
Title I Comprehensive Schoolwide Plan
GLADES ACADEMY, INC (3382)

ELA

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

1. List prioritized needs statements.

Students with disabilities and ELL need to improve their achievement levels in ELA 3rd and 4th grade ELA achievement needs to improve from 12% last year. Glades Academy needs to improve parental involvement throughout the school year. Attendance is also another issue for Glades Academy

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

1. Provide teachers with additional support to help our students learn to use test taking strategies. 2. Teachers need additional training and/or professional development to be able to unpack the standards. 3. A high number of students having limited understanding of grade level text, vocabulary and comprehension skills. 4. Teachers need additional training to provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.

3. Share possible solutions that address the root causes.

Provide students with data driven instruction Higher highly qualified teachers who are certified and reading endorsed Increase incentives for students who show improvements throughout the school year. And for parents do the same thing for those who attend trainings and events on campus. We have also contracted with MGT to help support our reading deficiencies in our K-5 classrooms. Share positive incentives for students who are in attendance and performing.

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

• Communication

Glades Academy will develop a monitoring system on campus to ensure that there is communication happening between teachers and parents on a weekly basis. Teacher logs, class dojo, and remind apps will assist to keep track of the communication between parents and teachers.

- **Parent Training**

The school will provide parent training based on the PM overview, so the parents understand how to read the reports and the progress that their students are making. Another way that the school can support parents is by providing them with parental resources that they can use at home with their children.

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

- **School**

Glades Academy will provide trainings and resources to assist our students and families to improve academic achievement across the school.

- **Students**

Students will be in attendance daily and participate in all programs that are being provided to increase academic achievement.

- **Parents**

will participate in as many trainings as possible throughout the school year to play an active role in their child's education.

- **Staff Training**

to assist teachers in understanding how to better engage families provide trainings based on the teacher's needs and encourage them to think outside the box to engage parents. Train teachers on using user friendly language when speaking with parents so they may follow along and understand reports or feedback that is being provided to them.

- **Accessibility**

We will work together with our families to identify the needs from each family and provide the supports that are needs to assist them.

Math

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

1. List prioritized needs statements.

52% of our 3-8 students are on level 1 according to our PM2 data. Students with disabilities and our English learners have been under the federal index percentage of 41% for the last three years. Our lowest 25% of students need to show learning gains in all of the progress monitoring data. 70% of our students 3-8 struggle severely with basic skills(multiplication/division real-world word problems Our students in grades 3-8 suffer from a lack of test taking strategies

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

Teachers need additional professional development for specific subject areas and standards. Families need additional training to help support students learning at home. Ensure that our lowest 25% are in attendance. Making connections to previously taught skills. Teaching-style

3. Share possible solutions that address the root causes.

Parents need training that will provide them with user friendly language that they can understand for subject specific instruction. Progress monitor our SWD, ELL, and Lowest 25% in all categories with fidelity. Continue to provide Professional Development for our teachers in the areas of need. Reteaching vocabulary words Practice/test simulations Utilizing critical thinking strategies

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

• Communication

with families develop a monitoring system on campus to ensure that there is communication happening between teachers and parents on a weekly basis. Teacher call logs, Class dojo and remind apps will assist to keep track of the communication between parents and teachers.

• Parent Training

The school will provide parent training to help support parents while working with their students at home. We will also gather feedback from them to tailor future training and address the needs that families may have.

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

- **School**

provide parents and students with the resources needed to improve student academic achievement in all subjects

- **Students**

be in attendance daily and participate in all programs that are being provided to increase academic achievement.

- **Parents**

participate in as many trainings possible throughout the school year to have an active role in their child's education

- **Staff Training**

to assist teachers in understanding how to better engage families the school will strengthen staff trainings by reviewing parent feedback. Identify parent needs and areas of concerns.

- **Accessibility**

for families with disabilities, experiencing homelessness, or engaged in migrant work The school will strengthen accessibility for our parents w/ special needs by increasing communication w/parents to be able to better assist them.

Science

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

1. List prioritized needs statements.

The number of students in grades 5 and 8 scoring proficiency needs to improve. According to our Science winter diagnostic only 33% of our 5th grades were proficient. According to our Science winter diagnostic only 13% of our 8th graders were proficient

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

Students aren't tested as often in science. There is no progress monitoring throughout the school year. We give winter diagnostic and chapter and unit exams. We need to provide teachers with support and assessment tools to monitor students with fidelity.

