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**Title I Comprehensive Schoolwide Plan**  
**FOREST PARK ELEMENTARY SCHOOL (0831)**

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# ELA

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

## 1. List prioritized needs statements.

Based on mid year dat (FAST PM2), only 26% of the students are proficient and on grade level in Reading.

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

1. Lack of access to literature at home 2. Lack of time to read during the day 3. Lack of teachers trained in the science of reading 4. Gaps in foundational reading skills, vocabulary and comprehension skill needed to read fluently and understand a variety of texts 5. Large percent of English Language Learners who are acquiring oral language and emergent reading skills 6. Little motivation to read 7. Limited teacher capacity around the Art & Science of Reading and Small Group Instruction

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

1. Provide Teacher Training, Workshops and Collaboration focused on the Art & Science of teaching Reading 2. Hire Academic Tutors to provide differentiated small group instruction 3. Provide Parent Trainings centered on building better readers at school and at home 4. Purchase additional supplemental materials/ manipulatives to support small group instruction and/or literacy stations 5. Provide extended learning opportunities/clubs before, after and/or Saturdays to close the reading gap. 6. Purchase additional adaptive technology - IXL 7. Purchase ebooks to provide students more exposure to complex text on the computer

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

### • Communication

Forest Park Elementary will send home books, tips, homework and Reading Logs to enhance and support Reading.

### • Parent Training

Forest Park will provide Literacy Night and other reading related training to support parents on simple reading strategies to try at home.

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

- **School**

Forest Park Elementary will: - Provide extended learning opportunities that support Reading - Provide Literacy Night, Curriculum Night and other reading related parent trainings.

- **Students**

Students of Forest Park Elementary will: - Engage in ELA Lessons, Small Groups and Extended Learning Opportunities - Share all ELA information, flyers and information to parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on ELA - Partner with the school to be sure that their child is prepared for teaching and learning

- **Staff Training**

Forest Park will allow teachers to attends Reading Trainings, Workshops and/Conferences that focus on Reading.

- **Accessibility**

Forest Park will provide all directions and information in all languages. Free take home books will be provided to parents who need to create an nat home libraries.

## Math

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

1. List prioritized needs statements.

When comparing PM #1 to PM #2 Math Data, there was a fourteen (14%) percent drop in the number of proficient students.

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

1. Limited foundational knowledge of basic facts , vocabulary 2. Lack of teacher capacity to teach higher multi step Math Problems 3. Limited reteaching due to pacing calendars 4. Lack of parent involvement and homework support in Math 5. Limited student friendly materials with color & visuals 6. Limited number of proficient readers

3. Share possible solutions that address the root causes.

Staff Possible Solutions: 1. Hire Academic Tutor (s) for remedial practice & enrichment in small groups 2. Provide opportunities for peer teaching, modeling and professional development to increase teacher capacity 3. Provide Math Trainings and Workshops to build parents' capacity to help at home 4. Provide additional time for Math Practice through extended learning opportunities 5. Purchase supplemental math manipulatives - songs, academic games, etc. 6. Train ancillary teachers - Fine Arts & Resource Teachers

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

• Communication

Forest Park Elementary will send home basic facts and simple Math Sheets to build foundational knowledge in Math.

• Parent Training

Forest Park Elementary will provide Math Curriculum Nights and/or other Math related parents trainings to build parents' ability to help students at home.

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

- **School**

Forest Park Elementary will: - Provide all flyers and parent information in all three languages - Provide/Offer teacher trainings that focus on the K-5 Math Curriculum - Hire Academic Tutors to support classrooms and provide small group instruction - Purchase additional supplemental materials to support ELLs and all students in Math

- **Students**

Students at Forest Park Elementary will: - Engage in all Math Lessons transferring skills being taught to district and state assessments - Share all Math related flyers, homework, and information to parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend training that focus on Math - Assist their child with homework and Math related assignments - Partner with the school to ensure that their child is prepared for teaching and learning each day

- **Staff Training**

Forest Park Elementary will provide staff trainings on relevant Professional Developments to build teachers' knowledge of Math Standards, Pacing and appropriate Math Resources to support K-5 Students in the summer, PreSchool and/or afterschool.

