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**Title I Comprehensive Schoolwide Plan**  
**MEADOW PARK ELEMENTARY SCHOOL (0591)**

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# ELA

## 1. List prioritized needs statements.

Based on FY25 Performance Monitoring Data (PM2), 57% of students K-5 are predicted to score a level 1 or 2. Our priority is foundational phonics and phonemic awareness at grades K-2, grade level comprehension, vocabulary, high frequency words, and fluency across genres at grades 3-5.

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

Students need remediation/intervention to fill in learning gaps, specifically in phonemic awareness and phonics at the primary level; Limited time for small group instruction and differentiation; New and returning staff members - more PD around differentiation in small groups; Need for additional support for ELL and SWD students; Increased class size and influx of many new students, including emerging language learners; Less frequent assessments (RRR vs. ORR); A need to develop love for reading and motivation to read; Materials needed for small group instruction and differentiation; Needs for consistent parent engagement and support at home

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

Master Schedule to reflect Literacy Instruction in the a.m., where possible; Continued Professional Development through PLC and PDD to build teacher capacity on new standards and updated curriculum, to include more around the Science of Reading as well attending conferences and webinar; Strengthen the role of the ESP program to assist new teachers with PD around small group differentiated instruction; Offer differentiation/extended learning session to students; Support reading curriculum with the use of supplemental resources (including poetry)- print and online; Provide ongoing remediation and enrichment and extended learning opportunity; Increased push-in support; Summer PD/PLC to map out curriculum and engage in vertical alignment of standards and concepts across grade levels and attend training/conference/webinar to learn ELA best practices and innovative support to all students; Support staff for parent meetings, trainings and engagement.

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

- **Communication**

Title I information will be shared through SAC, ParentLink call outs/emails/texts, Class Dojo School Story posts, Progress Reports and Report Cards, Emails, Eagle Tribune Newsletter to all families, Parent/Family Conferences (Conference Night), Social Media (Facebook, Twitter/X, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. Through these we hope to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times; Translations available at all parent trainings and meetings

- **Parent Training**

Training on iReady and other technology/portal resources available to families, Share information regarding New Worlds Reading Initiative, ELA strategies, Help enforce study habits of responsible learners and build a love for reading, AVID organization and strategies (binders, orange folders, agendas), Understanding grade level expectations and progress towards those expectations, Family Training for Dual Language Immersion Education Program

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

- **School**

Varying times for family participation in activities; Positive Communication shared in addition to problems/needs

- **Students**

Attend school daily and be on time; Follow the Eagle Way at all times; Participate in afterschool tutorial as needed; Take home materials/Chromebook for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.)

- Parents

Ensure their child attend school daily and arrive on time; Attend free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with homework and encourage reading at home; Attend technology training to learn how to monitor student activity on computer programs, such as iReady or IXL; Communicate regularly with teachers; Attend parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress

- Staff Training

Summer PD to map out curriculum, AVID WICOR strategies with a focus on W-Writing and R-Reading, Vertical alignment across grade levels and content areas for progression of standards and grade level expectations, Meaningful Parent Communication, K-2 Phonics and Phonemic Awareness strategies through FUNdations training and classroom learning walks/lab sessions

- Accessibility

Working with the ESE and ESOL/Multicultural Teams to assist parents within the school, small group instruction for students, tutoring, outside Mental Health resources, outside academic assistance, referrals/assistance with the MVP. We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

## Math

### 1. List prioritized needs statements.

Based on FY25 Performance Monitoring Data (PM2), 67% of students K-5 are predicted to score a level 1 or 2. Our priority is foundational skills and fluency, with identified need in algebraic reasoning, fractional reasoning, and number sense reasoning.

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

Lack of foundational/procedural skills that allow for higher-order skills to be done with fluency and automaticity; lack of fluency and resources for fluency of basic facts; curriculum adjustments, including fast suggested pacing and some grade level texts that are not seen as student-friendly; interpretation of word problems and academic vocabulary within the word problems and application of skills into multi-step word problems; a move away from hands-on and small group opportunities starting with concrete representation of skills; classroom manipulatives are underutilized; limited time for small group instruction and differentiation and planning for such instruction; need for additional support for ELL and SWD students; need for consistent parent engagement and support at home

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

Continued Professional Development through PLC and PDD to build teacher capacity on new standards and updated curriculum, to include the new State Testing information. Offer extended time for students to master concepts; Utilize mathematics manipulatives; Remediation and enrichment (for fluency and automaticity of math facts); Resources (flashcards, online programming) to support strengthening of foundational skills and basic facts; Additional staff to build teachers capacity and support the work of PLC/Common Planning and carry it into the classroom; Summer PD to map out curriculum and engage in vertical alignment of standards and concepts across grade levels; Continue IXL support and IXL challenge competitions; Support staff for parent meetings, trainings and engagement.

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

**• Communication**

Title I information will be shared through SAC, ParentLink call outs/emails/texts, Class Dojo School Story posts, Progress Reports and Report Cards, Emails, Eagle Tribune Newsletter to all families, Parent/Family Conferences (Conference Night), Social Media (Facebook, Twitter/X, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. Through these we hope to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times; Translations available at all parent trainings and meetings

- **Parent Training**

Training on iReady, IXL, and other technology/portal resources available to families, Help enforce study habits of responsible learners and build a love for math, learn math strategies that can be used at home, AVID organization and strategies (binders, orange folders, agendas), Understanding grade level expectations and progress towards those expectations

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

- **School**

Varying times for family participation in activities; Keep open lines of communication with families; Provide resources/manipulatives to help their child with math at home

- **Students**

Attend school daily and be on time; Follow the Eagle Way at all times; Participate in afterschool tutorial as needed; Take home materials/Chromebook for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.)

- **Parents**

Ensure their child attend school daily and arrive on time; Attend free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with math homework and utilize manipulatives; Monitor student activity on computer programs, such as iReady or IXL; Help enforce positive study habits; Communicate regularly with teachers; Attend parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress

- **Staff Training**

Summer PD to map out curriculum, AVID Organization, Parent Communication, Vertical alignment across grade levels and content areas for progression of standards and grade level expectations, Effective Parent Communication, Math strategies to share with families and best practices

- Accessibility

Working with the ESE and ESOL/Multicultural Teams to assist parents within the school, small group instruction for students, tutoring, outside Mental Health resources, outside academic assistance, referrals/assistance with the MVP. We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

## Science

### 1. List prioritized needs statements.

Based on FY25 Science Winter Diagnostic Data, 42% of students in grade 5 are predicted to score a level 1 or 2 on the End of Year assessment.

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

Lack of foundational knowledge of scientific method/nature of science benchmarks; Lack of academic/domain-specific vocabulary; Limited opportunity for hands-on learning and completing experiments with consumable materials; Lack of PD on science experiment vs. science activity; Lack of PD on science progression and fair game standards; Some students missing core science instruction at grades K-4 because of Tier support; need for consistent parent engagement and support at home; Limited STEM remediation and enrichment supplies (print, hands-on, and online); Need for rigorous resources to support science benchmarks; Class size can hinder the availability of hands-on experiments; Consistent academic support at home.

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

Summer Collaborative planning for teachers to focus not only on ELA and Mathematics, but to include Science as well; STEM on Fine Arts rotation for K-5; ensure replacements for consumables for experiments; Science instruction daily in all grades, with science content infused through ELA blocks as much as possible; Rigorous, approved supplemental resources to support science benchmarks; Additional staff for more content support; More focus on the engineer/design model for STEM; Opportunity to attend PD off campus for teachers and experiential learning for students; support staff for parent meetings, trainings and engagement.

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

- **Communication**

Title I information will be shared through SAC, ParentLink call outs/emails/texts, Class Dojo School Story posts, Progress Reports and Report Cards, Emails, Eagle Tribune Newsletter to all families, Parent/Family Conferences (Conference Night), Social Media (Facebook, Twitter/X, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. Through these we hope to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times; Translations available at all parent trainings and meetings

- **Parent Training**

We have gotten positive feedback on the training on Science Fair projects and how to select and conduct a science experiment, which was previously offered to students in 5th grade, and then expanded to students in grades 3-5. Now we'd like to offer to all families; STEM Night with Cox Science Center for hands-on learning opportunities for families; Help enforce study habits of responsible learners; AVID organization and strategies (binders, orange folders, agendas); Understanding grade level expectations and progress towards those expectations

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

- **School**

Expectations for agendas and communication folders; Share expectations for a successful Science Fair project

- **Students**

Attend school daily and be on time; Follow the Eagle Way; Participate in afterschool tutorial; Take home materials/Chromebook for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.) and maintain the binder appropriately; Participate in the school Science Fair and submit a class or individual project

- **Parents**

Ensure their child attend school daily and arrive on time; Attend IN PERSON free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with homework and encourage reading at home; Attend tech/portal parent training to learn how to monitor student activity on computers; Help enforce study habits; Communicate regularly with teachers; Attend IN PERSON parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress ; Keep contact information up-to-date

- **Staff Training**

Summer PD to map out curriculum; AVID Organization and how note-taking applies to Science; Vertical alignment across grade levels and content areas for progression of standards and grade level expectations to include the Fair Game Benchmarks; Science strategies to share with families; Parent Communication

- **Accessibility**

Working with the ESE and ESOL/Multicultural Teams to assist parents within the school, small group instruction for students, tutoring, outside Mental Health resources, outside academic assistance, referrals/assistance with the MVP. We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

## **Action Step: Parent/Family Engagement**

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$8,984.00**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Student Planners - no customization	500	\$1.75	General Supplies	Original	\$875.00
	Ink for color printers for parent flyers and training materials; sharing student progress monitoring information; kindergarten kick off	30	\$75.00	Technology	Original	\$2,250.00
	Adjustment - benefits credit and final allocation	1	\$4,084.00	General Supplies	Other	\$4,084.00
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Cox Science Museum: Service - Parent training with hands-on STEM activities and take-away lessons; Target Date: 12/20/25	1	\$500.00	Original	\$500.00	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	S'more Online subscription; Rationale: Monthly parent newsletter in multiple languages	1	\$180.00	Original	\$180.00	
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Post cards and note cards: parent communication and regular mailing for meetings, parent training, curriculum night, etc.	1500	\$0.73	Original	\$1,095.00	

## Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$94,608.00

Acct Description	Description																																				
Travel out-of-county	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>AVID Summer Institute/ Orlando/Date TBD; Purpose: To learn best practices on preparing students for college readiness and success in a global society; Registration = \$1050; Transportation = \$146; Lodging = \$597; Per Diem = \$102; Number of Attendees = 3 TOTAL Cost = \$5685</td> <td>1</td> <td>\$5,685.00</td> <td>Original</td> <td>\$5,685.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	AVID Summer Institute/ Orlando/Date TBD; Purpose: To learn best practices on preparing students for college readiness and success in a global society; Registration = \$1050; Transportation = \$146; Lodging = \$597; Per Diem = \$102; Number of Attendees = 3 TOTAL Cost = \$5685	1	\$5,685.00	Original	\$5,685.00																	
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Tch Res Staff Development	The Teacher Resource Staff Development will support teachers in grades K-5 with data analysis, effective standards-based lessons for ELA, Math, and Science through PLCs, PDD, Instructional Coaching Cycle, mentoring, observation and feedback.																																				
Teacher Collaboration	<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>The K-5 teachers will be analyzing data and planning effective, standards-based instruction for the start of the school year. They will participate in Collegial Planning for PLCs in ELA, math and science.</td> <td>47</td> <td>\$25.00</td> <td>1</td> <td>1.5</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$1,763.00</td> </tr> <tr> <td>PLC Leaders K-2 &amp; 3-5 will collaborate at the end of July 2025. They will be analyzing data and planning effective, standards-based instruction in ELA, math and science for the start of the school year.</td> <td>2</td> <td>\$25.00</td> <td>2</td> <td>2</td> <td>2</td> <td>Certified</td> <td>Original</td> <td>\$400.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	The K-5 teachers will be analyzing data and planning effective, standards-based instruction for the start of the school year. They will participate in Collegial Planning for PLCs in ELA, math and science.	47	\$25.00	1	1.5	1	Certified	Original	\$1,763.00	PLC Leaders K-2 & 3-5 will collaborate at the end of July 2025. They will be analyzing data and planning effective, standards-based instruction in ELA, math and science for the start of the school year.	2	\$25.00	2	2	2	Certified	Original	\$400.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																												
	The K-5 teachers will be analyzing data and planning effective, standards-based instruction for the start of the school year. They will participate in Collegial Planning for PLCs in ELA, math and science.	47	\$25.00	1	1.5	1	Certified	Original	\$1,763.00																												
PLC Leaders K-2 & 3-5 will collaborate at the end of July 2025. They will be analyzing data and planning effective, standards-based instruction in ELA, math and science for the start of the school year.	2	\$25.00	2	2	2	Certified	Original	\$400.00																													

Action Step: Classroom

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

**Budget Total: \$209,870.50**

<b>Acct Description</b>	<b>Description</b>											
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	iReady ELA Toolbox - Remediation and enrichment for grades 1-5						1	\$3,500.00	Original	\$3,500.00		
	IXL Science - Enrichment for Grades 3-5						1	\$2,500.00	Original	\$2,500.00		
	IXL Math - Enrichment and Remediation for Grades 1-5						1	\$5,100.00	Original	\$5,100.00		
Tutorial	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	The certified K-5 Math & ELA teachers will conduct tutoring for remediation and support starting February 2026 - April 2026.				14	\$37.00	2	1.5	12	Certified	Original	\$18,648.00
Out-of-system Subs	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Substitute for Title I funded STEM Elective Teacher					1	\$18.00	7	6	1	Original	\$735.00
Resource Teacher	The STEM Resource Teacher will provide additional STEM enrichment and remediation instruction on a rotating basis in grades K-5 focused on fair game standards and hands-on activities.											
Resource Teacher	The Math Resource Teacher will provide Math small group interventions in pull-out/push-in model for students in grades 3-5.											

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper (cases)	21	\$45.00	General Supplies	Original	\$945.00
	Pencils (packs)	25	\$3.00	General Supplies	Original	\$75.00
	Shipping	1	\$5.50	General Supplies	Original	\$5.50

## Mission Statement

### 1. Mission Statement

Meadow Park Elementary recognizes the importance of forming a strong partnership with parents, families, and community members in order to positively impact the students in our school. To promote effective Family involvement, the staff at Meadow Park Elementary welcomes input from parents, families, and community members and encourages them to join us in the activities outlined in this plan. We believe in working with families as equal partners in the educational process.

## Involvement of Stakeholders

Name	Title
Sabrina Higley	Principal
Cassandra White	Assistant Principal
JoAnne D'Angelo/Juliana Mercado	SAC Co-Chairs
Lauren Rodriguez	Parent
Kristin Osment	Parent
Lily Carcheri	Parent
Meghan McKenna	Parent
Lydie Louis	School Staff

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

SAC is vital in this process. Membership for the School Advisory Council (SAC) shall strive to be representative of the community served by the school. The SAC will have an appropriately balanced numbers of teachers, parents, support employees, and business and community partners. Elections are held in September of each year, followed by the installation of new members. Parents, teachers, and support employees shall be approved by their representative groups through an election in which all parents have an opportunity to participate. Business and Community members shall be recommended for appointment by any SAC member and shall be selected by the principal with the advice and consent of the SAC. Officers are elected to a two-year term. SAC requires a quorum (51% of the membership) if any formal action is to be taken. All parents and families are invited to attend parent meetings. The opportunity for input is held each year as part of our Title I Annual Input Meeting. Invitations are sent to all parents wishing to attend. Meeting is also advertised on the marquee, school website, and Class Dojo School Story. Invitations are extended in Spanish as well as English.

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

CNA input meeting and PFEP meeting were held in the Spring. Minutes from the meetings will be typed and shared with stakeholders via newsletter, follow-up meetings, etc. The agenda and sign-in sheets will be archived. Parent input will be documented throughout the year through our School Advisory Council. "Title I Items" is a standing agenda item on our SAC meeting agendas. Survey results from the Title I survey will be analyzed and shared. Evaluation from previous meeting will be also be discussed. Those attending will discuss and provide ideas for the Parent and Family Engagement Plan and School Parent Compact. Not only will there be open discussion, but participants will be able to have the opportunity to provide written feedback. Participants rotated in small groups throughout the Media Center to spend time recording ideas/feedback on large chart paper for each topic area. Participants were encouraged to talk and collaborate. The Stakeholder Input Meeting was held and feedback was documented in the recording template. All stakeholder input was recorded in the template and required CNA evidence for steps 1, 2, and 3 meetings were submitted to Federal and State Programs Department.

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

Survey results from the Title I survey will be analyzed and shared. Evaluation from previous meeting will be also be discussed. Those attending (Spring Stakeholders meeting) will discuss and provide ideas for the Parent and Family Engagement Plan and School Parent Compact as well as school priorities. Not only will there be open discussion, but participants will be able to have the opportunity to provide written feedback. The Stakeholder Input Meeting was held and feedback was documented in the recording template. As a result of the CNA process and outcome of the Stakeholder Step 3, Parent/Family Engagement items purchased are as follows: Literacy Resource, Math Coach, Supplies for Parent/Family engagement (copy paper, postcards, ink, envelopes, student agendas and Orange communication folders), S'more Online Newsletter Subscription, Postage, and Enrichment Contracts (Cox Science Center).

Name	Title
Sabrina Higley	Principal
Cassandra White	AP

## Annual Parent Meeting

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

Tuesday, September 16, 2025 at 6:00 p.m.

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

An invitation will be sent home in English and Spanish (and Creole/Portuguese, if needed). In addition, an email and text message will be sent through Parentlink in identified languages. Class Dojo School Story and "Eagle Tribune" S'More newsletter will contain invites and details for the meeting as well. Finally, meeting will be advertised on our marquee.

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

A PowerPoint/Google Slides presentation will be developed and shared with stakeholders along with copies of the Parent and Family Engagement Plan summary and School Compact. Resources from Sharepoint (agenda, sign in, evaluations) will be prepared. School personnel will be available to translate and answer questions and assist parents during this meeting, utilizing translation headsets, as appropriate.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Strengthening the Home/School Connection through Positive Communication and Conferencing

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

Staff members will be trained on engaging families with thorough and timely communication. To strengthen communication, teachers should remember to be positive, but accurate. Teachers should aim to tell parents something that will help the student....actionable Next Steps. During the training, teachers will explore platforms for communicating and connecting with families to develop a positive home and school partnership. These platforms will include SIS e-mail capabilities, Class Dojo, telephone calls (documenting on SIS comments log), "Mighty Mail", "Eagle Tribune" S'more newsletter, and orange communication folders and agendas. Care will be taken to move away from "texting" capabilities on Class Dojo, and instead, log professional conversations through email. We will reinforce the expectation that teachers should hold a minimum of two (preferably in-person) parent conferences a year. This is reflected on our School Family Compact. In addition, to grow this training from last year, we will present ways to engage in a professional manner and discuss setting clear and consistent expectations with families. Families should know that teachers have "quiet hours" during instruction time and in the evenings. Teachers should remember to communicate through messages in a formal and professional manner. All messages are public record and should be treated as such.

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

The expected impact is that teachers will establish a regular line of communication on classroom and school happenings. Teachers and families will establish a positive home and school connection.

- What will teachers submit as evidence of implementation?

Parent Conference notes, SIS comment log and email communication (redacted, as needed), samples of Mighty Mail postcards, S'more newsletter

- Month of Training

August 2025

- Responsible Person(s)

Cassandra White

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

AVID WICOR in Action!

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

Using insights from the Summer Institute, the AVID Site Team will introduce a variety of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies that teachers can implement in the classroom and share with families to support student achievement at home. Teachers will learn how to create and organize individual student binders, using color-coded folders and strategically organized materials to foster better organization and academic success. These binders, along with the agenda and orange communication folder, will serve as tools for effective school-home communication, allowing parents to monitor and support their child's progress. Additionally, teachers will explore AVID note-taking strategies (2- and 3-column notes, Focused Notes) and collaborative strategies (World Cafe, Socratic Seminar, Philosophical Chairs, and Inside/Outside Circle), which can be shared with families to reinforce learning through home discussions and inquiry-based activities.

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

Families will be able to partner with the school in checking for the AVID binder and folders and ensuring that monitoring is taking place at home. Families will know to look for the orange communication folder and agenda. Families will begin to understand the AVID organizational and note-taking system which will lead to students that take ownership of their own learning.

- **What will teachers submit as evidence of implementation?**

Photo samples of the AVID binder, AVID Binder Checklist, possible samples of communication with families about the AVID binder

- **Month of Training**

October 2025

- **Responsible Person(s)**

AVID Site Team Members and Administration

# Parent Trainings

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

- Name of Training

Click. Learn. Support: Parent Tech Night

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

During this hands-on training, families will explore the digital learning tools available through the Student Portal, including i-Ready, instructional apps, and district-approved online resources. Parents will also learn how to access and navigate the SIS Parent Gateway to monitor their child's grades, attendance, test scores, and academic progress. By the end of the session, families will feel confident using these platforms to support learning at home, encourage goal-setting, and stay actively involved in their child's education.

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

Parents will have an opportunity to explore portal resources in real time during the training. Chromebooks will be provided to use for the session, along with student log-in cards and Gateway access information, so that parents can get "hands on" with the various resources and sites available to support student learning.

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

As a result of this training, students will be better positioned to extend their learning beyond the classroom through consistent support at home. Families will gain timely access to academic data—including grades, attendance, and assessment results—which will empower them to monitor progress, reinforce learning goals, and actively contribute to their child's academic success. Increased parent engagement in digital tools is expected to strengthen the home-school connection and positively impact student achievement.

- Date of Training

Thursday, September 4, 2025 at 5:30 p.m.

- **Responsible Person(s)**

Cassandra White and Juliana Mercado

- **Resources and Materials**

Chromebooks, headphones, Slides presentation, notes/handouts, SIS Gateway log-in information, student log-in information, folders and pens, translation headsets and/or translator

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

\$0

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

- **Name of Training**

STEM Family Night / How to Conduct a Science Experiment

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

This training has two components. First, parents will learn how to help their child at home with key Science strategies and academic tools. Parents will be able to gain understanding of the Scientific Method and the Science Fair expectations. Parents will leave with ideas on how to best support their child in the completion of the project. Teachers will conduct a science experiment (LIVE!) with families to show them the steps of the Scientific Method needed to conduct an accurate Science Experiment. The second component invites the Cox Science Museum to guide families through interactive and hands-on STEM activities they can do alongside their children.

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

With the assistance of the STEM Teacher and 5th Grade Science teachers, families will be able to learn side by side with their children to create their Science Fair Project using the Scientific Method. Families will interact with an actual Science Fair experiment, learning about the importance of three trials and data collection. As an additional component, the Cox Science Museum will be on hand to guide students and families through hands-on STEM activities.

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

STEM Night will help students strengthen their understanding of the Scientific Method, a core concept in the STEM and science curriculum. By creating Science Fair projects with their parents, students will develop critical thinking and problem-solving skills. This hands-on experience, combined with family involvement, will reinforce learning and support ongoing academic success in science.

- Date of Training

Thursday, November 6, 2025 at 5:00 p.m.

- Responsible Person(s)

Cassandra White, Juliana Mercado, Sandra Noakes

- Resources and Materials

Science Fair sample project, Science Fair directions and manual, science fair online template, Cox Science Museum contract for hands-on STEM activities, staff volunteers for STEM Night, translation headsets and/or translator

- Amount (e.g. \$10.00)

\$0

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

- **Name of Training**

Dual Language Parent Series

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

The Dual Language Program at Meadow Park develops bilingualism, biculturalism, and biliteracy. Through an interactive Parent Series, families will learn how to support their child in two-way immersion. Dual Language Programs can help develop and demonstrate positive attitudes towards other languages and cultures.

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

Families will learn how to support their Dual Language child at home. Sample reading passages and materials will be shared alongside question stems and support documents. Parents can learn how to support their child in either language, or even both!

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

The goal of this training is to build understanding of the Dual Language program and immersion basics. When parents understand the expectations of the Dual Language program and know how to help their child at home, we can expect an increase in student achievement and parent involvement.