3. Share possible solutions that address the root causes.

Plan PD with the focus of using data and also different instructional tools for them to use throughout the school year. Maybe purchase a progress monitoring tool for science so our teachers keep track of how the students are progressing after each assessment.

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

• **Communication**

provide parents with trainings of what to expect with the science curriculum or also provide them with their own access at home so they can watch videos or examples for them to be able to assist their students.

• **Parent Training**

Science) Provide parents with the necessary training or bring the parents in and demonstrate for them what the science teachers are doing in the classroom for them to assist their students at home.

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

• **School**

provide trainings and resource to assist our students and families to improve academic achievement across the school

- Students

will be in attendance daily and participate in all programs that are being provided to increase academic achievement.

- Parents

will... participate in as many trainings possible through out the school year to have an active role in their child's education

- Staff Training

to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Provide PD for our teachers with the curriculum purchased that way our teachers can maximize their potential with the program.

- Accessibility

Provide parents with the resources needed for their child to be successful.

Social Studies

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

1. List prioritized needs statements.

According to our winter diagnostic only 13% of our students are proficient in the 7th grade civics course. Attendance is also an issue for our students

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

Teachers need PD in subject specific teaching strategies. The need for an assessment tool in civics is key to increase proficiency rates in social studies. Attendance is a factor. Students are in need of testing strategies.

3. Share possible solutions that address the root causes.

-Focus on small group instruction/ interventions for students to increase their subject matter knowledge. -Increase teacher knowledge of instructional strategies. -Purchase an assessment tool for civics that allows --teachers to progress monitor the students throughout the school year. - Provide Subject matter PD for our teachers in Social Studies -Monitor attendance with fidelity.

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

- Communication

... continue to communicate with the parents and have open lines of communication informing parents of their student's progress throughout the school year. We will also schedule parent conferences, data nights, and open house for the parents to continue to be informed of their students' progress in all subject areas.

- Parent Training

The school will provide trainings based on the needs of students and parents that are focused on social studies curriculum or assessments.

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

- School

provide trainings and resource to assist our students and families to improve academic achievement across the school

- Students

be in attendance daily and participate in all programs that are being provided to increase academic achievement

- Parents

participate in as many trainings possible throughout the school year to have an active role in their child's education

- **Staff Training**

We will continue to provide our teachers with PD to increase their subject matter knowledge and give them different strategies to used for all students.

- **Accessibility**

We will be proactive when it comes to communication and meeting all of our family's needs when it comes to the education of our students

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Engage students with differentiated instruction that will target specific skills needed to be successful in reading/ ELA and Math based on various data sources such as diagnostics, iReady, RRR, SRI.

Budget Total: \$77,250.00

Acct Description	Description					
Classroom Teacher	Teacher to reduce class size and provide core instruction and interventions for students in Kindergarten.					
Classroom Teacher	Science Teacher to reduce class size and provide core instruction for students in grades 6-8.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	30	\$36.00	General Supplies	Original	\$1,080.00
Online subscription						
	Item	Quantity	Rate	Type	Total	
	iReady iReady for intervention and remediation in Reading/English Language Arts (R/ELA) and mathematics for up to 350 students in Kindergarten (K) through (8th) grades. (site license-350 students)	1	\$8,894.00	Original	\$8,894.00	

Action Step: Parent & Family Engagement

Present parents with opportunities to learn skills to use at home that will strengthen students' ability to be successful in school.

Budget Total: **\$1,493.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	ABC Flash Cards	30	\$3.49	Program Supplies	Original	\$104.70
	Friday Folders	260	\$2.65	General Supplies	Original	\$689.00
	Leveled Readers	1	\$103.85	Program Supplies	Original	\$103.85
	Kindergarten Math Tracing Workbook	30	\$5.95	Program Supplies	Original	\$178.50
	ABC Activity Books	30	\$3.99	Program Supplies	Original	\$119.70
	Crayons (36 pk - bulk)	1	\$35.25	Program Supplies	Original	\$35.25
	Sight word flash cards	30	\$3.49	Program Supplies	Original	\$104.70
	Jumbo Pencils (10 per pack)	6	\$8.85	Program Supplies	Original	\$53.10
	Number Flash Cards	30	\$3.49	Program Supplies	Original	\$104.70

Action Step: Professional Development

Implement professional development activities to increase the teachers' knowledge of differentiating instruction based on best practices.