- **Accessibility**

Forest Park Elementary will provide all directions, flyers and parent information in all three languages.

## **Science**

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

**1. List prioritized needs statements.**

Fifth Grade Science Data from the FY '24 Winter Diagnostics show that only twenty-seven (27%) of the Fifth Grade Students are proficient in Science.

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

1. Limited Science Instruction prior to 5th Grade 2. Limited number of students reading on grade level 3. Lack of At Home Science Resources 4. Limited Teacher Capacity in the knowledge of Science Standards 5. Lack of experience and/or exposure to Science Activities, Labs and Experiments

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

Staff Solutions: - Increase hands on activities, labs, field trips - Purchase Science based reading materials (J & J Bootcamp) - Provide Afterschool/Saturday Tutorials - Hire Academic Tutor for Small Group Instruction - Increase Science Parent Involvement Activities/ Parent Nights - Provide trainings to teachers outside of contracted hours - Provide more Home Enrichment Projects - Host Science Fair & purchase related student materials - Learn more techniques to incorporate science throughout the day - Our Forest Park Elementary Stakeholder offered the following Solutions: 1. Increase Take Home Projects 2. Increase Hands on Experiences 3. Add the Science Lab as part of the Fine Arts Wheel 4. Provide In house Field Trips & Videotaped Lessons

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

**• Communication**

Forest Park Elementary will send home monthly Science Sheets with details and information about monthly science projects.

**• Parent Training**

Forest Park will provide monthly videotaped Parent Lessons to support Science at home and Science Fair Projects. The school will also host Parent Curriculum Night in the Fall for Science to cover the K-5 Science Standards.

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

- **School**

Forest Park Elementary will: - Provide all directions and information in all languages - Videotape Science Lessons in all languages as well - Train teachers on the use of giving "pop quizzes" on Science Content and teach teachers how to embed Science throughout the entire school day - Provide Professional Development opportunities in Science.

- **Students**

Students at Forest Park Elementary will: - Engage in Science Lessons, hands - on activities, labs and/ experiments - Share all Science related flyers, information, etc with parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on Science - Partner with the school to be sure that their child is prepared for teaching and learning

- **Staff Training**

Forest Park will train teachers on the use of giving "pop quizzes" on Science Content and teach teachers how to embed Science throughout the entire school day. The school will also provide more Professional Development opportunities in Science.

- **Accessibility**

Forest Park will provide all directions and information in all languages. The monthly videotaped lessons will be recorded in all languages as well.

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## **Action Step: Classroom Instruction**

Deliver standards-aligned instruction in a student-centered learning environment.

**Budget Total: \$138,633.00**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Staff to provide afterschool and Spring Break tutorial in Reading/English Language Arts (R/ELA) and mathematics for students in Kindergarten (K) through fifth (5th) grades for students performing below ELA/Math standard mastery expectations, to start in October 2024.	2	\$15.00	2	1.5	20	Non-Certified	Original	\$1,800.00
	Certified Teachers to provide afterschool and Spring Break tutorial in Reading/English Language Arts (R/ELA) and mathematics for students in Kindergarten (K) through fifth (5th) grades for students performing below ELA/Math standard mastery expectations, to start in October 2024.	8	\$37.00	2	1.5	10	Certified	Original	\$8,880.00
	BT 493368 Reducing tutorial hours for classroom supplies	1	-\$555.00	1	1	1	Certified	Budget Transfer	-\$555.00
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	Headphones to optimize performance on adaptive learning platforms					1200	\$5.99	Original	\$7,188.00
Online subscription	Item				Quantity	Rate	Type	Total	
	IXL Online Adaptive Program Site License for ELA, Math and Science for 300 students in third (3rd) through fifth (5th) grades				1	\$7,525.00	Original	\$7,525.00	



