade level expectations (standards) and other resources to support building knowledge and application of basic math facts.

- Month of Training

February

- Responsible Person(s)

Quesona Peterson and Claudia Chavarria

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



- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students

in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- **Name of Training**

Literacy Night- Improving Reading Comprehension Skills while at Home

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

To support students at home, parents will be taught best practices to support reading comprehension questioning and skills to practice while at home in alignment to the new Florida standards.

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

Parents, students, and family members will have the opportunity to participate in engaging experiences that will demonstrate how to best support improving reading comprehension skills and understanding. Through interactive texts, questioning prompts, and the utilization of the BEST standards question stems, all participants will be involved in the acquisition of transferable skills that can be used while at home to support and improve student outcomes in the area of reading comprehension.

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

The improvement of student understanding of a text through increased comprehension skills supported by rigorous standards based questioning that requires students to go back to the text to support their thinking.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Ronelda Arnett

- Resources and Materials

Use of Benchmark curriculum materials, technology resources, iReady tools for instructional resources, make and take home activities, and interactive standards based question stems.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Building Math Fluency Skills While at Home

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

Parent will learn various hands on best practices and methods to support the improvement of their students' math fluency.

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

Parents will have exposure to the various technology enhanced programs that are available to their student while at home and will be shown how to best utilize the program and its features to support the acquisition of foundational skills by grade level. Interactive resources, make and take activities, and skill games will be shared to support parents and their ability to practice math fluency of basic computational skills while at home with their student.

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

Students will be provided with extended opportunities beyond the school day to practice and sharpen their math skills which will build automaticity skills. Drills and repetition of math practices will improve their fluency or ability to more quickly solve problems. Opportunities to apply and practice will be provided to demonstrate an increased understanding of grade level skills.

- Date of Training

January 2024

- Responsible Person(s)

Quesona Peterson, Ronelda Arnett, and Claudia Chavarria

- Resources and Materials

Power points, flashcards, hands on experiences, and other applicable as well as district approved resources and best practices.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Preparing for the the Florida Assessment of Student Thinking (FAST)

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

Parents will learn and gain a better understanding of how they can best support their student to achieve mastery of the new Florida Standards. The FLDOE will provide resources, item specifications, materials, and the grade level standards to guide this training.

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

We will provide an opportunity for parents and families to familiarize themselves with the new Florida BEST standards in an interactive way by visiting the FLDOE website and when showing our parents how to access and utilize the parent resource links.

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

Parents will be well informed of the rigors and expectations of the new Florida standards and the various assessments that their student will take throughout the school year. In addition, parents will gain better understanding of the complexity of questioning and types of interactive experiences that their student will face during the assessments.

- **Date of Training**

February 2024

- **Responsible Person(s)**

Ronald Arnett, Quesona Peterson

- **Resources and Materials**

FLDOE, BEST standards, item specifications, testing schedules, and matrix.

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

on

- Amount (e.g. \$10.00)

N/A

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD



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

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provide Migrant Tutorial program for migrant students as well as supplemental academic support through materials, resource and parental support.

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

List of students for our migrant tutorial program, student rosters, target groups, and meeting notes will also be shared.

- Frequency

Quarterly

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

- Name of Agency

Kindness Grant

- Describe how agency/organization supports families.

This agency provides funding to support social and emotional growth and awareness centered around the theme of kindness. These resources will also be used to support beyond the school's campus through parent trainings and a community building initiative.

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

Award letter from the Kindness grant and pictures of school wide activities in action.

- Frequency

Annually

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

- Name of Agency

Youth Services of Palm Beach County

- Describe how agency/organization supports families.

Youth services provides us with a grant for our summer camp. The funds of this grant help to prevent possible summer slide of our students.

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

Our awarded grant, student rosters, and meeting notes. Emails for correspondence and referrals.

- Frequency

As needed

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents will be called, emailed and texted through parent link. A monthly newsletter will be emailed to parents. Parents will be sent a letter regarding tutorials. These will be in multiple languages.

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

Call out logs; newsletters

- **Description**

Parents will be informed during parent-teacher conferences and during parent data chats.

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

Parent-teacher conferences forms, progress reports

- **Description**

Parents will be informed during parent-teacher conferences as well as during curriculum night, parent trainings, data chats, and FSA night.

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

Conference notes, FSA testing timing and status, parent trainings, and call outs

- **Description**

Parents will be informed during monthly SAC meetings, parent-teacher conferences as well as during curriculum night and a variety of parent trainings.

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

Curriculum Night powerpoint, SAC meeting, and Title I meeting,

- **Description**

Our meetings will take place in the evenings when most parents are available. Virtual sessions will be held and in some cases, break out sessions or staggered start times will be offered for those parents who have students in multiple grade levels.

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

Call outs and emails will show different meeting times as well as virtual and in person options.

## 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

We use our language facilitators for Spanish and Haitian Creole speaking parents for meetings as well as registration. Flyers will be translated and then shared in multiple languages.

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

Copies of newsletters and other communication are sent home in all three languages.