Budget Total: \$0.00

Acct Description	Description
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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

Through training and systematic support, Glades Academy will enable its families to sustain and enrich the academics of their children by building stronger more supportive relationships between the school and the family. Glades Academy will strive to build relationships to create real family engagement for every child and every family. We are committed to collaborating with parents to provide a safe and nurturing learning environment, one in which all students can learn and achieve their academic goals.

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
Vinnisha Jones	Principal
Roman Salas	Assistant Principal
Shamika Bryant	Parent Liaison
Melissa Larson	ESE Teacher

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

An open invitation is extended to any individual interested in becoming a member. Flyers are sent to homes with all students to ask for volunteers to be a part of the committee and the information is also shared on the school's website and Facebook page. The school is careful to select individuals representing all areas including but not limited to: Parents, students, teachers, local community leaders etc.

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

Stakeholders will have the opportunity to provide ideas and feedback during meetings when developing the Schoolwide Plan. Notes and surveys will be provided to stakeholders to include their thoughts, ideas, and feedback. This information will be reviewed by the Title I Department at the school and highly considered and/or included when developing the SWP. Stakeholders will participate in meetings bi-monthly to review data and information included in the CNA/SWP/PFEP. Meeting will include stakeholders and any other individuals wishing to attend meetings (i.e teachers, students, parents etc). Meetings will be held both in-person during the months of October 2024 and February 2025.

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

Stakeholders will have the opportunity to provide verbal input during meetings on how Title I funding will support parent and family engagement. Information will also be reviewed from surveys and notes. During the meetings stakeholders including board members, parents, and staff have the opportunity to share ideas and assist with the development of the plan. Meetings will be held to discuss the School Parent Compact and The Parent and Family Engagement Plan and its development. Resources for student academic needs will be provided in order to support families. Stakeholders participated in a meeting and were allowed to provide input as to how Title I funding will support parent and family engagement. Communication folders, materials for kindergarten round-up and supplies will be used to support parent engagement.

Name	Title
Vinnisha Jones	Principal
Roman Salas	Assistant Principal
Shamika Bryant	Parent Liaison
Maria Alva	Academic Consultant

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and

- Other opportunities for parents.

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

The Annual Meeting will be held on Thursday, September 5, 2024 @ 5PM until 6:30PM on the sport's pavilion.

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

Flyers will be sent home by all students in grades K-8. These flyers will be placed in the Friday Folders and Student Agendas. Parents will also be notified via Classroom Dojo and Remind. The date and time of the event will be posted on the school's website and school's Facebook page. A meeting will be held with the teachers to discuss information and planning for event as well.

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

Handouts to Include: (The Annual Meeting agenda, minutes, and powerpoint have been uploaded to the Upload area). 1. Progress Monitoring Data and Assessments 2. Parent and Family Engagement Plan Summary 3. Parents Right to Know Information 4. School-Parent Compact 5. Student Instructional Binders for Reading, Math, Science, and Social Studies 6. After-School Program Info 7. Resources: Chart paper, markers, pens, post-its, laptops, informational pamphlets

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

How to Effectively Read Student Data that will be Used to Drive Instruction and train parents on how to read the reports

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

Staff will learn how to share student data to parents so they will understand the current performance levels using diagnostic data and fast progress monitoring data. This includes: Mastery of State Standards on grade level and Student Targeted Needs. Using parent friendly language

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

The expected impact of this training on family engagement is to help families understand student academic performance data and provide the necessary guidance needed to understand the data, improve it and make it work for the students and families. Families will understand the current academic standing of students and learn to work together toward the goal of improvement throughout the school year. Families will also learn what is expected of the students when taking grade level state assessments.

- What will teachers submit as evidence of implementation?

They will submit conference notes where the teachers and parents are conducting data chats and explaining to the parents how to assist their child at home.

- Month of Training

September 2024

- Responsible Person(s)

Roman Salas, AP; Vinnisha Jones, Principal

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

Providing Academic Support for Families of Students Reading Below Grade Level using a Variety of Resources

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

Staff will learn how to provide academic support to families to assist in the improvement of student reading abilities and levels. Staff will also learn to identify which resources are most effective with reading deficiencies based on that of the individual students needs. The collaboration between school increases the levels of academic achievement and progress and improvement.