Acct Description	Description									
	Item					Quantity	Rate	Type		Total
	INCREASED * SEE NOTES					1	\$920.00	Budget Transfer		\$920.00
	REDUCED * SEE NOTES					1	-\$1,295.00	Budget Transfer		-\$1,295.00
Out-of-system Tutors										
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-Certified Out of System Tutor to provide differentiated small group instruction in Reading/English Language Arts (R/ELA) & Mathematics for students in third (3rd) through fifth (5th) grades, starting August 12, 2024	1	\$15.00	5	6	9	Non-Certified	Original	\$4,050.00	
Supplies										
	Item	Quantity	Rate	Supply Type		Type		Total		
	Literacy Manipulatives - Magnetic Letters, cookie sheet/tray for magnetic letters	1	\$2,000.50	Manipulatives		Original		\$2,000.50		
	Math Manipulatives - Clocks & Fraction Bars, etc.	1	\$2,000.00	Manipulatives		Original		\$2,000.00		
	2 -5 Magnetic Readers - iReady	1	\$4,500.00	Instructional Materials		Original		\$4,500.00		
	J & J Bootcamp - Drill Book and Speed Bag (5th Grade ONLY)	1	\$5,000.00	Instructional Materials		Original		\$5,000.00		
	Paper, Case	112	\$40.00	General Supplies		Original		\$4,480.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Composition Books	745	\$1.10	General Supplies	Original	\$819.50
	Ink for Printing Student Materials	20	\$160.00	Technology	Original	\$3,200.00
	BT 489517 DECREASING LINE * SEE NOTES	1	-\$920.00	General Supplies	Budget Transfer	-\$920.00
	BT 493368 increasing quantities	1	\$25.05	General Supplies	Budget Transfer	\$25.05
	BT 493368 adding laminating film	10	\$58.69	General Supplies	Budget Transfer	\$586.90
	BT 493368 adding pencils	1	\$136.85	General Supplies	Budget Transfer	\$136.85
Resource Teacher	Literacy/Math Resource Teacher will provide Reading/English Language Arts (R/ELA) and Mathematics push-in and pull-out classroom instructional support for all students in third (3rd) through fifth (5th) grades, as well as intervention instructional support for students scoring among the lowest 25% of proficiency, and other students performing below grade-level expectations in R/ELA and/or Mathematics proficiency.					

## Action Step: Professional Development

Provide teachers and instructional support personnel with job-embedded professional development.

Budget Total: **\$193,842.00**



Acct Description	Description
	Learning Communities (PLCs); observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional development to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will serve all teachers in Kindergarten (K) through fifth (5th) grade across all content areas to lead school-based team and positive behavioral support initiatives (including professional development); coordinate intervention efforts to build teacher instructional capacity; coordinate Professional Learning Communities (PLCs); observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional development to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$6,370.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Student Agendas	720	\$3.50	General Supplies	Original	\$2,520.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Copy Paper - Case	10	\$40.00	General Supplies			Original	\$400.00		
	Student Agenda Shipping	1	\$252.00	General Supplies			Original	\$252.00		
	Ink for Printing Parent Newsletter	4	\$120.00	Technology			Original	\$480.00		
	Parent Training Materials (Books/Activities) for summer home learning	1	\$1,626.75	Program Supplies			Original	\$1,626.75		
Overtime	Overtime for CLFs(2) to provide translation services during Report Card nights, Data chat nights, Literacy night to discuss student weaknesses in all content areas. (3hrs, 3 days, 1 wk)									
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLF's - Outside of contracted hours - provide translation services during Report Card nights, Data chat nights, Literacy nights to discuss student weaknesses in all content areas. Parents will leave with a folder of ELA & Math Activities & Strategies to try at home in order to improve performance, confidence and/or competence.	2	\$27.00	1	1	1	Non-Certified	Original	\$53.00	

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

#### 1. Mission Statement

Forest Park's mission is to continue to create a strong and effective parent engagement program that meets the needs of all of our parents. Our goal is to form a partnership to increase student achievement. Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

## 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
Alexis Valentin	Assistant Principal
Jennifer Mandel	Single School Culture Coordinator
Jessy Canton	School Counselor
Rebecca Green-Blucher	SAC Chairperson/ Magnet Coordinator
Sharonda Alleyene	Principal

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

Invitations are given out to parents to join our SAC via Google Classroom, callouts, marquee and backpack flyers. Team Leaders are also invited to join as well as any other staff members via email and mailbox flyers. Community members are invited via email and also by reaching out via telephone to our business partners. We also utilize our marquee to advertise and solicit interest.

