
Title I Comprehensive Schoolwide Plan
FREEDOM SHORES ELEMENTARY SCHOOL (2671)

ELA

1. List prioritized needs statements.

We need to continue working to increase proficiency to 55% addressing specific student needs. Based on the data, we need to increase data in all ELA achievement areas as shown below: -Grade 3- FY24 FSA 34 proficiency, FY24 FAST PM2 21 proficiency -Grade 4- FY24 FSA 36 proficiency, FY24 FAST PM2 29 proficiency -Grade 5- FY24 FSA 49 proficiency, FY24 FAST PM2 25 proficiency

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

-Lack intentionality of target and rigor when teaching in small group instruction (teaching too many standards) -Lack intentionality when planning student work stations -Lack of foundational skills (phonics, phonemic awareness) -Lack engagement when teaching reading (too much teacher talk, not enough student talk) -Lack of knowledge on the Science of Reading of pedagogy and practices

3. Share possible solutions that address the root causes.

-Analyze data at PLC to plan for small group differentiated instruction, reteaching and standards based work stations -PLC planning during the summer to prepare for upcoming school year -Tutorial for all grade levels -UFLI for phonics in K-2

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

• Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

• Parent Training

-Literacy Night modeling grade level comprehension questions and question stems.

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

- School

-Reteach standards not mastered -Offer tutorial to students below grade level -Show house spirit -Include culture, language and equity

- Students

-Attend school daily -Be ambitious -Do homework -Read everyday -Ask for help if needed -Be active learners/participants -Be accountable for data binder

- Parents

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly -Support your child's house

- Staff Training

-Using UFLI assessment data to plan for Flamingo Small Group Framework

- Accessibility

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

Math

1. List prioritized needs statements.

We need to continue working to increase proficiency to 65% and focus on specific student needs. Based on the data, we need to increase data in all Math achievement areas as shown below: -Grade 3 -FY24 proficiency 28, FY 23 FAST PM2 proficiency 15 -Grade 4 - FY24 proficiency 34, FY 23 FAST PM2 proficiency 2 -Grade 5 -FY24 proficiency 51, FY 23 FAST PM2 proficiency 13 -Grade 6 -FY24 proficiency 100, FY 23 FAST PM2 proficiency 65

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

-Lack of time reteaching standards and implementing standards based work stations -Lack of knowledge of math strategies and implementation of manipulatives -Lack of higher order questioning and having students explain their thinking -Students leading primary without fluency of basic math facts -Lack of reading proficiency for word problems

3. Share possible solutions that address the root causes.

-Reflex math to reinforce basic math facts -Math problem of the week -PLC/PDD have math support focus on delivery of math strategies and implementation of manipulatives -PLC analyzing data and secondary math focus calendar for reteaching -Math vocab word walls with pictures -AMP ONLY for 3rd graders proficient in 2nd grade math

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

• Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

• Parent Training

-Parent math night tied to real world math

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

• School

-Reteach standards not mastered -Offer tutorial to students below grade level -Practice basic math facts daily

- **Students**

-Attend school daily -Do homework -Do your personal best -Ask for help if needed -Be active learners/participants -Take accountability for data binder -Do test corrections

- **Parents**

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly

- **Staff Training**

-Vertical planning

- **Accessibility**

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

Science

1. List prioritized needs statements.

According to data, increasing proficiency to 65% is priority. -Grade 5 - FY24 proficiency 57, FY23 winter diagnostic proficiency 39

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

-Lack of rigor of science content -Lack of time for hands on investigations -Lack of higher order questioning -Lack of background knowledge due to real world experiences and background knowledge -Lack of science block due to students receiving interventions

3. Share possible solutions that address the root causes.

-Provide time during PLC to plan science lessons & hands on investigations -Science bootcamps after school -Implement science based texts into literacy when possible -Fine arts support science curriculum into their instruction -Have retired STEM teacher work as academic tutor with targeted students -Purchase Gizmos and JNJ Bootcamp to support science instruction

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

• Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

• Parent Training

STEM Night hosted by the Science Museum

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

• School

-Deliver inquiry based hands on instruction -Offer bootcamps to 5th grade non proficient students in science

• Students

-Attend school daily -Do homework -Ask for help if needed -Be active learners/participants

• Parents

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly

- Staff Training

-Gizmos -JNJ Bootcamp

- Accessibility

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

Action Step: Classroom Instruction

Improve student learning outcomes in reading, mathematics, and science by providing dedicated staff for sustained additional student remediation and intervention support opportunities and consumable student resources to support learning.