- **Description**

Our ESE coordinator invites parents to ESE meetings and provides them with procedural safeguards. ESE parents are a part of the decision making for their children. We have handicap parking and meetings will be held in accessible areas. Restrooms are accessible. Virtual sessions or telephone conferences can be offered for certain meetings as well.

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

Copies of conference meeting notes and images.

- **Description**

Migrant families are supported through the migrant department. They are contacted when they miss school and their children can also receive tutorial services, school supplies, and other academic support as requested.

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

Migrant tutorial permission letters, emails to migrant dept., and meeting notes.

- **Description**

Our families experiencing homelessness are assisted by our guidance counselor who stays in contact with those families and ensure they have transportation for school and other services they need. Counselor, touch base, make sure transportation is not an obstacle. Ms. Vernell Derossier-Williams, homeless support

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

Emails between the guidance counselor, the district's homelessness contact, and department.

## **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

2. Activity #2

• Name of Activity

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

Our school works diligently to focus on the whole child. We utilize the Skills for Learning and Life curriculum which helps build student confidence, supports mental health, and enables youth to overcome challenges which helps improve their academic needs. We provide counseling support for identified students through the school's counselor. Our Behavior Health Professional (BHP) works closely with the school counselor, administration and teachers to identify students in need of mentoring and support. We also refer students to outside agencies. We use our school-wide positive behavior support program to motivate students and help with their academic and mental health needs. Some of our school-wide initiatives include Character Now, and celebrations for behavior. We also have a mentoring program for boys and girls identified as needing social skills development. Our mentoring program follows the Character Now program. Character Now includes Respect, Responsibility, Generous and Helpful, Honest and Trustworthy, Kindness and Empathy, Tolerance, Cooperation and Citizenship. Students are recognized at Honor Roll with certificates and are invited to an ice cream social. A bulletin board featuring the students' identified monthly will be on display with their pictures. We are also focusing on attendance this year. Students will be celebrated twice per trimester for having perfect attendance. At the celebrations, students will receive prizes. Each Trimester, students with perfect attendance for the entire trimester will receive a certificate.

## 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

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include but not be limited to academic concerns, behavior concerns, absenteeism/tardy or meeting one or more of the early warning sign indicators. At the start of each school year, members of the SBT provide training to staff during PLCs on the referral process as well as reasons for a referral. In addition, at this time teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through data chats that Admin has with classroom teachers at least three times per year. If through these conversations the teacher feels that the CORE instruction or FBS (Functional Basic Skills) is not meeting the needs of the child, the student may be referred to SBT. In addition, a committee meets with the Principal bi-weekly to review absenteeism and tardies. Students who continue to have excessive absences/tardies even after following the systems the school has put in place is referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the student code of conduct. The team meets weekly on Wednesdays and consists of the Guidance Counselor, ESE Contact, School Psychologist, teacher and Principal. If additional staff is required they are also invited. Monitoring logs (academic and behavior) are collected every Friday for the week of implementation. The SBT members (Guidance Counselor, ESE Contact and Principal) meet on Fridays to review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes. Tier 1 implementation: Students in grades K-5 receive CORE instruction daily based on grade level standards for all subject areas. In addition students participate in SEL for 15 to 30 minutes per day. During whole group in ELA, Math and Science students receive on grade level instruction. In ELA there is a focus on the three CORE ACTIONS: text complexity, talk and task. During small group instruction the teacher provides instruction on the child's level or the lesson may be scaffold to meet the needs of the student to get them to the standard. Lastly students also received 1 hour of extended learning in ELA. In grades K-2, students receive 30 minutes of vocabulary or phonics support and then 30 minutes of small group which focuses on their needs. In grades 3-5 students receive small group using Ready Florida with a teacher and 30 minutes of I-Ready on the computer. Tier 2: Students receiving Tier 2 academic services receive an additional 30 minutes of supplemental instruction focusing on the target set forth through SBT. This may include LLI, SPIRE, Voyager Passport, lessons from I-Ready Tool Kit, Small Group guided reading lessons, phonics skills, sight words, etc. Students receiving Tier 2 Behavior support may be receiving guidance, mentoring, an individualized behavior plan, etc. Tier 3 Students receiving Tier 3 academic services receive an additional 30 minutes of intensive instruction focusing on the target set forth through SBT. This may include lessons from I-Ready Tool Kit, Small Group guided reading lessons, resources from Raz Plus, Voyager Passport, SPIRE, etc.. This would give the child an additional hour of instruction which focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

## 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

To determine the instructional needs of our students and ensure that instruction is aligned to the standards, data is consistently being reviewed by admin during our weekly PLCs, common planning with teachers and support staff. Teachers and admin monitor FSQs and USAs through google spreadsheets which are shared between instructional staff and administration. Data is reviewed during either morning or afternoon common plannings. In addition to reviewing FSQs and USAs, we also review the I-ready reading and math diagnostics. Students participate in Progress Monitoring Assessment three times a year. We review the data after both the PM-1 and PM-2 administrations. PM-3 serves as the official testing from the state for school accountability. From the data, determinations are made regarding reteaching and intervention support for both in school and after school tutorial. Students participate in core instruction that includes, Language Arts, Mathematics, and Science with the integration of Social Studies into the ELA block. Students also receive 30 minutes instruction in fine arts to include Music/Band, PE, Art, Media and Guidance. In addition, students have opportunities to be involved in after-school clubs and activities. Some of these activities include Academic Games, Math Club, Dance Club, Band, mentoring through Digital Vibes, etc. All of our instructional staff with a homeroom have received a smart panel to support technology rich instruction.