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

Stakeholders will assist in developing the CNA by discussing each part as a small group, and sharing out in the whole group. All questions will be answered and all suggestions discussed. The meeting for the CNA for FY25 was held February 14, 2024. All stakeholders had a chance to provide input regarding the PFEP. All information shared from stakeholders was copied on to meeting feedback templates and used to inform creation the SWP and Schoolwide budget. Also, ongoing SAC meetings are used as feedback opportunities, held on the first Wednesday of every other month, as applicable, throughout the school year.

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

Each section was discussed at the SAC meeting, and the stakeholders had a chance to ask questions. There were no questions. Leadership meeting was held January 22, 2024 Faculty meeting was held Feb 5, 2024 Parents and Community February 14, 2024

Name	Title
Alexis Valentin	Assistant Principal
Rebecca Blucher	Magnet Coordinator/ SAC Chairperson
Jessy Canton	School Counselor
Sharonda Alleyene	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?

Thursday, October 10th, 2024 from 3:30 pm in the School Cafeteria



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

School website; Twitter; Marquee; Call out; Newsletter; invitations (Backpack); Google Classroom

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

Resources that will be prepared for the Annual Meeting include District Title I Powerpoints, school documents such as relevant schedules, agendas, evaluations, computer, microphone, translation ear pieces; copies of the PFEP Summary; and copies of School Compact.

## 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

Having Effective Data Meetings with Parents

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

Staff will learn how to effectively present student data, goals, and next steps for parents to be able to be informed and help their child become successful at home. This will deepen their knowledge from the previous year and ensure that this skill is integrated into the school system.

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

Families will be more informed about their child's progress and will be able to work with the teacher to help them improve. This will increase family engagement in teacher conferences and helped teachers have a more informed meeting.

- What will teachers submit as evidence of implementation?

Evidence of parent conferences that presented are prefilled parent conference notes in preparation of conferences, student data report(s) to show preparation, and parent sign-up sheet of dates.

- Month of Training

September 2024

- Responsible Person(s)

Jennifer Mandel

## 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

- 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

What is the purpose of SBT and how can students be successful?

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

Teachers will be trained on the purpose of SBT. They will learn how to effectively communicate with parents, various interventions that will be used, how to collect and maintain accurate data and next steps. This will increase family communication between the home and school. This will deepen their knowledge from the previous year and ensure that this skill is integrated into the school system.

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

Teachers will form a partnership with parents to work on various academic/behavioral needs at home in conjunction with the goals at school. There will be increased communication between the school and home.

- What will teachers submit as evidence of implementation?

3 copies of SBT meeting notes, with student identifying information redacted

- Month of Training

September 2024

- Responsible Person(s)

Jennifer Mandel

#### 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

- 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

Data Chat With Families

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

Families will learn how to interpret their child(ren)'s data on tests and progress monitoring. They will learn how to set goals for their child and monitor the progress throughout the year. This will deepen their knowledge from the previous year and ensure that families new to Forest Park gain valuable insights and information.

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

Using laptops, teachers will show parents how to access various platforms to see student progress. The parents will be able to practice using these programs.

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

Parents are able to monitor progress throughout the year and help students to succeed. Parents are able to monitor progress throughout the year and help students to succeed.

- Date of Training

October 2024 (Dates are various depending upon teacher scheduling)

- Responsible Person(s)

Jennifer Mandel

- Resources and Materials

Laptops, paper, projector; ink; lamination, poster paper

- Amount (e.g. \$10.00)

0

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

- Name of Training

Understanding the Report Card

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

Families will receive a hands on training on the report card. They will learn how to access it and learn what the various codes mean as well as the standards listed. The practice will be hands-on for their specific student. This will deepen their knowledge from the previous year and ensure that families new to Forest Park gain valuable insights and information.

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

Families will use laptops for a guided hands-on activity to pull up the child's personal report card and understand their current levels and how to find resources to help.