Budget Total: \$298,776.50

Acct Description	Description									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified temporary tutor will provide push in support in 5th grade science to teach fair game benchmarks.	1	\$37.00	2	6	34	Certified	Original	\$15,096.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Magnetics - iReady workbooks - Grades 3-5	340	\$15.00	Instructional Materials		Original	\$5,100.00			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper - Cases	23	\$33.00	General Supplies	Original	\$759.00
	Shipping	1	\$25.50	General Supplies	Original	\$25.50
	Adjustment - benefits credit and final allocation	1	\$4,760.00	General Supplies	Other	\$4,760.00
	BT 515875- Reduced classroom supplies to increase parent engagement and add professional learning supplies	-1	\$352.00	General Supplies	Budget Transfer	-\$352.00
Resource Teacher	K-3 Literacy resource teacher will conduct push-in/pull-outs with students below grade level, Tier 2 and Tier 3 in small groups for remediation and interventions. They will also reteach secondary benchmarks that are not mastered.					
Resource Teacher	STEM K-5 Teacher will teach STEM on the fine arts wheel to K-5 students with a primary focus on supporting grade level scope and sequence for Science and Math.					
Resource Teacher	AMP Teacher will pull out and teach two 4th grade AMP classes as well as one 5th grade AMP class. She will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and intervention according to the Intervention Handbook. Also, will push into rooms to reteach secondary benchmarks that were not mastered					
Resource Teacher	K-5 Math Resource Teacher will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and interventions according to the Intervention Handbook. Also, will push into rooms to reteach secondary benchmarks that were not mastered.					

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified teachers will provide tutorial instruction afterschool in both ELA and Math for students in grades 3-5 to remediate standards not mastered. Tutorial will begin in January.</td> <td>6</td> <td>\$37.00</td> <td>2</td> <td>1.5</td> <td>13</td> <td>Certified</td> <td>Original</td> <td>\$8,658.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide tutorial instruction afterschool in both ELA and Math for students in grades 3-5 to remediate standards not mastered. Tutorial will begin in January.	6	\$37.00	2	1.5	13	Certified	Original	\$8,658.00
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Action Step: Professional Learning

Build a culture of continuous improvement, professional learning, and collaboration among our staff that results in increased student academic proficiency, individual student ownership of learning, and equitable citizenship.

Budget Total: \$43,192.00

Acct Description	Description																	
Tch Res Staff Development	K-3 Literacy Staff Resource will use the coaching continuum model to support teachers with standards based reading instructions for K-3. She will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and interventions according to the Intervention Handbook.																	
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>BT 515875- Ink - For staff training</td> <td>1</td> <td>\$176.00</td> <td>Technology</td> <td>Budget Transfer</td> <td>\$176.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	BT 515875- Ink - For staff training	1	\$176.00	Technology	Budget Transfer	\$176.00
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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: \$4,962.00

Acct Description	Description						
Printing	Item			Quantity	Rate	Type	Total
	Kindergarten Kickoff - Flyers & Posters for Pre-Ks in the community			80	\$1.00	Original	\$80.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Copy Paper - Cases - For parent trainings/nights & kindergarten kickoff		70	\$33.00	Program Supplies	Original	\$2,310.00
	Markers - For parent trainings/nights & kindergarten kickoff		20	\$15.00	Program Supplies	Original	\$300.00
	Post-it chart paper - For parent trainings/nights & kindergarten kickoff		18	\$85.00	Program Supplies	Original	\$1,530.00
	BT 515875- Ink- For parent events		1	\$176.00	Technology	Budget Transfer	\$176.00
Enrichment Contracts	Item			Quantity	Rate	Type	Total
	Science Family Night hosted by Cox Museum			1	\$566.00	Original	\$566.00

Mission Statement

1. Mission Statement

Our mission is to educate, affirm and inspire families, community and professional staff to facilitate effective family and community partnerships that foster the academic and personal development of all students so that they may move on to be college and career ready.