- **Date of Training**

October/November 2025

- **Responsible Person(s)**

Manuela Dal Piva - Dual Language Coach, Dual Language Teachers, Administration

- **Resources and Materials**

Presentation, handouts for families, Dual Language resources, all Title I required documentation (agenda, sign in, evaluations)

- Amount (e.g. \$10.00)

\$0

## 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

Multicultural Department

- Describe how agency/organization supports families.

Provide support to families and teachers with ELL and Dual Language students in possible Professional Development sessions, provide support with interpreting ACCESS results, and provide help with resources for parents assisting students at home. In addition, the Multicultural Department provides training to school ESOL Coordinator, who can then bring information back to school staff.

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

Minutes from work/meetings with the ESOL Coordinator, agendas and notes from district meetings

- Frequency

As needed.

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

- Name of Agency

Jack the Bike Man

- Describe how agency/organization supports families.

In alignment with our Character Now! SLL program, students are nominated monthly for a certificate for a bicycle and helmet. Through our partnership with Jack the Bike Man, we can provide students and families with limited resources the opportunity to shop for a donated bicycle and connect with other community resources.

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

Certificates, photographs, emails from Agency

- Frequency

As needed.

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

- Name of Agency

Rotary Club of West Palm Beach

- Describe how agency/organization supports families.

Provide dictionaries to all Third Grade students; Monetary support for school supplies; School support and provide assistance to families during the holidays and end of year

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

Email, invitation to Annual Luncheon, thank you notes/email.

- Frequency

Annually.

# 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

Our school will provide parents and family with timely information through the CNA and PFEP Input meetings; Monthly School Advisory Council Meetings; Call outs using ParentLink in both English and Spanish; School Story posts on Class Dojo (translated in multiple languages); "Eagle Tribune" Newsletter sent out monthly using S'more (translated in multiple languages). In addition, communication will be posted to the school marquee and sent home through the orange Parent Communication Folder in all grades.

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

Copies of meeting agendas, minutes, sign-in sheets, invitations. S'more newsletters and Class Dojo posts.

- Description

We will conduct the following for this purpose: Curriculum Night Parent and Family Night Trainings Parent-Teacher Conferences

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

Flyers, Invitations, PowerPoints/Slides, Sign-in sheets

- Description

Families will be informed through: School Advisory Council meetings, Student Communication Folder, planner/agenda, parent conferences, phone conferences, letters home/Dojo messages, progress reports, Progress Monitoring (PM) window reports for STAR/FAST Testing.

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

SAC minutes, Parent conference notes, phone conference notes, copies of letters sent home, copies of progress reports, Dojo message screenshots, report cards.

- Description

This will be done through: School Advisory Council Meetings; CNA Input meetings; Title I Annual Meeting

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

SAC Minutes; CNA documentation; Title I Annual Meeting docs

- Description

Meadow Park will offer all meetings in the evening so that parents who work can participate. Parent trainings have been planned to include the students so that childcare outside of the school is a non-issue. CNA Input meeting and the Annual meeting will also be scheduled in the evening to assist with those parents that work. Meetings will be translated in real time using the translation headsets. Many meetings are offered through a hybrid approach, where families can log onto a Google Meet link to participate virtually.

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

Agendas, minutes, invitations, sign in documentation

## 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

A Community Language Facilitator (CLF) is present at all parent meetings (including being available for parent conferences and IEP meetings) to assist with translation in Spanish. Spanish is our most represented language. Translation head-sets are used to assist with communication during parent and family events. All agendas, flyers, parent letters, notifications and call-outs are translated as well. Dojo messages and S'more newsletters offer in-app translations, offering a myriad of available languages.

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

Agendas, flyers, letters home, newsletters, translation headset check-out sheet.

• Description

When request for accommodation is received, sign language facilitator, large print, or Braille will be provided. We will coordinate request with the ESE Department. Meadow Park is an ADA compliant school and includes multiple accessible parking spots, ramps, elevator, etc.

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

If requested, copies of large print, Braille, notes will be collected. Picture of ADA Accessibility parking area and interiors.

• Description

Flexible meeting times are provided to identified families. We will work with the District Migrant Offices to provide necessary support, as needed.

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

Flexible meeting times, agendas and invites, sample email to Migrant Office.

- Description

Meadow Park will receive the list of families involved and in consultation with the McKinney-Vento Office in the District, we will provide the necessary assistance and support.

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

Emails, letter home, McKinney-Vento flyer.

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Meadow Park uses School-wide Positive Behavior Support, a systematic approach for implementing pro-active discipline. For school year 2024-2025, Meadow Park was recognized as a GOLD PBS Model School. Teachers use the PBS matrix to explicitly teach the Meadow Park expectations known as the Eagle Way. Students can earn a Soaring Eagle or Character Counts! Award and be recognized on the WMPE morning news. At the beginning of the year, Administration will conduct PBS assemblies with all grade levels (4th/5th), (2nd/3rd) and (K/1st) in-person in our Cafeteria. Students will be taught/reminded of our school-wide attention signal, The Eagle Way expectations of "I am Safe, I am Respectful, I am Responsible," the PBS school matrix, and specific behaviors needed to be successful here at Meadow Park. In addition, students will see how they can earn brag tags and will sign the Eagle Pledge for their first brag tag. Meadow Park school counselors support students in grades K-5 through a variety of methods. Counselors are available to students throughout the school day and offer guidance classes to grade levels weekly. We have an ELL school counselor who is available to work with ELL students and parents. We also have a school counselor that serves the entire student population. Our counselors use the District's Character Education Program which is aligned to the State's Resiliency Education Standards. Each month, a teacher can nominate two students that exemplify Resiliency to earn a certificate and a special brag tag. Meadow Park pairs with "Jack the Bike Man," a local non-profit, to award one Resiliency winner per month with a certificate for a donated bicycle, helmet, and bike lock. Other areas Meadow Park helps with the social-emotional needs of students include:

- Continue to implement our Morning Meeting in all classrooms. -Our ESE Pre-K implements Conscious Discipline
- School based team meets weekly (and as-needed) to discuss students with barriers to academic and social successes.
- Instruction and various campus activities which address social/emotional needs of students including class meetings (Morning Meeting)
- Develop and implement a comprehensive school counseling program
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Implementation of the Social Contract with Faculty as well as Classroom Specific Social Contracts used with students. -Implementation of Brag Tags for demonstrating positive behavior.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The MTSS/RTI Leadership Team will use the problem solving model and District decision trees to conduct all meetings. The team will identify students, based on data and discussion, who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed using the (PBCSD Form 2284) which identifies the students' specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that necessary resources are available and the interventions are implemented with fidelity. During preschool, all MPES teachers and support staff attended a training on the MTSS model and SBT processes. Current data and intervention information was shared with staff. Each case will be assigned a case liaison to support the interventionist (example: teacher, RTI/Leadership Team, Guidance Counselor, academic coach, SSCC, and ESOL coordinator). These liaisons will report back on all data collected for further discussion at future meetings. Parents are included in every step of the MTSS/RTI process through conferences, letters, and phone calls. Copies of all paperwork are also provided to parents. Below are the specific descriptions of the service we provide for each tier: Tier 1 - Core instruction for all students is based on rigorous standards using effective strategies in large/small group settings (for all). Tier 2 - Students with a deficiency in reading receive iii services for an additional 30 minutes, ELL and ESE teachers are scheduled to support students in an inclusive setting, the SAI teacher provides reading support, and our School Counselors provide services for students in Tier 2 for Behavior. Tier 3 - Intensive support is provided in a one-on-one setting for students in Tier 3 using a research-based intervention. To document implementation, Meadow Park Elementary will collect Form 2284 from each meeting to denote specific areas of deficiencies and appropriate research based interventions to address these deficiencies, SBT Logs for student meetings, conference notes, and copies of all paperwork. All SBT interventions and interventionists assignments are housed on a shared Google Sheet. Meadow Park has an efficient system to document and keep track of our Tier students, academic assessments (classroom and District/State), supplementary programs etc. We have entitled it our Purple Folder System.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

At Meadow Park, there is alignment of curriculum and instructional materials to the Florida Standards and we use Professional Learning Communities (PLCs) to utilize problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction. Through PLCs, teachers plan and discuss reading, writing, math, and science curriculum which align to the Florida standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Through PLCs, teachers have an opportunity to analyze student work to inform instructional decisions. Meadow Park ensures every teacher contributes to literacy improvement of every student by: -Holding meetings on a regular basis (6 day rotation) to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the BEST Standards as well as Benchmark curriculum materials; -Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Effective small group instruction is critical to have an increase in student achievement; -Implementing our Benchmark Literacy Block, based on the Science of Reading, with fidelity in Kindergarten through Fifth Grade; -Providing standards-based instruction based on student needs; -Providing instruction aligned with the District pacing and the BEST Standards for their grade level; -Providing resources to support instruction, such as extensive classroom libraries, texts to support reading, writing, math and science. In addition, leveled books for small group instruction, as well as complex text are utilized to support quality instruction; -Administering targeted assessments which measure instructed standards; -Monitoring progress at the grade, class, and individual student level during Professional Learning Communities (PLCs); -Conducting data chats with students as well as with the teachers and administration; -Choosing methods of instruction for mini-lessons based on the needs of students (modeled, guided practice, inquiry); -Students self-selecting texts utilizing the Scholastic Classroom Libraries; -Providing process and strategy anchor charts for reminders of teaching; -Providing push-in services for ESE/ELL students; -Providing Intervention to ELL students using Voyager and -Providing intervention to ESE students using SPIRE. Meadow Park offers many opportunities for extended learning through Afterschool Tutorial. We also offer many clubs for enrichment as well. Meadow Park provides enrichment in several ways. First, we use the gifted framework in every grade level, Kindergarten through Grade 5. In grades 3-5 we offer the Accelerated Math Program (AMP). Our Service Learning Program is in place in which our Grade 5 students assist in the classroom and cafeteria once a week for 30 minutes. As a STEM School, school-wide STEM challenges are provided to each grade level. Students in grades K-5 receive direct STEM instruction through our Fine Arts Program. Dual Language is provided in Kindergarten through fifth grade, with an expanded DL roster in Kindergarten this year. To document implementation, Meadow Park Elementary will collect PLC agendas/sign-In Sheets, master schedule, Afterschool Tutorial sign-in sheets/plans, as well as club sign-in sheets.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