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

Parents will have immediate access to monitor their child's progress throughout the year on unit assessments and report cards.

- Date of Training

November 2024 (specific date TBD)

- Responsible Person(s)

Jennifer Mandel

- Resources and Materials

pens, markers, laminating, colored paper, sticky notes, chart paper

- Amount (e.g. \$10.00)

0

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

- Name of Training

Enrichment Night

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

Families will be introduced to the rigor and expectations of the enrichment classes. The parents will have a hands on experience in the life of an Enrichment students, using the programs and learning lessons in an advanced curriculum setting as their students do. This will deepen their knowledge from the previous year and ensure that families new to Forest Park gain valuable insights and information.

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

Families will be able to practice and follow along with the teacher through rigorous programs as they are introduced to iReady, Benchmark, etc. They will be able to learn assignments using the standards that their students are learning and will be able to ask questions and learn the skills.

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

Parents and teachers will be able to work together to help the students progress through the advanced curriculum. The parents will be more informed of the current expectations and standards.

- Date of Training

February 2025 (Specific date TBD)

- Responsible Person(s)

Jennifer Mandel

- Resources and Materials

copy paper, chart paper, laminating, markers; sticky notes; laptops

- Amount (e.g. \$10.00)

0

## 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.

Safe Schools supports families with issues such as safety; threats.

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

3 sample Monthly Threat Assessment Notes

- Frequency

Annually

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

- Name of Agency

VPK

- Describe how agency/organization supports families.

VPK works to help families enroll students in programs to facilitate Kindergarten Readiness.

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

VPK flyers and information for families 1 Email communication with VPK staff regarding program implementation 1 Sample VPK-related flyer sent home to parents 1 Sample VPK-related newsletter entry or letter sent home to parents

- Frequency

Annually

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

- Name of Agency

Boynton Beach Police Department

- Describe how agency/organization supports families.

This agency helps the students and families by providing opportunities for students to shop for family members because there is a financial need.

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

Photos and correspondence from the program 1 Photo of Police shopping with student(s) 1 Email or other written communication with Boynton Beach Police Department evidencing planning of event

- Frequency

Annually

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

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

- Description

We will be informing parents through messages in Google Classrooms; Twitter notifications; the school website; mass phone calls/texts and marquee postings. We will send home backpack notices. Notices are sent home in all three applicable languages (English, Spanish, and Haitian Creole).

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

handouts; agendas; flyers (in appropriate language) 1 copy of Annual Title I meeting presentation 1 sample letter to parents inviting students to participate in tutorial 1 invitation to a parent training

- Description

Teachers will hold in person conferences as needed. Teachers will hold private Google Meet conferences; and/or phone conferences to discuss academic concerns with parents. We will also hold data conferences with parents in November.

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

Conference notes will be provided.

- Description

The school will utilize social media (Twitter) and meetings to give general information regarding academic assessments; private meetings will be held with parents to discuss individual students progress.

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

1 sample social media post describing/informing parents about a form of academic assessment. 1 copy of parent notes specifically describing different forms of assessment

- Description

The school will utilize social media to communicate with the parents about SAC Meetings or any opportunities to make decisions related to the education of their children; Social Media and Google classroom, and marquee.

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

1 SAC/PTA meeting invitation flyer 1 set of minutes from a SAC meeting 1 email communication soliciting nominations for SAC

- Description

The school will offer afternoon meeting dates for working parents; Utilizing 21st Century schedules, we will offer parents a convenient time to start meetings when they must pick up students from Afterschool program so that it is convenient for them as well. If phone conference is needed, it can be arranged.

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

1 printed invitation to an after-school meeting 1 set of minutes for an after-school meeting 1 email invitation to a virtual meeting

## 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

Community Language facilitator will translate at parent conferences/meetings as needed, whether in person; phone or google meet. All communication will be done in 3 languages (English, Spanish, Creole). Phone Calls are also translated by facilitators or the Language Line if needed. On campus meetings: Facilitators will use audio headsets to translate. For Parents unable to meet in person there will be a virtual option to have parent conferences.

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

1 copy of one SIS Comment Log noted by a CLF 1 copy of a parent training flyer invitation in all languages 1 photo of CLFs and families utilizing audio headsets during a parent training or parent meeting.