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

The expected impact of this training is to provide parents with the resources and skills they need to assist students with reading deficiencies at home in addition to the assistance they receive in school.

- What will teachers submit as evidence of implementation?

Teachers will submit parent conference notes and Classroom Dojo/or REMIND messages discussing resources available to parents and students to help students improve their reading skills. We will use iready resources to send home with parents and students.

- Month of Training

November 2024

- Responsible Person(s)

Roman Salas and Vinnisha Jones

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

Navigating SIS Gateway for Student Information

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

Parents will learn how to navigate the SIS Gateway Portal for Parents. The Gateway is a tool that will provide parents/guardians timely access to their student's information including, but not limited to schedule, grades, discipline, and attendance. Parents will be able to view student information with their access. This will be helpful to both the school and the parents when monitoring student progress etc.

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

Parents will be provided with a laptop during the training and engage in navigating through the SIS Gateway Portal under the direction of administration. Parents will have the opportunity to become familiar with how to review student grades, schedules on the Portal, which will assist them when having to navigate through the Portal independently.

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

The expected impact of this training to is provide parents with a helpful resource for student information and progress without having to contact the school.

- Date of Training

September 2023

- Responsible Person(s)

Roman Salas and Vinnisha Jones

- Resources and Materials

Laptops SIS Gateway Instruction Packet Ink Pens Copy Paper

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

Improving Parent Involvement and Communication Between School and Families

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

Parents will learn to implement the skills of communication between school and home and become actively involved in student's education. Parents will improve their usage and communication of app resources (i.e Classroom Dojo, REMIND and/or email) as well as in-person parent conferences. Parents will create accounts, log in, explore and practice sending messages more frequently to teachers/staff using these communication tools/apps.

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

Parents will engage in the lessons that present them with effective communication strategies that will be used to communicate student performance and needs. Parents will create accounts, log in, explore and practice sending messages to teachers/staff using communication tools/apps.

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

The expected impact of this training on student achievement is to build student academic achievement and ensure student success through positive and effective communication.

- Date of Training

January 2025

- Responsible Person(s)

Roman Salas

- Resources and Materials

Leveled Readers Writing Paper Ink Pens Copy Paper Card Stock

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Assisting Students at Home with Improving Their Reading Skills

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

Parents will learn a variety of skills to assist students with their homework. These skills will include comprehension. Parents will learn to assist students with comprehension of literature.

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

Parents will engage in activities that include them communicating with their child while practicing reading and comprehension skills. Presenters will observe parents communication skills as their assist their child through role playing of a reading assignment that involves comprehension skills.

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

The impact of this training on student achievement is to improve student performance and progress in reading and comprehension

- Date of Training

March 2025

- Responsible Person(s)

Roman Salas

- Resources and Materials

Leveled Readers Writing Paper Ink Pens Copy Paper Card Stock

- Amount (e.g. \$10.00)

n/a

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

Migrant Education Program

- Describe how agency/organization supports families.

The goal of the Migrant Education Program is to ensure that migrant families receive the resources and assistance needed in order to reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

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

Emails; Referrals; visits

- Frequency

Monthly As needed

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

- Name of Agency

Take Stock in Children

- Describe how agency/organization supports families.

Provides low income families with mentor support and financial support/scholarships, which allows families the opportunity to send children to college.

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

Referrals, monthly meetings; emails; parent communication meeting log; mentor/mentee weekly logs

- Frequency

Weekly Monthly

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

- Name of Agency

Florida Crystals

- Describe how agency/organization supports families.

Provides families with with resources and supplies for school programs and at-home needs such as food and clothing.

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

Donations; Field Trips; Emails

- Frequency

Monthly

Communication

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

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

- Description

The following methods of communication will be provided for students: The School-Parent Compact, PFEP Summary, Parent's Right to Know Letter, out-of field teacher letter will be provided to and for parents. Notices will be sent home and/or mailed home; messages will also be sent to parents via classroom Dojo/Remind/Microsoft Teams and Google Docs. Information will also be listed on the school's website as well as the school's facebook page. Documentation, Meetings and all communication will be provided in different languages. Samples of information available. communication letters OR photos of marquee/facebook page about Title I Annual Meeting + Classroom Dojo messages INFORMING parents of Parent Trainings along with the sign-in sheets from the parent training. events

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

Parent Attendance/Participation Parent Responses Classroom Dojo and Remind Dialogue Communication Letters Parent Conference nOTES School Parent compact PFEP summaries Title 1 Annual Meeting Photos of Marquee or School's Facebook page

- Description

Notices will be sent home to parents by students and by mail. Parent meetings will also be held to discuss the information and parents will be provided with resources and information at these meetings. Progress reports will be sent home each quarter(elementary) /nine weeks (middle school). Reports will be sent home. Parent conferences will be held. Parent conferences will also be held to discuss individual student needs and expectations.