Involvement of Stakeholders

Name	Title
Kimberly Rogers	Assistant Principal/Parent
Michael Sabatino	Principal
Jennifer Klisiak	5th grade teacher/Tutoring Coordinator
Danny Leon	Business Partner
Julie Burns	Parent
Martinique Jamieson	SACC Director
Valerie Shelton	Teacher
Linda Leicht	Math Resource
Sharrie Vereen	ESE Coordinator
Maibelis Concepcion	DL Coach
Angela Angelo	Literacy Resource
Nelli Coffman	ELL Coordinator

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

Our stakeholders are selected to represent the population of our school and community. Our members are comprised of our SAC Committee (parents, staff, community) and Instructional Leadership Team. Members of the SAC Committee must be voted in each year. By phone we reached out to Mr. Leon to be our business partner.

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

Stakeholders are involved by providing input through dialogue using data and always keeping the students best interest in mind. Input took place on February 19th at 7:00 am at the SAC meeting as well at a Staff Meeting February 3rd at 2:30 pm, and our Leadership Team Meeting January 26th at 11:30 am.

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

Title I funds will be used to purchase the Parent Liaison needed for the trainings for parents and staff throughout the year. At stakeholders meeting everyone had the opportunity to give input on type of training and other items they would like to include in the plan and budget.

Name	Title
Kimberly Rogers	Assistant Principal
Michael Sabatino	Principal
Linda Leicht	Math Resource
Angela Angelo	Literacy Resource

Annual Parent Meeting

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

September 13 2025. 5:30 pm. 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.).

Call-out. Email. Text. Marquee.

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

Invitation, Sign-In Sheets, Agenda, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, parent evaluations, and reflection notes template.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Frax Math Program

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

Teachers will learn how to use Frax to improve students' fraction skills.

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

Frax is a student friendly math program that can easily be completed at home.

- What will teachers submit as evidence of implementation?

Teachers can share reports of student usage directly from the Frax program.

- Month of Training

August

- Responsible Person(s)

Linda Leicht

3. Staff Training for Parent and Family Engagement #2

- Name of Training

SAVVAS Math Technology Training

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

Teachers will learn how to use the Savvas Math program that is created by our textbook publishing company. There is a section called Practice Buddy that allows teachers to create a digital exit ticket that grades and collects data on the current standard being taught. Teachers can then use the information to create small groups. They will also learn about Family Engagement videos to assist families in their ability to help their own children with math.

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

The impact that families will feel more comfortable helping their children with their math homework and preparing for tests.

- What will teachers submit as evidence of implementation?

Teachers will be able to share data reports about standards mastery.

- Month of Training

October

- Responsible Person(s)

Linda Leicht

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

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

For a Literacy Night event, it's great to offer parents a specific, practical strategy, skill, or program they can use at home to support their child's reading and writing development. Here's one strong idea you can use or adapt. Parents will learn how to use dialogic reading, a technique that turns reading aloud into a conversation, helping children build vocabulary, comprehension, and thinking skills. Instead of just reading a book straight through, parents will learn to: Prompt their child with questions ("What do you think will happen next?") Expand on the child's answers ("Yes, that's a dog—and it's running fast!") Encourage children to tell parts of the story Use the PEER sequence: Prompt the child to say something about the book Evaluate the child's response Expand the child's response Repeat the prompt to reinforce learning

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

1. Make-and-Take Literacy Stations 2. Read-Aloud & Retell Activity 3. Literacy Games with a Purpose 4. Build-a-Word Center 5. Vocabulary Charades or Pictionary

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

Increased Parental Engagement -When families are involved in their child's literacy journey, students are more likely to develop stronger reading habits. -Parents gain tools and strategies to support literacy at home, creating a more consistent learning environment. Improved Reading Fluency and Comprehension -Students exposed to literacy activities in fun, engaging settings tend to build confidence and motivation to read more. - Exposure to diverse literacy resources and strategies helps improve fluency and comprehension over time. Stronger Home-School Connection - Teachers and families working together reinforce literacy goals and provide a support system for the student. -Shared language and strategies between school and home create a more cohesive learning experience. Boost in Student Motivation and Attitude Toward Reading -Literacy Night often includes interactive activities, book giveaways, and family reading time that make reading fun. -A positive attitude toward reading can lead to increased independent reading, which is closely tied to achievement. Differentiated Support for Diverse Learners -Families learn how to support readers at all levels, including English language learners and students with reading challenges. -Teachers can provide targeted resources and recommendations based on student needs.

- Date of Training

October 15,2025

- Responsible Person(s)

Angela Angelo

- Resources and Materials

Paper, books and materials for activities, invite, sign in, pictures from event

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEM Night hosted by the Cox Science Museum

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

Design Thinking is a hands-on, problem-solving approach used in STEM fields that encourages creativity, collaboration, and innovation. It helps children learn how to tackle real-world problems by thinking like engineers and scientists.

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

Standards based hands on activities for all grade levels.

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

STEM Night events can have a positive impact on student achievement, especially when they are well-organized and inclusive. While one single event might not drastically change test scores, it can influence student learning and engagement in several key ways: Hands-on activities make learning fun and memorable. Students who are engaged are more likely to retain information and perform better academically. When families participate, it reinforces learning outside the classroom. Parents may become more involved in supporting their child's academic progress.

- **Date of Training**

November 12, 2025

- **Responsible Person(s)**

Jennifer Dery

- **Resources and Materials**

Cox Science Museum provides materials. All we need to provide is the staff to run each station. Invite, sign in, pictures from event.

- Amount (e.g. \$10.00)

\$566.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Night

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

Math Talk -Using everyday language to discuss numbers, shapes, and patterns. -Asking open-ended questions like "How did you get that answer?"
Number Sense Games -Quick, fun games using dice, cards, or everyday objects to build fluency with numbers. Real-World Math -Cooking (measuring ingredients, fractions), shopping (unit price, budgeting), and travel (distance, time). Math Journaling -Encouraging kids to write about how they solved a problem—helps with reflection and understanding. Error Analysis -Looking at "mistakes" together and asking, "Where did it go wrong?" and "How can we fix it?"

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

-Math Relay (Stations) -Math Carnival Style Games -Family Challenge Tasks - Build & Measure Measure It!: Give tape measures, rulers, or string and let groups measure objects or distances in the room. Geometry Builders: Use toothpicks and marshmallows or straws and connectors to create 2D/3D shapes.

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

Improved Math Engagement -Training equips staff with strategies to make math fun and interactive. -Engaged students are more likely to retain concepts and develop a positive attitude toward math. Stronger Home-School Connections -When families are involved, students benefit from consistent support at home. -Training helps staff guide parents on how to reinforce skills in everyday life. Differentiated Instruction -Educators learn how to design inclusive activities that meet diverse learning needs. -This supports growth for struggling students while challenging those who excel. Increased Conceptual Understanding -Math Night focuses on hands-on, visual, and collaborative learning, promoting deeper understanding. - Training helps teachers select or create activities aligned with curriculum standards. Boosted Student Confidence and Motivation -Public success during Math Night (e.g., solving problems, leading peers) builds self-efficacy. -Confident students are more likely to take academic risks and persist through challenges. Data-Informed Instruction -Training often includes how to collect informal data from Math Night (e.g., student struggles, questions asked). -This insight helps teachers adjust instruction to target specific gaps.

- Date of Training

January 28, 2026

- Responsible Person(s)

Linda Leicht

- Resources and Materials

Paper, books and materials for activities, invite, sign in, pictures from event

- Amount (e.g. \$10.00)

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Coordination and Integration

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

- Name of Agency

McKinney Vento Program- Homelessness

- Describe how agency/organization supports families.