- Description

Our school is handicap accessible (ADA approved facility that allows for easy access for disabled individuals to navigate the school). Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. We have handicap accessible parking in the front of the school. We have created extra parking spaces to accommodate parents who may need close access and the lines have been repainted recently to ensure safety. All of our meetings use audio enhanced technology.

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

1 School map of rooms used during an event, labelling the event date and time and rooms used, documenting use of the first floor only 1 Paper agenda for trainings to proactively support parents and families who are deaf or hard of hearing 1 photo of accessible parking

- Description

Once our Guidance Department is aware of the needs; we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed for school).

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire

- Description

Our ESOL Guidance counselor reaches out to the identified families to provide support (I.E. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation.) This is done as needed. We provide uniforms to homeless students from our uniform closet, free of charge. Also, we provide free supplies to these students at Meet the Teacher Night, at other events, and on a walk-in basis, as needed.

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire 1 Uniform closet picture

## 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

na

- Brief Description

na

## 2. Activity #2

- Name of Activity

na

- Brief Description

na

## 3. Activity #3

- Name of Activity

na

- Brief Description

na

## Building Non-Academic Skills

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

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

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

We build non-academic skills by promoting Skills for Life and Learning in every classroom for social/emotional needs. We have two school counselors; a Behavioral Health Professional (BHP) and a co-located therapist to work with our students as needed. The counselor and BHP are proactive, and work with students to build character; growth mindset, and to promote positive behavior. The positive behavior is in conjunction with our school-wide PBS, in which we work on character and growth mindset. Since we are an International Baccalaureate (IB) school, we also teach the students about developing a sense of service to others.

## 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

All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically, the teacher/instructional coaches may refer that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. A team convenes and studies the child and their progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Students identified to receive Tier 3 instruction are provided individualized support and one-on-one intervention. Students who continue to struggle at Tier 3 are considered for referral to the Exceptional Student Education/Child Study Team for a potential psychoeducational evaluation. Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed, or the team may decide that the child requires a more intensive system for intervention. This is an ongoing process. The team would then consider the child for Tier 3 interventions, which would require a minimum of 30 additional minutes daily using a Curriculum Based Measure (CBM). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE), or requires further interventions in the MTSS process. Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. This is an ongoing process. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system. As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE) or requires further interventions in the MTSS process.

## 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).
- Opportunities to extend learning time.
- How the school connects classroom learning to real world

- How the school ensures instruction is aligned to standards.      applications
- Courses/electives that are not considered core-content.      • How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

*\*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

Our students' academic proficiency is tracked aggressively so that if remediation is needed, we are able to provide it in the areas needed. We use data from unit assessments, iReady (computer diagnostics) and FAST Testing PM 1, PM 2, and PM3 to determine instructional needs and support. We also provide weekly Tutorials which focus on our struggling readers in grades 3, 4, and 5 as well as Saturday tutorial which focuses on levels 2 & 3 based on need and academic level. We are an IB school, so we focus on certain IB Traits and Characteristics that teach the students their place in the world and teach the students to be critical thinkers. We offer Fine arts courses aside from our traditional academic courses. This includes Media, Music, Art, PE, and Spanish. Our Guidance is also on the Fine Arts rotation for all grade levels. We have several Clubs after school that focus on Behavior, self esteem, interpersonal skills, and being Good Citizens such as the Ladies' Club, Drama, Music Club, IB Ambassadors, and Men of Honor. We ensure that our instruction is aligned to the standards by holding weekly PLCs (Professional Learning Communities) where the teachers meet and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to the standards. The teachers are able to work in grade level teams to plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal (scheduled) and informal observations (unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorials for Reading and Math on Tuesdays beginning in October from 2:15-3:45 for students considered our lowest 25% based on test results. We have 6 teachers; one for reading and math for each grade level in 3rd, 4th, and 5th. We serve approximately 60 students each week. The school connects the classroom learning to the "real world" by demonstrating hands-on activities during Parent Training. Teachers are available to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth such as We offer Fine arts courses aside from our traditional academic courses. This includes, Media, Music, Art, PE and Spanish. Our guidance is also on the fine arts wheel. They provide education for 2 grade levels per trimester. We have several Clubs after school that focus on Behavior...self esteem...and interpersonal skills....being Good Citizens such as the Ladies Club.... Drama ....Musical Club.... and IB Ambassadors....and gentleman's club. We ensure that our instruction is aligned to the standards by holding weekly PLC's (professional learning communities...where the teachers come together and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to the standards. The teachers are able to work in grade level teams to again plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal(scheduled) and informal observations(unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorial for Reading and Math on Tuesdays from 2:15-3:45 for students considered our lowest 25% based on test results. WE have 6 teachers ..one for reading and one for math in grades 3rd ..fourth,..and 5th. We serve approximately 60 students each week. The school connects the classroom learning to real world by doing Math and Science Night where the teachers are on hand to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth..such as a disease or water crisis. They are able to present this project to their peers.