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

Parent Attendance Parent Responses Call Logs Parent Conference Notes Photos of Marquee or School's Facebook page Open house/ curriculum night agenda sign in sheets

- Description

Notices will be sent home to parents by students and by mail. Parent meetings will also be held to discuss the information and parents will be provided with resources and information at these meetings. Progress reports will be sent home each quarter(elementary) /nine weeks (middle school). Reports will be sent home. Parent conferences will be held. Parent conferences will also be held to discuss individual student needs and expectations.

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

Meeting agenda and sign-in sheets Call Logs Parent Conference Notes Photos of Marquee or School's Facebook page progress reports assessment reports

- Description

Notices will be sent home in Friday Folders with students. Messages will be sent to parents on CLASSROOM DOJO (TECHNOLOGY) Information will be listed on the school's webpage Title I Annual/ SAC Meetings

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

Call Logs Parent Conference Notes Minutes Agenda Photos of Marquee or School's Facebook page

- Description

Meetings and parent trainings will be held after work hours, preferably beginning no earlier than 5pm. Meetings will also not be held more than once per month. Glades Academy will host meetings in the evening and not before 5PM. Meetings/Trainings and/or activities will last at least an hour or longer. Childcare will be provided during these activities. Staggered meetings will be held for teachers in both the morning and afternoon. Meetings/Trainings will be held on various days of the week to ensure that all parents have the opportunity to attend and participate. There will be no one set day to host meetings. For example, The Annual Title I Meeting was held from 4pm until 6PM. This gave parents a large window to visit the school and receive the information they needed for their child. There is no designated time parents have to attend the meetings. As long as they attend within the window, they are able to receive all the information they need.

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

letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings) schedule of staggered times for meetings, schedule of different times for Title I Annual Meeting, home visit notes/log, parent training invitations and agendas at different times (invitations, agendas, school websites screenshots, social media snapshots,

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

GA has hired employees that speak more than one language (ex. Spanish and Creole). These staff members will be present at events held at the school and will be able to translate for any parents who do not speak the English language fluently. Documents and resources will also be provided in a variety of different languages. PFEP summaries translated in the families native language.

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

-Parent Communication in different languages -Staff Language Verification Form - School-parent compact -sign in sheets from parent trainings to show staff member were present and translated for parents

- Description

Any parent/students with disabilities will be accommodated at each meeting once the requests for these accommodations are made to the staff at GA. For example, if sign language is needed GA will acquire the proper resources needed to meet the needs of these parents or students. Handicapped parking and ramps are also provided.

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

-Parent requests for special accommodations, photos of ADA accommodations

- Description

The times for parent meeting and trainings will be flexible and meet the needs of families and parents engaged in migratory work. Glades Academy works closely with the Migrant Department to ensure that migrant families receive the assistance and resources they need. Home visits are also made by the school. The School District of Palm Beach County's Migrant Department also work with GA to ensure that Migrant Families receive the assistance they need and that communication is effective.

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

-Communication/Home visit logs -Meeting Agendas/Sign-In Sheets -parent conference notes indicating home visits were conducted to accommodated schedules

- Description

The proper referrals and/or resources will be made available for any family experiencing homelessness. Clothing and school supplies are also available at GA for any family experiencing homelessness. Included in this is also student transportation to and from school on a daily basis.