The "McKinney-Vento Homeless Assistance Act" is a federal law ensuring that children and youth experiencing homelessness have access to a free and appropriate public education, guaranteeing their right to enroll in school immediately, even if lacking required documents.

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

Student housing questionnaire & SBT meetings docs,

- Frequency

2x per year

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Provides funding for tutorial for students in specific grades.

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

Attendance sheets. Lesson plans.

- Frequency

Weekly

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

- Name of Agency

Calvary Church

- Describe how agency/organization supports families.

Purchase school supplies, backbacks, clothing and monetary donations to fund academic initiatives for families unable to afford such items.

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

Pictures and emails.

- Frequency

3x per year

Communication

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

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Title I information will be shared via the Annual Meeting, faculty meetings and SAC meetings. Stakeholders will receive invitations via Call-outs, Marquee, newsletter, social media, and text messages.

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

Evidences include sign-in sheets, agendas, newsletters, marquee photos, parent link transmissions.

- **Description**

This information will be presented at Curriculum Night, parent training's and parent/teacher conferences.

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

Evidences include sign in sheets, conference logs and/or data handouts.

- **Description**

Parents will be notified students academic assessments at Curriculum Night, parent training's, Parent-Teacher Conferences and newsletters.

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

Evidences include sign in sheets, conference logs, copy of newsletters.

- Description

Parents are informed of opportunities to participate in education decision making of their child(ren) via Parent-Teacher Conferences, Curriculum Night, Title I Annual Meeting, CNA Stakeholders Meeting, emails, and phone calls.

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

Evidences include sign-in sheets, newsletters, parent link transmissions/scripts, and social media snapshots.

- Description

Freedom Shores Elementary will invite parents to teacher conferences at a time convenient for them, SAC meetings in the mornings and Title I Annual meeting will be held in the evening.

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

Evidences include sign-in sheets, parent link transmissions/script, and social media snapshots.

Accessibility

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**

Translation available at all meetings and activities through CLFs, school communications sent home in three languages (Creole, English, Spanish), availability of some one to speak their native language when parents visit the school, use of the language line, and use of translated robo-calls.

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

Evidences include photos of translation occurring at meetings and copies of parent link scripts and transmission reports.

- **Description**

The building is ADA approved, ramps are provided as well as an elevator for those with physical limitations. If any family member needs other accommodations, the school will request for it to be provided. For those with hearing impairments, a sign language interpreter or closed captioning will be provided. For those with vision impairment, support personnel will assist with movement around the building to ensure safety and accessibility.

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

Evidence includes photos showing ADA accommodations available.

- **Description**

Our ESOL Coordinator is the liaison for those migrant families. Once Migrant families are identified, school staff will survey families to determine their needs, and allow the school to provide resources and information needed. We will seek assistance from Title I Migrant Education Program. Staff will create a positive and welcoming classroom environment by modeling respect for differences and share experiences and values. Also, they will each out to the families of migrant students and help them become familiarized and comfortable with the school their children currently attend. School Counselors will contact parents and proved a list of helpful social service resources and advocacy organizations that families can call on.

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

Evidence includes a list of migrant students and parent/teacher conference logs.

- Description

Our School Counselors are the liaisons for homeless families. School staff will assist families experiencing homelessness by also making connections with District staff (MVP- McKinney Vento Program) with appropriate resources as needed. Staff will do the following to assist families - Inform parents, guardians, or youth of their educational rights. Link homeless students with educational and other services. Provide school supplies, including school uniforms and toiletries. Coordinate District transportation services to maintain home school stability. Ensure that free school breakfast and lunch is provided. Attend School Based Team meetings. Provide outreach services to students living in temporary residences. Facilitate parent engagement in each child's schooling. Collaborate with District personnel and community agencies.

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

Supporting Evidence may include: homeless rosters, internal/external coordination communications (as applicable) and SBT notes.