When opportunities arise to invite community members to school to speak with students about college and career readiness, all efforts are taken to expose students to post-secondary options. Grade 5 students participate in Service Learning. Students will assist in classrooms, the cafeteria, and throughout the building once a week for 30 minutes. To document implementation, Meadow Park Elementary will collect Service Learning work samples and attendance logs. Students in grades K-5 are part of the AVID program (college and career readiness program). Parts of the AVID program are utilized in all grade levels (i.e., communication folders, agendas, subject-area folders, color-coded board configuration). Teacher representatives at each grade level serve on the AVID Site Team, which ensures all teachers and students have the knowledge and resources to implement AVID in their classroom. There is a Gifted/Advanced placement class on each grade level and students in grade 3, 4, and 5 have the opportunity to be in the advanced placement program (AMP), including the opportunity of Grade 6 Advanced Mathematics.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

As an early intervention to increase on grade level reading by third grade and to increase student readiness to enter Kindergarten, Meadow Park 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 which 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. At Meadow Park Elementary, Kindergarten Kickoff is held in the spring as an opportunity for parents to be trained on expectations for their child upon entering Kindergarten. Two sessions are held, one during the day and one in the evening, to accommodate as many families' schedules as possible. Kindergarten teachers and other staff are available at that time to assist parents. The evening session includes a campus tour, led by current Kindergarten teachers. All Kindergarten students follow a staggered start model for the first three days of school to ease the transition into Kindergarten. Students transitioning from the Pre-K ESE program go through assessments and reevaluations to determine needs for Kindergarten. New Individual Education Plans (IEPs) are developed to address these needs for the Kindergarten year. To document implementation, Meadow Park Elementary will collect Meet and Greet Sign-In Sheets, VPK Schedules, and Kindergarten Kickoff handouts, agenda, and Sign-In Sheets.

## Professional Development

## 1. Professional Development

In order to create a positive working relationship between teachers at Meadow Park, they are provided with common planning time during the school day. Additionally, each grade level participates in Professional Learning Communities (PLCs). PLCs are conducted on a 6-day rotational schedule and each PLC focuses on all content areas. Our Math and ELA Resource Teachers work collegially with teachers during PLCs to share best practices, analyze student data, and discuss resources needed to maximize student achievement. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Grade level ESE and ELL teachers are included in these meetings. They collaborate with grade levels to provide instructional strategies and modifications required for assessment and instruction of ESE and ELL students. Administration attends these Professional Learning Committee Meetings as well. Meadow Park is providing District Professional Development in many areas, and is often based on data collected from needs assessments and the CNA process. We are in our fourth full year of implementing our Certified AVID program in grades K-5. We begin with the universal binder, with specific colors for each subject by grade level. This binder will teach organizational skills which are very much needed by our students. They will carry these skills to Middle School and High School. In addition, key pieces of the WICOR system and classroom strategies will also be introduced this year by the Site Team through school-wide PD. To document implementation Meadow Park Elementary will collect PLC agendas/sign-in sheets and PD Agendas/sign-in sheets.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Meadow Park works closely with the District in order to recruit, develop, and retain certified and highly effective staff. Meadow Park will:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures;
- Participate in Job Fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants;
- Recruit certified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events;
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time;
- Establish and maintain relationships with colleges and officials in the field of education to promote the District, including work with preservice teachers through University Practicum and Internship experiences;
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness and
- School Administrators will use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Other ways Meadow Park Elementary recruits, develops and retains certified-in-field and effective teachers:

1. Opportunities for additional assignments (with pay) outside contracted time.
2. ESP Mentoring Program in which new teachers are partnered with veteran staff (Assistant Principal/VLM/Mentor Teachers).
3. Create initiatives/incentives to increase teacher retention. Teacher peer recognition program.
4. Work with PTA/SAC to recognize teachers and staff with Teacher Appreciation activities.
5. Conduct yearly SEQ survey to determine teacher and staff satisfaction levels and concerns.
6. Provide various professional development opportunities and workshops throughout the year. (PDD team, District personnel, Lead Teachers and Administration).
7. The Reading Resource Teacher and Math Resource Teacher will provide academic coaching and support for teachers, as needed.
8. School Administrators and interview panel use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
9. School Administrators and Staff recognize teachers and staff members for a "job well done" through "Shout Out" board to recognize effort and teamwork. One staff member a month is picked as "Employee of the Month" and receives a special parking spot for the month. To document implementation, Meadow Park Elementary will collect teacher certifications of newly hired teachers, PD Agendas/Sign-In Sheets, and documentation through the ESP program.