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

-Sign-In Sheets for parent requests -Sign-Out sheets for weekly food distribution -Delivery Form for Food Distribution - Student housing questionnaire - email communication with district staff from the McKinney Vento program requesting support for families

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Glades Academy is committed to improving student achievement in both their academic and non-academic areas. Each classroom teachers in grades K-5 has adopted a classroom behavior chart system to help support the daily management of student behavior. This provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. Positive praise and treasure box incentives are used to reinforce positive behavior. K-5 teachers also use the CLASS DOJO app and grades 6-8 teachers use the Remind App as a method to communicate student's daily behavior and social progress with parents. Glades Academy also builds student's skills outside of the academic subject area by offering students the opportunity to participate in: 1. Music Program/African Drums (Egret Drum Ensemble) - Students learn about music and special instruments 2. Student Government Club - Students engage in making real life decisions and learning/improving their leadership and communication skills. 3. Cheer Club - Students engage in activities that involve team work and 4. Basketball Club - encourages students' sportsmanship and leadership skills, as well as athletics 5. PAL (Police Athletic League) - Builds partnerships between youth, law enforcement, and the community through recreational and educational programs designated to encourage, enhance and develop good citizenship and improve the quality of life. 6. The Ned Show 7. Preservation Foundation of Palm Beach - encourages students to learn about their community and the resources surrounding them 8. Okeelanta Sugar Mill - Students participate in tours of the sugar mill to learn about the different careers available at Okeelanta. Students also learn how sugar is made. Glades Academy has also partnered with the following organization to provide students and families with additional assistance: 9. The Jerome Golden Center - Behavior health. Helps clients build resiliency, facilitate recovery and achieve reintegration into the community by designing and delivering behavioral healthcare services that meet their needs and expectations. 10. Sequel - Assists students/clients with the treatment of severe behavioral disorders, severe mental health disorder, trauma-specific services, and cross-over youth (DJJ and DCF involved) as well as working with stabilizing and strengthening families. 11. Bridges - Gathering places that connect local families to community resources so more children are born healthy, remain free from abuse and neglect, are ready for kindergarten, and have increased access to quality after school and summer programs.

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

Glades Academy's School Based Team engages in multidisciplinary problem solving, provides support to students and families, identifies evidence based interventions, and mentors intervention integrity and effectiveness. The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the interventions are implemented with fidelity. All students are progress monitored using probes from EasyCBM and Dibels. Each case will be assigned a case liaison, which is the principal or reading coach to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference in-person or by phone. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. The school's principal provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI skills of school and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based plans and activities. All General education teachers: provide information concerning core instruction, participated in data collection, delivers Tier 3 Instruction/intervention collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. ESE and ELL contacts provide support and guidance to Glades Academy students, staff, and family members as needed. During the Tier 2 phase Glades Academy provides instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. This instruction is provided to groups of targeted students who have not been successful with core instruction alone. Tier 2 interventions include: -Evidence-based interventions matched to students' deficiency -Small Group instruction -More intensive services, (more time, narrow focus, of instruction/intervention) -More Frequent Progress monitoring and data collection (bi-weekly) - Additional instructional time in deficient area of need During the Tier 3 phase Glades Academy provides interventions that are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2). Intensive instruction is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress. Tier 3 interventions include: -Evidence-based interventions matched to students' deficiency -Smaller group (smaller than supplemental/Tier 2) instruction - Frequent Progress Monitoring and data collection (weekly) -Additional instructional time in deficient area of need -Intensive/Tier 3 services require more time and a more narrow focus of instruction The School-Based Team Members at Glades Academy consist of: 1. Administrator (Principal and Assistant Principal) 2. School Psychologist 3. ESE Representative 4. Classroom Teacher 5. Speech Language Pathologist 6. Parent During the SBT Meetings the following takes place: 1. Organize and systematize files. 2. Plan for professional development. 3. Schedule meeting dates and times. 4. Establish group norms and rules. The team meets bi-weekly or as needed.

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

Glades Academy provides a safe and nurturing school setting that will promote emotional and social growth while developing self-confidence and academic advancements, needed to become active and productive members of society. Students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students take responsibility for their learning and work in small, collaborative groups. Teachers facilitate learning to enhance content-knowledge and foster the development of communication, problem solving, and self-directed learning. Each student is empowered to reach his or her full academic and personal potential. Glades Academy follows the District Approved Curriculum as well as the scope and sequence for ELA, math, science and social studies provided by the District to ensure that instruction is aligned to standards. Students participate in core classes that include a 90-minute uninterrupted reading block and 60 minute math block. The core classes are supplemented with a 30 minute period of fine arts. Our fine arts rotation consists of computer literacy, music, and health/wellness. Students in K-5 rotate through the fine arts each 4 days. Students in grades 6-8 rotate through the fine arts each 4 days per week. Students are also provided with the following: Glades Academy provides its' students with a well-rounded education including enrichment opportunities by providing them with the following: 1. An extended school day (Grades K-8) 2. Experiences that nurture aptitude in critical thinking, problem solving, and teamwork etc.(Grades K-8) 3. Music Program (African Drumming) (Grades 3-8) 4. Online Pull-out Tutorials (Grades 6-8) 5. Saturday Tutorial, Holiday Tutorial, After-School Tutorial (Grades 3-8) 6. State-of-the-Art Technology (interactive boards(touch screen), touch screen computers, laptops, ipads, chromebooks, and Promethean boards.(K-8) 7. Reading,math, science, and social studies computer-based programs.(Grades K-8) 8. Reading Coach (Grades k-8) 9. Intensive Reading Program (Grades 6-8) 10. Student Data Chats (Grades K-8) 11. Parent Trainings/Parent Conferences 12. Professional Development for teachers 13. Interventions (as needed) (Grades K-8) 14. Educational Field Trips (ex. Science Museum) 15. Cheerleading 16. Take Stock in Children 17. Teacher-Class Data Presentations/Meetings 18. 21st CCLC Afterschool Program

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

School-wide, we are committed to building college and career awareness through displays of the staff's Alma Maters posted through the school. We also have visitors from local colleges to speak with students. Students in grades 6-8 visit the Palm Beach County Career and College Fair. Our middle school students participate in a college tour. Glades Academy builds students' awareness of and readiness for post-secondary opportunities and the workforce by: 1. Attending Palm Beach County's College and Career Fair each year. 2. Hosting career day at Glades Academy. 3. Partnership with Take Stock in Children (Currently 8 students participating) 4. Tour of Local Sugar Mill 5. Attending career day at local high school There are no advance courses offered at Glades Academy at this time.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

Glades Academy offers an Annual Kindergarten Round-up in the Spring (May), which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. Glades Academy also hosts a summer program each summer, which allows incoming kindergarten students the opportunity to attend school for 3 weeks during the summer to get a head start prior to the beginning of the school year. We offer on-site tours for new kindergarten families as part of kindergarten round-up. Parents are also provided with resources (ex. number/letter flash cards, dolch word lists, writing/tracing activities) to assist their children prior to the first day of school. Glades Academy delivered flyers to ALL preschools and home daycare's in the Glades Academy. Glades Academy's parent liaison also met with daycares to discuss the kindergarten roundup program being offered by Glades Academy.

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 participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to drive instruction. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as the principal. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. The following Professional Developments have been held or will be held for teachers: 1. i-Ready (READY Curriculum, Understanding Data, and Instructional Planning) 2. Interactive Panels Training 2 (ex. easinote; easiconnect, easicapture, snowflake, displaynote, hardware, care of panel) 3. Reading Running Records Training 2 4. Scholastic Reading (ABC's of Guided Reading) (Guided Reading: Differentiation in Middle School ELA) (Guided Reading: Lesson Planning) 5. CPR/AED Training 6. Student Portfolios 7. Report Cards 8. Building Effective Parent Communication 9. Reading Curriculum (Benchmark Advance K-5 & Study Sync 6-8) 10. Writing Curriculum (Write Score) 11. Carnegie Learning Math 12. Rigorous Instruction

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

Retention:

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

Own)

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- 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

Glades Academy's Board of Directors places an emphasis on a good compensation package for all employees which includes salary and benefits. A strong emphasis is also placed on a strong teacher support system from administration. On-going professional development opportunities and appropriate education opportunities are available to all staff members. An emphasis is placed on low teacher/pupil ratios. A gas stipend is provided to those that travel to the Glades. We recruit teachers through the District's job fair, advertising in the local paper as well as the Palm Beach Post, list job opening and search applicants on Teacher. Teacher.com and monster.com indeed.com. Glades Academy also recruits and retains effective teachers by: 1. Offering signing bonuses 2. Providing teachers with incentives for high/improving student performance 3. Providing teachers with health benefits and 401K 4. Provides teachers with gas stipends 5. Teachers are provided with coaching support by an academic coach in all subject areas (ELA, math, science, social studies) 6. After-School Tutorial, Winter and summer break tutorial is offered for teachers to earn additional income.