## 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

We are committed to promoting a college and career ready campus. We take our fifth graders on college tours when we are able to receive the funds to do so. Teachers decorate their doors with the schools they attended themselves to promote post-secondary success in order to start conversations with our students about college and career options. We celebrate College Fridays and recognize various schools throughout the state of Florida while providing important information about being prepared for college. We will implement a college and career day for our students. Visitors from various career fields will share with students the vast opportunities that are available to them as they begin to consider which field they would like to explore as they grow. Presentations from our sistering middle school will also support career decisions as students in 5th grade can explore a wide variety of elective courses from which to choose that can guide them as they make future career choices. Through our curriculum we provide students with opportunities to think critically, problem solve, and work collaboratively as a way to embed job related skills.

## 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

We have a total of four Pre-K classes on our campus. We have two VPK/Headstart classes, one VPK class of which serves our migrant population, and one full time ESE class. The students participate and are included in assemblies and activities throughout the school. Special trainings are offered throughout the year for students in our VPK program. In addition their parents are also involved in our school-wide parent events training such as Curriculum Night, Literacy Night, Math and Science Night, Summer Slide, etc. Our Pre-k students also participate in our evening programs such as multicultural night, black history night, holiday performance, etc. We want to reinforce that Pre-k is the foundation for learning and is a part of the learning process in the school. To reinforce this concept, administration meets at least two times per year with the Pre-K teachers to review data, discuss expectations for students entering kindergarten and ways to ensure they are Kindergarten ready. Pre-k teachers will also meet with the Kindergarten teachers to discuss where students left off in Pre-k and also discuss how to better support the students to ensure they are Kindergarten ready. We host a Kindergarten Round-up in the Spring for all of our future students. We invite local daycares and students participate and hands on activities. They are given materials to encourage summer learning.

## 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
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers are provided professional development through our Professional Learning Communities (PLCs) by utilizing our teachers and their talents to help lead other teachers in analyzing data and identifying student needs along with student strengths and weaknesses on assessed benchmarks. Teachers also engage in common planning every week in reading and mathematics in the afternoon. These planning sessions include both resource and classroom teachers to ensure all are focused on increasing student performance. Teachers are also provided one planning day per month where they have an opportunity to plan with Regional support staff as well as administration. When appropriate, we also encourage our non-instructional staff to partake in school PD as well as district provided professional development. In addition to monthly planning, both the Glades Region and District have provided the school support through common planning and content specific cadres. We are participating in the district's K-2 Reading Cohort. In grades 3-5, we are focused on providing enrichment and interventions based on student needs. We are focused on standards-based instruction and the science of reading. In math, we are focused on standards and teachers will be attending face to face cadres. Support will be focused new materials, text complexity, unpacking the new BEST standards, alignment of text, task and talk in ELA. Additional curriculum support has been in the area of writing for our 4th and 5th grade ELA students. Science is being taught in grades K-5 and the fourth and fifth grade teachers will attend the district and regional science cohorts. Teachers are provided PD and then given an opportunity to have a lesson modeled or participate in co-teaching with feedback from the district support person. Staff is also encouraged to participate in online training created by the district as well as the curriculum department. Staff is made aware of these trainings through school email, weekly communications via the Morning Message, and bulletins when applicable. As a school we are focusing on our ESSA subgroups and closing the gap of our ELL and ESE students. ESE and ELL support teachers and contacts are also invited and encouraged to attend our weekly planning and PLC meetings. This allows teachers to share ideas and experiences they have had with various strategies and techniques with their students with whom they share.

## 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

### Retention:

- Orientation
- Mentoring/Peer Teacher



- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

The school's administration participates in both the Glades Region teacher fair as well as the district teacher fair. When we have vacancies, we meet with our HR support person to identify and share our vacancies as well as the type of candidate we are looking for to join our school. In addition, we encourage the placement of both clinical ed and student teachers from various universities and when we feel a fit is in place we are then able to offer a position if a vacancy should arise. Teachers seek us out at job fairs and via email inquiring about positions due to the atmosphere we have worked hard to create at our school. Teachers are provided with a Glades Supplement to assist with attracting potential new staff. We continuously celebrate and support our teachers. Our PLC staff meetings begin with a welcoming ritual to help support our teachers. With the ESSER funds we were able to provide additional support this year for our classrooms, targeting students and teachers who needed it most during high needs subject areas. Discipline support and communication with our community as well as all stakeholders helps to build a climate and culture of collaboration and support that helps us to retain our staff and grow future teacher leaders. We lost just one teacher for FY23 due to relocation out of the district. Another teacher also retired. Another teacher was transferred to another school by the region. For our vacancies, we have had to place long term substitutes. They participate in all staff trainings and professional developments. Our school's positive climate and culture is a reflection of our ability to not only recruit but to also retain our teachers.