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "SOAR" are evident throughout the school. Each class has the first fifteen minutes set aside to address the students social- emotional needs through morning meetings. The school wide PBS expectations are taught and implemented daily where students learn strategies to be Safe, On-task, Ambitious, and Respectful. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Using RCA's methods helps our school confidently implement processes that build character, relationships, and school spirit. Our guidelines are designed to give you a streamlined framework that can be applied to any type of learning environment. The Freedom Shores House System features four houses — our learning and leadership communities for students. Each House has unique properties, such as its own color, symbols, nation of heritage, history, and more. Over time, each House also starts to take on its own values and personality-driven by the culture of the students and staff within it. Teachers implement various strategies to such as the RCA App, and student agendas and communication folders to reinforce positive behaviors and social emotional skills. These strategies are also used to communicate students' daily behavior and social emotional progress. The Eagle's Way Award is given out each trimester to students that demonstrate "The Eagle's Way" on a daily basis. The Principal/AP presents these certificates along with a bracelet to each student along with a pep talk on how others can be role models and earn it as well. Each classroom as a Chill Zone where students can choose to use taught strategies to calm down or focus on the social emotional well being when needed. Peace Tables are also established in each room where students use taught conflict resolution skills to work through problem solving techniques with classmates and friends when conflicts arise. During classroom guidance the students are led in conflict resolution strategies, study skills, coping skills and personal safety. The students are taught the skills necessary to handle conflict and to seek adult assistance when they are not able to take care of the issues themselves. Students who are struggling socially and/or emotionally are invited to participate in small group counseling. Some of these groups are led by a community agency and some are led by the school counselors during the student's lunch. The counselors also intervene one on one when a student is in crisis. At any time when a student may need further assistance the counselors communicate with the parents to suggest seeking outside services. Guidance is also on the wheel as one of the fine arts classes. Students attend guidance once every six days. The school counselors organize several clubs to help meet the needs of our students. Clubs such as student government, cooking club, morning mile and the STEP team help teach students persistence, healthy habits and a sense of service to the community. We have a Behavior Health Professional that works with students on social emotional skills. For students that need more intensive services, we have a co-located therapist on our campus that works with these children. These two people, along with the school counselor, AP, and ESE Coordinator are part of the Mental Health Team. This team meets weekly to discuss students that have social emotional needs and ensure they are all getting the proper support. We also offer the Trusted Adult mentorship for students that need it for a variety of needs. Primary Project (Boystown) provides play therapy one-on-one to kindergarten and first grade students who are having difficulty adjusting to the school setting.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Administrators along with faculty members review EDW, iReady Diagnostic Scores, PM scores, recent classroom assessments and Performance Matters data reports from standardized assessments in reading and math. Those students performing significantly below grade level based on the decision tree in these subject areas, once identified, begin receiving support intervention in the classroom, either during small group instruction, or intervention time (iii). The teacher will identify the students' area of need, and conduct a baseline assessment and set a goal for the student using an approved progress monitoring tool aligned to the intervention the teacher has identified. If the student fails to make progress towards the goal, they are then referred to the (SBT) School-Based Team to begin the RTI formal process. Students are also brought up to School-Based team for behavioral concerns that reoccur on a regular basis when the Tier 1 schoolwide behavior system in place in the classroom has not been sufficient in eliminating problem behaviors. Students referred have behavior interventions put in place. In addition to academic and behavioral indicators students are also monitored for attendance. Utilize existing data systems to identify students who have attendance, behavioral or academic concerns. All students receive 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 may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Supplemental Intervention. Supplemental (Tier 2) intervention is provided in addition to and in alignment with effective core instruction and behavioral supports to individual students or groups of targeted students who need additional instructional and/or behavioral support. Supplemental intervention may be provided in the general education classroom by the general education teacher, in the general education classroom by trained instructional personnel, or outside of the general education classroom by trained instructional personnel. A progress monitoring data review date is included in each Supplemental (Tier 2) Intervention Plan. Review dates for Supplemental (Tier 2) Intervention Plans are generally scheduled for 8 - 16 weeks from the current meeting date. Interventionists collect progress monitoring bi-weekly. When we meet to review the current data, if it is determined that the student did not make positive progress towards their goal, an additional intervention will be added, Intensive (Tier 3) Intervention using the same process as listed above. The interventionists identified to provide Supplemental (Tier 2) intervention must be trained to provide the intervention. PS/SBTs should carefully evaluate a student's rate of progress and response to intervention before developing a more intensive plan of action. Continuing the current Supplemental (Tier 2) Intervention Plan as is or with adjustments may be the appropriate course of action - even when the goal has not been met. Intensive support is the most intensive intervention and is teacher directed, as well as based upon an individual student's specific needs. Intensive support is provided daily in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports. Intensifying intervention should include a consideration of the following variables: group size, time, intervention integrity, skill or skill set focus, data-based individualization, and interventionist expertise. It is recommended and encouraged that the teacher to student ratio reflects 1:3 during intensive intervention. A progress monitoring data review date is included in each Intensive (Tier 3) Intervention Plan. Review dates for Intensive (Tier 3) Intervention Plans are generally scheduled for 8 - 10 weeks from the current meeting date. Interventionists collect progress monitoring data weekly. The program selected is based on the students' deficiency and need. The programs are taught by trained individuals with fidelity according to the criteria for researched based intervention daily. Students receiving Intensive (Tier 3) Intervention are progress monitored weekly. All students are progress monitored using an approved intervention tool, that aligns with the area of deficiency. A baseline assessment is conducted when the student begins receiving the intervention, and a goal is set. The student's progress is monitored weekly or biweekly, depending on the intensity of the intervention, graphed, and reported at the following SBT meeting. If a SBT meeting is needed in the interim due to individual changes to the students' progress, a meeting will be scheduled.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of 6 offerings: music, art, PE (physical education), STEM (science technology engineering and math), media and guidance. Students rotate through the fine arts each 6 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. Freedom Shores offers a in house program for Spanish Dual Language also known as Spanish two-way immersion programs. This program allows students to develop proficiency in two languages by receiving content area instruction in both English and Spanish. This program is offered in our Kindergarten-5th grade classrooms. Students are taught ELA in Spanish and English (every other day), science lesson in Spanish and math is taught in English. Students, regardless of native language proficiency, are provided with ample exposure to both languages, allowing them to achieve academic excellence while becoming bilingual and bi-literate. The program also emphasizes cultural awareness and sensitivity. Due to the rigor of the program, native English speakers will not be admitted to the program after the first grade. AMP (Accelerated Math Program) is offered for students that are working above grade level in mathematics. Students in 3rd grade work on 3rd and 4th grade standards, 4th grade works on 4th and 5th grade standards and 5th grade works on 6th and 7th grade standards. Data is analyzed during PLC and used to drive instruction. This ensures that students are being taught on their level, retaught the standards on mastered and that those students are seen in small group by both teachers. Teachers plan for small groups and lesson plans are created and left for Admin review. During PLC, Principal and AP meet the teachers monthly to do data chats to monitor student achievement. Informal classroom walkthroughs are done daily and feedback and support are provided as needed. Lesson plan checks are done during informal and formal observations and on an as needed basis. Tutorial is offered daily for 2 hours through 21st Century for 65 students in grades 1-5. Starting in January, we have an afterschool tutorial for reading and math with Title One funding. Tutorial in reading is offered by Roots and Wings for grades 1, 2, 3 and 4.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

AMP (Accelerated Math Program) is offered for students that are working above grade level in mathematics. Students in 3rd grade work on 3rd and 4th grade standards, 4th grade works on 4th and 5th grade standards and 5th grade works on 6th grade standards. We offer the dual language program and gifted/high achieving class at every grade level as an accelerated program. Career Day gives students an up-close look at different career paths and connects their learning to the real world. Community members and leaders come into the classroom to share insights about their career and details about necessary education and training for career success. Meanwhile, students get the opportunity to listen to presenters, ask questions, and consider what careers pique their interest. Career Day is put on annually by the School Counselors.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Freedom Shores Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Kindergarten Kick Off takes place in April. Our school offers a staggered start for new Kindergarten students, allowing for a smaller group and more personalized start to the Kindergarten year. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to the start of school to ensure an easy and independent transition on the child's first day. Opportunities for preschool children to visit a kindergarten class, making plans for preschool children to practice kindergarten routines, such as transitioning, opening up materials, taking assessments on the computer, providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher, distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten and providing home learning activities to families to help them prepare children for kindergarten entry. Kindergarten readiness kits are given to all Kindergarten families to prepare them for school.

Professional Development

1. Professional Development

We provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). PLC's have been built into the schedule to meet on a 6 day rotation from 2:00-3:30 pm for standards based planning. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. Teachers engage in data analysis, collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers/district specialists, as well as the PLC Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. With Title One funding we purchased a Literacy Resource/PD Teacher. She provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. Teachers are given the opportunity to be clinical educator trained, and we invite student teachers to experience being mentored on our campus. We have a new teacher welcome committee where all stake holders are given the opportunity to affect the onboarding experience. New teachers and teachers new to our school are provided with a mentor or buddy. The mentors and buddies meet monthly to build capacity as instructional coaches, mentors, and leaders. We hosted a book study this year for all mentors, buddies, and any other clin ed trained teachers or teachers interested in mentoring in the future where we discussed leading, and mentoring in depth. Mentors and buddies are also coached on how to help their mentees prepare for observations, write PGPs and how to guide new faculty on classroom management and instructional practices that align with the Palm Beach Model of Instruction. The professional development team meets prior to faculty meetings, and PD Days to collaborate and plan for PD that is needed based on new curriculum, curriculum that needs to be unpacked, instructional need we see based on observations, PGPs, and determine if we need the support of district PD specialists or if we have an expert on our campus that can lead the scheduled sessions. We use surveys to gather feedback from teachers as to what PD they need, as well as give them choices to pick which sessions they would like to attend. Mentors are chosen and paired based on grade level and subject taught, years successful teaching, and desire to assist in the development of new teachers. The mentors will assist with monitoring & supporting the new educators with the ESP program which includes getting them acclimated with the school site & providing support with Marzano. They will assist with planning & making sure the new teachers have the appropriate training's to enhance job performance. They will meet on a regular basis to confer and make sure they are on track with completing the beginning teacher program. District support is provided bi weekly or monthly by the Literacy, Science, Math, and ELL Department to assist with providing teacher support and professional development.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Administration, and ESP program support team strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, word of mouth and recruitment of highly qualified teachers with help from HR to teach in our dual language program. Additionally, We have a strong commitment to preparing and thus recruiting future educators in the district's educator support program which places pre-service and intern teachers. We also utilize before and after school tutoring, 21st Century tutorial, and support staff to support small group instruction which in turn provides valuable school experience for potential permanent hires. Our main goal has been improving the culture and climate here at Freedom Shores with our staff. We feel this is built on a mutual understanding of trust and respect. Administration and fellow staff, acknowledge fellow staff members with staff shout outs during staff meetings, through social media posts and monthly incentives to improve the overall morale and in hopes to retain teachers. Teachers are surveyed to find out how they want to be recognized, and teachers are recognized for going above and beyond, as well as being on track with various tasks at faculty meetings with give always and recognition. Administration has an open door policy with all staff members. We host a New Teacher Welcome committee where all stakeholders are invited to be included in the onboarding of our new staff. We also have a New Teacher Welcome Event during the summer where we bring in our new staff, mentors, new teacher committee to establish expectations, welcome them, and start to build support connections We also have weekly breakfasts and other social activities to make sure our teachers new to teaching as well as our school feel supported and have the opportunities to build relationships and collaborate. . We have a new teacher welcome committee, made up of staff members who find it important to help support the culture, as well as new staff, to ensure retention. The improvement of culture and increase of support has improved recruitment as well, with successful, happy, and supported staff referring their colleagues to our school. We conduct surveys to ensure new teachers are best supported by experts in the areas they need most support. We have sent several teachers to clinical educator training to improve upon the mentorship and coaching capabilities of our team members. We celebrate our ESP teachers as they graduate the program, after having monthly meetings to build instructional capacity. District support is provided bi weekly or monthly by the Literacy, Science, Math, and ELL Department to assist with providing teacher support and professional development. Teachers are given an opportunity to tutor after school to earn part time pay.