## 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 actively helping our K-2 students with all academics to promote proficiency by 3rd grade; we offer Enrichment classes in every grade level 2nd-5th, and Advanced Math Placement (AMP) in 3rd Grade, 4th Grade, and 5th Grade. We provide career days and guest speakers to help our students gain appropriate college planning and conceptualization of skills needed for careers they would like to hold. Our IB and AMP programs provide acceleration and advancement opportunities for our students.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

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

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

#### 1. Transition to Elementary School

We have a VPK on campus and 3 ESE Pre-k classes. We partner with our local Bridges program to help support our families. We host Kindergarten Roundup with translation to accommodate families. We also provide on-site tours for new kindergarten families. We offer staggered start for Kindergarten and the Meet the Teacher event. Our PreK students also participate in "Kindergartner for the Day."

## 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

New teachers are provided mentoring from a teacher who is a Clinical educator, which is a state certification. They go through the Educator Support Program (ESP) at the school, the mentor and mentee meet a minimum of 10 times, and the mentor does multiple observations throughout the year. SSCCs/Instructional coaches work with teachers weekly in PLC to analyze testing data, plan group lessons, and work through planning lessons. The expected impact is that the teachers are able to plan differentiated whole and small group instruction. Teachers are updated on current multicultural strategies and ESE knowledge by attending Professional Development sessions several times a year at school on designated Professional Development Days.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring



## 1. Recruitment and Retention

Administration attends Job fairs in the district in hopes to recruit and retain highly qualified and effective educators. We collaborate with HR and the Regional Office, use word of mouth, and pay-for-performance to help recruit and retain. We utilize the district's Educator Support Program which trains new teachers and provides them with a mentor to support them through their beginning years. The teachers are assigned a clinical educator as their mentor from the school. This person observes the teacher and gives feedback on instructional practices. We also work with the universities to place pre-service teachers in our classrooms. We also utilize academic tutors to support small group instruction which provides valuable school experience for potential permanent hires. We offer classroom management training for our teachers, part time pay for tutoring, and compensatory time for extra duties. We have Academic coaches that work with the new teachers to provide continuous growth that develops teacher skill sets. This assists with retaining new teachers at our school. We have common planning in addition to our PLCs once a week, where the teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate, which lessens isolation. The PLC Leader and SSCC helps to prepare materials and facilitate PLCs K-5. Our Professional Development Initiatives help keep teachers at our school because we try to tailor them to their specific needs. Before we plan Professional Development, we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee. This committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities on and off campus. Our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy. We are here early, and we stay late to give teachers opportunities throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers. We have Academic coaches that work with the new teachers to provide continuous growth that develops teacher skill sets. This assist with retaining new teachers at our school. We have common planning in addition to our PLCs once a week, where they teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate with each other so that nobody feels isolated. The PLC Leader helps to prepare materials and facilitates PLCs K-5. Our Professional Development Initiatives help keep teachers at our school because we try to tailor them to their specific needs. Before we plan professional development, we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee. This committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities off and on campus. We offer incentives to teachers for Teacher and Staff member of the month. Our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy and we are here early and we stay late to give teachers an opportunity anytime throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers.