
Title I Comprehensive Schoolwide Plan
PLEASANT CITY ELEMENTARY SCHOOL (2591)

ELA

1. List prioritized needs statements.

1. Low ELA Proficiency: Student performance in ELA is significantly below expectations, with a 34% proficiency rate overall and 35% in 3rd grade on the previous year's FAST assessment. Current projections indicate only 30% of students are on track to meet proficiency targets for the 2025 FAST ELA assessment based on PM2 Data. 2. Gaps in Foundational Skills: STAR assessment data reveals significant gaps in foundational literacy skills, particularly in phonics and phonemic awareness, across grades K-3. These gaps are likely contributing to the low ELA proficiency in upper grades (3-5). 3. Need for Improved ELA Instruction: Based on the data, there is a clear need for improved ELA instruction that effectively addresses foundational skills gaps and prepares students for success on the FAST assessment. 4. Need for Targeted Interventions: Students who are significantly behind in ELA require targeted interventions and support to accelerate their learning and close achievement gaps.

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

1. Low ELA Proficiency: Root Cause: Inconsistent implementation of evidence-based ELA instructional practices across all classrooms and grade levels. Contributing Factors: -Low student attendance and high rates of tardiness, often related to family challenges (e.g., poverty, lack of transportation, unstable housing). -Limited exposure to reading materials and literacy activities outside of school. -Insufficient parental support for reading at home due to lack of skills, resources, or confidence. -Language barriers impacting reading comprehension for some students. 2. Gaps in Foundational Skills: Root Cause: Insufficient systematic and explicit instruction in phonics, phonemic awareness, and other foundational literacy skills, particularly in early grades. Contributing Factors: -Limited access to high-quality early literacy programs and resources. -Lack of consistent reinforcement of foundational skills across all content areas. 3. Need for Improved ELA Instruction: Root Cause: Inadequate professional development and ongoing support for teachers in effective ELA instructional strategies, including differentiated instruction, culturally responsive teaching, and strategies for addressing learning gaps. Contributing Factors: -High teacher turnover rates, leading to a constant need for new teacher training. - Limited time for teacher collaboration and planning. 4. Need for Targeted Interventions: Root Cause: Lack of a comprehensive system of tiered interventions for students who are struggling in ELA. Contributing Factors: -Insufficient staffing to provide small group instruction and targeted support. -Lack of coordination between intervention programs and regular classroom instruction.

3. Share possible solutions that address the root causes.

1. Addressing Family Issues Impacting Attendance: Expanded Community Partnerships: Strengthen partnerships with community organizations such as Bridges of West Palm Beach that can provide wraparound services to families, such as transportation assistance, food banks, housing support, mental health services, and childcare resources. Go beyond just awareness campaigns to actively connecting families with these resources including early childhood learning at the local daycares and VPK Centers. Family Liaisons: Employ dedicated family liaisons who can build relationships with families, understand their challenges, and act as a bridge between the school and home. These liaisons can help families navigate social services, access resources, and advocate for their children's needs. Attendance Incentives: Implement positive reinforcement programs for consistent attendance, recognizing and rewarding students and families for their efforts.

2. Increasing Exposure to Reading Beyond School: Classroom Libraries with Take-Home Books: Expand classroom libraries and allow students to borrow books to take home, ensuring access to reading materials even in homes with limited resources. Parent/Child Book Clubs: Organize parent/child book clubs to foster a love of reading and provide a shared reading experience. Community Library Partnerships: Collaborate with Mendel Library to offer library card sign-ups at school, host library visits, and promote library programs such as homework help. Reading Celebrations and Events: Host school-wide reading celebrations, author visits, and book fairs to generate excitement about reading.

3. Supporting Parents in Helping with Reading at Home: Targeted Parent Workshops: Offer workshops specifically designed to equip parents with practical strategies for supporting their children's reading development at home. Provide materials and resources in multiple languages. Home Reading Kits: Create "home reading kits" with books, activities, and tips for parents to use with their children. Parent Newsletters with Reading Tips: Send home regular newsletters with practical tips and activities that parents can use to support reading at home.

4. Building Background Knowledge for Nonfiction Science Texts: Hands-on Science Activities: Incorporate more hands-on science activities and experiments into the curriculum to build students' background knowledge and vocabulary. Science-Themed Field Trips: Organize field trips to science museums, nature centers, and other educational venues. Nonfiction Text Sets: Provide students with sets of nonfiction texts on related science topics to build their knowledge base. Cross-Curricular Connections: Integrate science content into other subjects, such as reading, writing, and social studies.

5. Addressing Language Barriers: ELL Support: Provide targeted support for English Language Learners (ELLs) with a focus on developing academic language skills. Bilingual Resources: Make sure that resources and communication are available in the home languages of ELL families. Vocabulary Development: Implement explicit vocabulary instruction across all subjects.

6. Increasing Interest/Engagement in Literacy Activities: Student Choice in Reading Materials: Allow students to choose books that interest them. Project-Based Learning: Incorporate project-based learning activities that allow students to apply their literacy skills in meaningful ways. Technology Integration: Use technology to make learning more engaging and interactive. Differentiated Instruction: Differentiate instruction to meet the diverse needs and interests of all learners.

7. Enhancing Staff Training in Engaging ELA Instruction: Ongoing Professional Development: Provide ongoing professional development for teachers on effective ELA instruction, including differentiated instruction, culturally responsive teaching, and strategies for engaging students. Mentoring and Coaching: Provide teachers with mentoring and coaching support to help them implement new strategies in the classroom. Collaboration and Planning Time: Provide teachers with dedicated time to collaborate and plan lessons together.

8. Addressing Need for Staff for Small Group Remediation: Targeted Intervention Programs: Implement targeted intervention programs for students needing foundational skills remediation. Additional Staffing: Advocate for additional staff, such as reading coach, interventionists, or tutors, to provide small group instruction. Volunteer Tutors: Recruit and train volunteer tutors to provide small group instruction.

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

- Communication

Our school is committed to strengthening the PFEP to foster effective communication between school and home, specifically focused on enhancing ELA learning. We will achieve this through the following strategies:

Increased Accessibility and Engagement: We will continue offering multiple access points for parent involvement (Google Meet, phone, in-person meetings, conferences, SAC meetings). To boost participation, we will strategically link workshops and training sessions with other engaging school events, such as student performances, concerts, or family fun nights. This will make it more convenient and appealing for parents to attend.

Targeted Communication Strategies:

- Parent Link Messages: We will increase the frequency and targeting of Parent Link messages, not just for general announcements, but also to provide specific, actionable information related to ELA. This might include tips for supporting reading at home, reminders about upcoming ELA assessments, or links to relevant online resources.
- Classroom Newsletters/Updates: Teachers will send home regular classroom newsletters or digital updates highlighting ELA concepts being taught, suggesting home-based activities, and showcasing student work.
- Personalized Communication: Teachers will use a variety of tools (e.g., email, phone calls, ClassDojo) to communicate directly with parents about their child's individual progress in ELA, areas of strength, and areas for growth.

- Agendas/Planners: Student agendas/planners will be used as a consistent communication tool between teachers and parents, with space for daily or weekly notes regarding assignments, progress, or areas of focus in ELA.

- Colored Folders: The colored folder system will be maintained and clearly labeled to ensure parents can easily identify important information related to ELA, such as assessment results, homework assignments, or flyers about upcoming ELA events.

- Empowering Parents Through Title I Workshops: Title I parent workshops and training will be specifically designed to equip parents with practical strategies for supporting their children's ELA development at home. Workshops will cover topics such as:

- Effective reading strategies to use at home:
- Supporting comprehension and vocabulary development
- Helping with ELA homework and projects
- Understanding grade-level expectations in ELA
- Accessing online ELA resources

Leveraging Technology for Enhanced Communication:

- ClassDojo: We will continue to utilize ClassDojo as a platform for sharing information about ELA activities, posting pictures and videos of student learning, and facilitating two-way communication between teachers and parents. We will encourage teachers to use ClassDojo to share ELA-related resources and tips with parents.
- School Website/Learning Management System: The school website and/or learning management system will be used to provide parents with easy access to ELA resources, curriculum information, and updates on student progress.
- Two-Way Communication: We will actively solicit feedback from parents on how we can improve communication related to ELA. Surveys, parent forums, and informal conversations will be used to gather input and make adjustments to our communication strategies.

Home-School Connection Activities: We will organize events and activities that promote home-school connection in ELA, such as family reading nights, shared reading projects, or parent-child book clubs. By implementing these strategies, we aim to create a strong partnership between school and home, where parents are actively involved in supporting their children's ELA development and have access to the information and resources they need to be effective partners in their children's education.

- Parent Training

Our school is committed to strengthening the PFEP by providing high-quality parent training opportunities that empower families to support their children's ELA development. We will focus on the following strategies:

- Proactive and Multi-Modal Communication: We will ensure parents are well-informed about training opportunities through a variety of channels:
 - Flyers: Eye-catching flyers will be sent home.
 - Email: Email notifications will be sent to all parent email addresses.
 - Parent Link: Parent Link messages will be used for timely reminders.
 - ClassDojo: ClassDojo will be used for classroom-specific reminders and information sharing.
 - School Marquee: The school marquee will advertise upcoming events.
 - School Website/Social Media: Training information will be prominently displayed on the school website and social media platforms.
- Flexible Access to Training: To maximize attendance, we will offer parent training in multiple formats:
 - In-Person Meetings: Traditional in-person meetings will be offered for those who prefer face-to-face interaction.
 - Online Meetings (e.g., Google Meet, Zoom): Online meetings will provide a convenient option for parents who cannot attend in person. We will ensure access to technology for families who may need it.
 - Recorded Sessions: Whenever possible, training sessions will be recorded and made available online for parents to view at their convenience.
- Targeted and Interactive Training Content: Parent training will focus on providing practical, hands-on strategies and resources that parents can use at home to support their children's ELA development. Key areas of focus will include:
 - Foundational Skills: Training will equip parents with strategies to reinforce foundational skills in reading, such as phonics, phonemic awareness, and fluency.
 - Reading Comprehension: Parents will learn techniques to help their children develop strong reading comprehension skills, including asking effective questions, summarizing, and making inferences.
 - Vocabulary Development: Training will provide parents with strategies for building their children's vocabulary, including exploring word meanings, using context clues, and engaging in word-play activities.
 - Nonfiction Text and Background Knowledge: A significant focus will be placed on supporting students' understanding of nonfiction texts, particularly in science. Parents will receive resources and guidance on building background knowledge through reading, discussions, and hands-on activities. We will provide high-quality nonfiction books and other materials for parents to use at home.
 - Writing Support: Training will offer parents practical ways to support their children's writing development, from brainstorming ideas to editing and revising.
- Resource Provision: All training sessions will include the distribution of high-quality resources for parents to use at home, including:
 - Books (fiction and nonfiction)
 - Activity guides
 - Websites and online tools
 - Games and other learning materials
- Follow-Up and Support: We will provide ongoing support to parents who participate in training, such as:
 - Regular newsletters with tips and activities
 - Online forums or discussion groups
 - Opportunities to connect with teachers and other parents
- Evaluation and Feedback: We will regularly evaluate the effectiveness of our parent training programs through surveys and feedback from parents. This feedback will be used to improve future training sessions and ensure they are meeting the needs of our families. By implementing these strategies, we will create a robust parent training program that empowers families to become active partners in their children's ELA success.

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

- School

A strong School-Parent Compact is essential for student success in ELA. To ensure its effectiveness, each stakeholder group will play a vital role.

Engaging and Differentiated Instruction: The school will provide high-quality, standards-aligned ELA instruction that is engaging and differentiated to meet the diverse needs of all learners. This includes: -Hands-on learning experiences in literacy. -Explicit instruction in foundational skills (phonics, phonemic awareness, fluency). -Development of reading comprehension strategies. -Building background knowledge for nonfiction texts. - Opportunities for writing across different genres.

Data-Driven Instruction and Goal Setting: The school will utilize data from various sources (academics, attendance, behavior) to inform instruction and work collaboratively with students to set attainable goals. This will be achieved through: - Regular data chats between teachers and students to review progress, celebrate successes, and identify areas for improvement. -Providing students with clear and specific feedback on their ELA work.

Positive Motivation and Recognition: The school will create a positive and supportive learning environment that motivates students to reach grade-level expectations in ELA. This includes: -Implementing incentive programs to recognize and reward student effort and achievement in ELA. -Continuing to improve and provide both in-person and virtual access to awards ceremonies to celebrate student success.

Parent Engagement Opportunities: The school will provide a variety of opportunities for parents to be actively involved in their children's ELA learning, such as: -Hosting more in-school events where parents can participate in literacy activities alongside their children. - Offering workshops and training sessions for parents on how to support ELA development at home. -Providing regular communication to parents about their children's progress in ELA. -Creating opportunities for parents to provide input on the ELA program.

- Students

Students will take responsibility for their own learning and actively work to improve their ELA skills by:

Consistent Attendance and Punctuality: Come to school each day and on time, ready to learn and engage in classroom activities.

Dedicated Reading Time: Read at least 30 minutes each night, exploring a variety of genres and texts.

Goal Setting and Growth Mindset: Work with teachers to make attainable goals for continuous growth in ELA, focusing on specific skills and strategies. Actively participate in reflection assignments, providing a platform to write personal academic goals and share them with parents.

Timely Completion of Assignments: Complete all ELA assignments in a timely manner, putting forth their best effort and seeking help when needed.

Utilizing Resources for Growth: Utilize take-home libraries with parents to increase reading at home and foster shared reading experiences. Utilize online resources (iReady, Benchmark, etc.) geared to remediate skill gaps and accelerate learning.

Active Participation and Respect: Actively participate in ELA class activities, contributing to discussions and collaborating with peers. Demonstrate respect for themselves, others, and the school environment, creating a positive learning atmosphere.

- Parents

2. Parent/Family Responsibilities: Parents/families will actively support their children's ELA development at home and school by: Utilizing Communication Tools: Actively use ClassDojo to stay informed about their child's academic day, communicate with teachers, and access translated messages (30+ languages). Parents will ensure they have access to ClassDojo on any device and seek assistance if needed. Supporting Regular School Attendance: Ensure children are at school and on time each day, ready to learn with a positive attitude. Parents will prioritize school attendance and work with the school to address any attendance concerns. Engaging in Parent Training and Applying Strategies: Attend parent trainings and workshops offered by the school and actively utilize the learned strategies with their children at home to reinforce ELA skills. Monitoring Progress and Communication: -Regularly check agenda planners or ClassDojo messages and respond as needed, staying informed about assignments, progress, and important announcements. -Actively encourage children to complete homework and provide support as needed. - Communicate regularly with teachers about their children's progress in ELA, sharing any concerns or insights. Participating in School and Community Events: Attend family and community events hosted by the school to build connections with the school community and engage in shared learning experiences. Utilizing School-Recommended Resources: Utilize online resources, training materials, or community event resources suggested by the school to further support their children's ELA development at home. This includes accessing websites, reading recommended articles, and engaging in suggested activities.

- Staff Training

Our school recognizes that highly effective teachers are essential for student success in ELA. Therefore, we are committed to strengthening the PFEP by providing ongoing, high-quality professional development for our staff. This training will focus on the following key areas:

Engaging and Differentiated Instruction: Staff training will emphasize strategies for creating engaging and effective ELA instruction that meets the diverse needs of all learners. This includes: **Differentiated Instruction:** Teachers will receive training on how to differentiate instruction to address the needs of students with disabilities, English Language Learners (ELLs), and other diverse learners. This will include strategies for modifying instruction, providing accommodations, and using assistive technology. **Culturally Responsive Teaching:** Training will focus on culturally responsive teaching practices that recognize and value students' diverse backgrounds and experiences. Teachers will learn how to create a culturally inclusive classroom environment and incorporate culturally relevant materials into their instruction. **Universal Design for Learning (UDL):** Staff will be trained on the principles of UDL to create lessons that are accessible and engaging for all learners. **Supporting Student Well-being and Engagement:** Training will address strategies for improving student attendance, decreasing misbehaviors, and fostering a positive learning environment. This includes: **Classroom Management:** Teachers will receive training on effective classroom management techniques, including positive behavior supports, restorative practices, and strategies for addressing challenging behaviors. **Building Relationships:** Training will emphasize the importance of building strong relationships with students and creating a supportive classroom community. **Attendance Improvement Strategies:** Staff will learn strategies for identifying and addressing the root causes of student absenteeism. **Enhancing ELA Instruction and Foundational Skills:** A core focus of staff training will be on enhancing ELA instruction, particularly in foundational skills and supporting comprehension of nonfiction text: **Foundational Skills in Reading:** Teachers will receive training on evidence-based strategies for teaching foundational reading skills, such as phonics, phonemic awareness, and fluency. This will include explicit instruction, assessment tools, and intervention strategies. **Science Background Knowledge for Nonfiction Text:** Training will focus on how to effectively build students' background knowledge in science to support their comprehension of nonfiction texts. Teachers will learn how to integrate science content into ELA instruction and provide students with opportunities to explore science concepts through reading, discussions, and hands-on activities. **Engaging Take-Home Activities:** Teachers will be trained on how to create engaging take-home activities that reinforce ELA skills and connect to students' home lives and cultures. This will include providing parents with clear instructions and materials. **Data-Driven Instruction and Parent Communication:** Staff training will emphasize the importance of using data to drive instruction and effectively communicate student progress with parents: **Data Analysis:** Teachers will receive training on how to analyze student data to identify areas of strength and weakness and use this information to inform instructional decisions. **Parent Conferences:** Training will focus on effective communication strategies for parent conferences, including how to share student progress data, discuss areas for growth, and provide parents with practical strategies for supporting their children at home. Teachers will be provided with resources and materials to share with parents during conferences. **Ongoing Professional Development:** We are committed to providing ongoing professional development for our staff in ELA. This will include workshops, conferences, mentoring, coaching, and opportunities for collaboration. By investing in high-quality staff training, we are confident that our teachers will be well-equipped to provide effective ELA instruction that meets the needs of all learners and empowers them to succeed. This, in turn, will strengthen our PFEP by ensuring that parents receive consistent, accurate information about their children's progress and have the tools and resources they need to support their learning at home.

- Accessibility

Our school is committed to ensuring that all families have equitable access to information, resources, and opportunities to participate in school activities, particularly those related to ELA. We will strengthen the PFEP by focusing on the following accessibility strategies:

Flexible Meeting and Workshop Formats: To accommodate diverse needs and schedules, we will offer both virtual and face-to-face meetings and workshops at varying times throughout the day. This will allow parents to participate in the format that best suits their needs and circumstances. We will also explore offering childcare during in-person events to remove another potential barrier to participation.

Physical Accessibility: We are committed to ensuring physical accessibility throughout our school building:

- Elevator Access:** Elevator access will be readily available for parents and families with disabilities or those who require accommodations.
- Ramps:** Ramps will be provided as needed to ensure access to all areas of the school.
- Accessible Restrooms:** Handicap-accessible restrooms will be available for all parents and visitors.
- Accessible Parking:** Designated handicap-accessible parking spaces will be available for all parents.
- Signage:** Clear and accessible signage will be used throughout the school to guide visitors.

Language Accessibility: We will provide language support for families whose first language is not English:

- Interpreter Services:** Qualified language interpreters will be available for meetings, workshops, and other school events. We will proactively identify families who may need interpreter services and make arrangements in advance.
- Google Translate and Other Translation Tools:** We will utilize Google Translate and other translation tools to translate written materials, such as flyers, newsletters, and website content. We will ensure that translated materials are culturally appropriate and easy to understand.
- Multilingual Staff:** We will leverage the language skills of our multilingual staff members to support communication with families.

Technology Accessibility: We will ensure that technology used for communication and engagement is accessible to all families:

- ClassDojo:** We will continue to utilize ClassDojo, highlighting its instant translation capabilities (30+ languages) and ease of use on any device. We will provide training and support to parents on how to use ClassDojo effectively.
- Website Accessibility:** We will ensure that the school website is accessible to individuals with disabilities, including those who use screen readers or other assistive technologies.

Assistive Technology: We will explore the availability of assistive technology for parents who may need it, such as hearing loops or captioning services.

Communication Accessibility: We will strive to communicate information in multiple formats to accommodate different learning styles and preferences:

- Written Communication:** We will use clear and concise language in all written communication.
- Verbal Communication:** We will encourage teachers and staff to communicate clearly and patiently with parents, using appropriate language and avoiding jargon.
- Visual Communication:** We will use visual aids, such as charts, graphs, and images, to enhance communication and make information more accessible.

Training and Awareness: We will provide training to staff on accessibility best practices, including how to communicate effectively with individuals with disabilities and those who speak other languages. We will also raise awareness among the school community about the importance of accessibility and inclusion. By implementing these strategies, we will create a welcoming and inclusive environment where all families feel valued and empowered to participate in their children's education, particularly in supporting their ELA development. We will regularly review and update our PFEP to ensure that it continues to meet the evolving needs of our diverse community.

Math

1. List prioritized needs statements.

1. Low Math Proficiency: Student performance in math is below expectations, with a 44% proficiency rate on the previous year's FAST assessment. Current progress monitoring data indicates only 29% of students are on track to meet proficiency targets for the current year's FAST Math assessment, with a school goal of 49%. 2. Gaps in Foundational Skills: STAR assessment data reveals significant gaps in foundational math skills, particularly in number sense, measurement, and geometry, across grades K-3. These gaps are impacting student performance in upper grades. 3. Weak Mental Computation Skills: Over 50% of students struggle with mental computation, including basic calculations and number manipulation. 4. Need for Improved Math Instruction: There is a need for improved math instruction that effectively addresses foundational skills gaps, develops mental computation skills, and prepares students for success on the FAST assessment. 5. Need for Targeted Interventions: Students who are significantly behind in math require targeted interventions and support to accelerate their learning and close achievement gaps. 6. Need for Data-Driven Decision Making: The school needs to strengthen its use of data to inform instructional decisions, monitor student progress, and evaluate the effectiveness of interventions. 7. Need for Support in Spatial Reasoning: Students need support in developing spatial reasoning skills necessary for aligning numbers, interpreting graphs, and performing geometric operations.

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

1. Low Math Proficiency: Root Cause: Inconsistent implementation of evidence-based math instructional practices across all classrooms and grade levels. Contributing Factors: -Gaps in learning in lower grades affecting practical application in upper grades. -Irregular student attendance, leading to missed components of standards and difficulty building on prior learning. -Limited parental understanding of math standards and how to support learning at home. 2. Gaps in Foundational Skills: Root Cause: Insufficient systematic and explicit instruction in foundational math skills (number sense, measurement, geometry), particularly in early grades. Contributing Factors: -Limited access to hands-on math manipulatives and resources. - Inconsistent focus on foundational skills across all grade levels. 3. Weak Mental Computation Skills: Root Cause: Lack of explicit and consistent instruction in mental computation strategies and number fluency. Contributing Factors: -Over-reliance on calculators and other tools, hindering the development of mental math skills. -Limited opportunities for students to practice mental computation in meaningful contexts. 4. Need for Improved Math Instruction: Root Cause: Inadequate professional development and ongoing support for teachers in effective math instructional strategies, including differentiated instruction, strategies for developing conceptual understanding, and techniques for building problem-solving skills. Contributing Factors: -Teachers needing support in developing, planning, and implementing effective lessons aligned to rigorous standards. - Insufficient training in analyzing data to inform instructional decisions. 5. Need for Targeted Interventions: Root Cause: Lack of a comprehensive system of tiered interventions for students who are struggling in math. Contributing Factors: -Insufficient staff for small group remediation and intervention. -Lack of clear identification procedures and consistent implementation of intervention programs. 6. Need for Data-Driven Decision Making: Root Cause: Insufficient training and support for teachers in using data to inform instructional decisions in math. Contributing Factors: -Data systems that are not user-friendly or readily accessible. -Limited time for teachers to analyze data and collaborate. 7. Need for Support in Spatial Reasoning: Root Cause: Insufficient explicit instruction and practice in spatial reasoning skills. Contributing Factors: -Limited integration of spatial reasoning activities into the math curriculum. -Lack of resources and materials to support the development of spatial reasoning.

3. Share possible solutions that address the root causes.

1. Addressing Low Math Proficiency and Gaps in Foundational Skills: -Targeted Professional Development: Implement a focused professional development plan for teachers, emphasizing evidence-based math instructional practices, differentiated instruction, strategies for developing conceptual understanding, and techniques for building problem-solving skills. Include hands-on experience with math concepts, data chats, independent research, collaborative studies, and common/vertical planning during grade-level meetings and PLCs. Focus on explicit instruction in foundational skills (number sense, measurement, geometry) in early grades. -Curriculum Alignment and Resources: Ensure the math curriculum is aligned with state standards and provides sufficient opportunities for students to develop conceptual understanding, procedural fluency, and problem-solving skills. Provide teachers with access to high-quality instructional materials, manipulatives, and technology resources. -Targeted Interventions: Develop and implement a comprehensive system of tiered interventions for students who are struggling in math. This includes clear identification procedures, research-based intervention programs, and trained personnel to deliver targeted support. Provide academic tutors and resource teachers for small group remediation. -Spiral Review and Remediation: Implement a system for spiraling previously taught standards to address gaps in foundational skills. Use interactive technology programs to increase basic skills proficiency. -Increased Student Engagement: Provide hands-on materials and manipulatives to increase student engagement with math activities.

2. Addressing Weak Mental Computation Skills: -Explicit Instruction in Mental Computation: Provide explicit and consistent instruction in mental computation strategies and number fluency. -Regular Practice: Incorporate regular opportunities for students to practice mental computation in meaningful contexts. Minimize over-reliance on calculators and other tools, especially in early grades. -Number Talks: Implement number talks as a regular classroom routine to develop students' mental math skills and number sense.

3. Addressing Need for Improved Math Instruction: -Instructional Coaching: Provide teachers with access to instructional coaches who can provide support in lesson planning, data analysis, and effective math teaching strategies. -Collaborative Planning: Provide teachers with dedicated time for collaborative planning and lesson development, both within grade levels and across grade levels (vertical alignment).

4. Addressing Need for Support in Spatial Reasoning: -Integrated Spatial Reasoning Activities: Integrate spatial reasoning activities into the math curriculum, using manipulatives, games, and technology. -Targeted Instruction: Provide explicit instruction in spatial reasoning skills, such as visualization, mental rotation, and spatial relationships.

5. Addressing Data-Driven Decision Making: -Data Literacy Training: Provide teachers with training and support in using data to inform instructional decisions. This includes training on data analysis, interpretation, and using data to differentiate instruction. -User-Friendly Data Systems: Ensure access to user-friendly data platforms and provide teachers with time to analyze data and collaborate with colleagues.

6. Addressing Contributing Factors (Attendance, Parent Involvement): -Attendance Improvement Programs: Implement programs that incentivize student attendance and communicate with parents about the importance of daily attendance. Work with families to address attendance barriers. -Enhanced Parent Engagement: -Continue to host "Curriculum Night" in both virtual and in-person formats. -Host family math nights where parents learn how to help their children at home with hands-on materials and activities. -Provide parents with DIPS (Direct Instructional Points) at the beginning of a chapter or as a review. -Host Parent Math or STEAM Nights to build parent knowledge of math concepts. -Utilize technology (e.g., ClassDojo, parent portals) to communicate regularly with parents about student progress and provide resources.

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

- Communication

Our school is committed to strengthening the PFEP to foster effective communication between school and home, specifically focused on enhancing math learning. We will achieve this through the following strategies:

Increased Accessibility and Engagement: We will continue offering multiple access points for parent involvement (Google Meet, email, phone calls, in-person meetings, conferences, SAC meetings, school events). To boost participation, we will strategically link workshops and training sessions with other engaging school events, such as student performances, math nights, or family fun nights. This will make it more convenient and appealing for parents to attend. We will also explore offering childcare during in-person events to remove a potential barrier to attendance.

Targeted Communication Strategies:

Parent Link Messages: We will increase the frequency and targeting of Parent Link messages, not just for general announcements, but also to provide specific, actionable information related to math. This might include tips for supporting math learning at home, reminders about upcoming math assessments, or links to relevant online resources. We will also use Parent Link to share positive math stories and successes.

Classroom Newsletters/Updates: Teachers will send home regular classroom newsletters or digital updates highlighting math concepts being taught, suggesting home-based activities, and showcasing student work. These newsletters will also include clear explanations of key math vocabulary and strategies.

Personalized Communication: Teachers will use a variety of tools (e.g., email, phone calls, ClassDojo) to communicate directly with parents about their child's individual progress in math, areas of strength, and areas for growth. This will include sharing specific examples of student work and providing concrete suggestions for how parents can support their child's learning at home.

Agendas/Planners: Student agendas/planners will be used as a consistent communication tool between teachers and parents, with space for daily or weekly notes regarding assignments, progress, or areas of focus in math.

Colored Folders: The colored folder system will be maintained and clearly labeled to ensure parents can easily identify important information related to math. Purple folders for assignments and red folders for assessments will be consistently used and explained to parents. We will also consider adding a "Math Resources" folder with helpful tips and activities for parents.

Empowering Parents Through Title I Workshops: Title I parent workshops and training will be specifically designed to equip parents with practical strategies for supporting their children's math development at home. Workshops will cover topics such as: Understanding grade-level expectations in math. Effective strategies for helping with math homework (without giving away the answers!). Building number sense and mathematical thinking. Exploring math concepts through games and hands-on activities. Using online math resources and tools. Interpreting math assessment results.

Leveraging Technology for Enhanced Communication:

ClassDojo: We will continue to utilize ClassDojo as a platform for sharing information about math activities, posting pictures and videos of student learning, and facilitating two-way communication between teachers and parents. We will encourage teachers to use ClassDojo to share math-related resources, videos explaining math concepts, and tips for parents.

School Website/Learning Management System: The school website and/or learning management system will be used to provide parents with easy access to math resources, curriculum information, and updates on student progress. We will also post videos of math strategies being taught in the classroom.

Two-Way Communication: We will actively solicit feedback from parents on how we can improve communication related to math. Surveys, parent forums, and informal conversations will be used to gather input and make adjustments to our communication strategies.

Math-Focused Family Events: We will organize events and activities that promote home-school connection in math, such as family math nights, math game nights, or parent-child math challenges.

- Parent Training

Strengthening the PFEP to Support Parent Training in Math: Our school is dedicated to strengthening the PFEP by offering high-quality parent training opportunities that empower families to effectively support their children's math learning. We will focus on the following strategies:

Proactive and Multi-Modal Communication: We will ensure parents are well-informed about training opportunities through a variety of channels: Flyers: Eye-catching flyers will be sent home. Email: Email notifications will be sent to all parent email addresses. Parent Link: Parent Link messages will be used for timely reminders and direct links to registration. ClassDojo: ClassDojo will be used for classroom-specific reminders, photos/videos of training highlights, and direct communication with parents. School Marquee: The school marquee will advertise upcoming events. School Website/Social Media: Training information will be prominently displayed on the school website and social media platforms. Online registration forms will be readily accessible. Flexible Access to Training: To maximize attendance and accommodate diverse schedules, we will offer parent training in multiple formats: In-Person Meetings: Traditional in-person meetings will be offered, creating opportunities for networking and face-to-face interaction. We will explore offering childcare during in-person events. Online Meetings (e.g., Google Meet, Zoom): Online meetings will provide a convenient option for parents who cannot attend in person. We will ensure access to technology and provide technical support as needed. Recorded Sessions: Whenever possible, training sessions will be recorded and made available online for parents to view at their convenience. This will also benefit parents who want to review the material later. Targeted and Interactive Training Content: Parent training will focus on providing practical, hands-on strategies and resources that parents can use at home to support their children's math development. Key areas of focus will include: Foundational Skills: Training will equip parents with strategies to reinforce foundational math skills, such as number sense, place value, basic operations, and problem-solving. We will provide hands-on activities and games that parents can use with their children. Grade-Level Concepts: Training will focus on the specific math concepts being taught at each grade level, providing parents with a clear understanding of what their children are learning. Effective Questioning Techniques: Parents will learn how to ask effective questions that promote mathematical thinking and problem-solving skills, rather than simply giving away answers. Math Vocabulary: Training will emphasize the importance of math vocabulary and provide parents with strategies for helping their children develop their mathematical vocabulary. Problem-Solving Strategies: Parents will learn various problem-solving strategies that they can teach their children, such as drawing diagrams, breaking down problems into smaller parts, and using manipulatives. Using Manipulatives and Games: Training will demonstrate how to use common household items and readily available manipulatives to make math learning fun and engaging. We will also share age-appropriate math games that families can play together. Resource Provision: All training sessions will include the distribution of high-quality resources for parents to use at home, including: Math games and activities Worksheets and practice problems Websites and online tools Lists of math vocabulary words Tips for helping with math homework Follow-Up and Support: We will provide ongoing support to parents who participate in training, such as: Regular newsletters with math tips and activities Online forums or discussion groups where parents can ask questions and share ideas Opportunities to connect with teachers and other parents Evaluation and Feedback: We will regularly evaluate the effectiveness of our parent training programs through surveys and feedback from parents. This feedback will be used to improve future training sessions and ensure they are meeting the needs of our families. By implementing these strategies, we will create a robust parent training program that empowers families to become active partners in their children's math success.

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

- School

A strong School-Parent Compact is essential for student success in math. To ensure its effectiveness, each stakeholder group will play a vital role: 1. School Responsibilities: Data-Driven Instruction and Goal Setting: The school will utilize data from various sources (academics, attendance, behavior, SuccessMaker, iReady Math) to inform instruction and work collaboratively with students to set attainable goals. This will be achieved through: Regular data chats between teachers and students to review progress, celebrate successes, and identify areas for improvement. These chats will focus on helping students understand how to conceptualize math problems and develop effective problem-solving strategies. Providing students with clear and specific feedback on their math work. Building Foundational Skills and Mental Math Fluency: The school will provide explicit instruction and practice in foundational math skills, including number sense, place value, and basic operations. This will include: Engaging students in regular mental math activities to increase stamina and solidify a strong foundation in math. Engaging Learning Experiences: The school will provide engaging, hands-on math activities for both in-school and at-home use. These activities will be designed to: Develop conceptual understanding of math concepts. Promote problem-solving skills and critical thinking. Connect math learning to real-world contexts. Parent Engagement Opportunities: The school will provide a variety of opportunities for parents to be actively involved in their children's math learning, such as: Offering workshops and training sessions for parents on how to support math development at home. Providing regular communication to parents about their children's progress in math. Creating opportunities for parents to provide input on the math program. Sharing take-home math activities and resources with parents.

- Students

Students will take responsibility for their own learning and actively work to improve their math skills by: Consistent Attendance and Punctuality: Come to school each day and on time, ready to learn and engage in classroom activities. Regular Math Practice: Practice math facts each night to develop fluency and automaticity. Timely Completion of Assignments: Complete all math assignments in a timely manner, putting forth their best effort and seeking help when needed. Goal Setting and Reflection: Work with teachers to make attainable goals for continuous growth in math, focusing on specific skills and strategies. Actively participate in reflection assignments, providing a platform to write personal academic goals and share them with parents. Utilizing Resources for Growth: Utilize take-home math activities with parents to increase math engagement at home and foster shared learning experiences. Utilize online resources (e.g., iReady, specific math websites) geared to remediate skill gaps and accelerate learning. Active Participation and Respect: Actively participate in math class activities, contributing to discussions and collaborating with peers. Demonstrate respect for themselves, others, and the school environment, creating a positive learning atmosphere.

- Parents

Parents/families will actively support their children's math development at home and school by: Utilizing Communication Tools: Actively use ClassDojo to stay informed about their child's academic day, communicate with teachers, and access translated messages (30+ languages). Parents will ensure they have access to ClassDojo on any device and seek assistance if needed. Supporting Regular School Attendance: Ensure children are at school and on time each day, ready to learn. Parents will prioritize school attendance and work with the school to address any attendance concerns. Engaging in Parent Training and Applying Strategies: Attend parent trainings and workshops offered by the school and actively utilize the learned strategies with their children at home to reinforce math skills. Monitoring Progress and Communication: Regularly check agenda planners and respond as needed, staying informed about assignments, progress, and important announcements. Actively encourage children to complete homework and provide support as needed. Communicate regularly with teachers about their children's progress in math, sharing any concerns or insights. Participating in School and Community Events: Attend family and community events hosted by the school to build connections with the school community and engage in shared learning experiences. Utilizing School-Recommended Resources: Utilize online resources and training materials provided by the school to further support their children's math development at home. Parents/families will actively support their children's math development at home and school by: Utilizing Communication Tools: Actively use ClassDojo to stay informed about their child's academic day, communicate with teachers, and access translated messages (30+ languages). Parents will ensure they have access to ClassDojo on any device and seek assistance if needed. Supporting Regular School Attendance: Ensure children are at school and on time each day, ready to learn. Parents will prioritize school attendance and work with the school to address any attendance concerns. Engaging in Parent Training and Applying Strategies: Attend parent trainings and workshops offered by the school and actively utilize the learned strategies with their children at home to reinforce math skills. Monitoring Progress and Communication: Regularly check agenda planners and respond as needed, staying informed about assignments, progress, and important announcements. Actively encourage children to complete homework and provide support as needed. Communicate regularly with teachers about their children's progress in math, sharing any concerns or insights. Participating in School and Community Events: Attend family and community events hosted by the school to build connections with the school community and engage in shared learning experiences. Utilizing School-Recommended Resources: Utilize online resources and training materials provided by the school to further support their children's math development at home.

- Staff Training

Our school recognizes that highly effective teachers are crucial for student success in math. We are committed to strengthening the PFEP by providing ongoing, high-quality professional development for our staff in the following key areas:

Engaging Instructional Practices and Take-Home Activities: Staff training will emphasize strategies for creating engaging and effective math instruction that connects to students' lives and cultures. This includes: Developing and implementing hands-on, inquiry-based math lessons. Creating engaging take-home math activities that reinforce classroom learning and relate to students' home lives and cultures. Teachers will be trained on how to provide clear instructions and necessary materials for these activities. Differentiating instruction to meet the diverse needs of all learners, including students with disabilities, English Language Learners (ELLs), and students with varying levels of math proficiency. Incorporating culturally responsive teaching practices into math instruction.

Integrating Technology for Instruction and Assessment: Staff will receive training on how to effectively integrate technology into math instruction and prepare students for computer-based assessments. This includes: Utilizing digital tools and platforms to enhance math learning. Familiarizing teachers with computer-based testing platforms and strategies for navigating digital tools. Addressing potential technology-related challenges in the classroom.

Data-Driven Instruction and Parent Communication: Staff training will emphasize the importance of using data to drive instruction and effectively communicate student progress with parents: Analyzing student data to identify areas of strength and weakness in math. Using data to inform instructional decisions and differentiate instruction. Developing effective communication strategies for parent conferences, including how to share student progress data, discuss areas for growth, and provide parents with practical strategies and resources for supporting their children at home. This includes training on how to share data in a parent-friendly format and provide concrete examples of student work.

Vertical Planning and Instructional Alignment: Summer workshops will be dedicated to solidifying a framework for vertical planning and instruction across grade levels in math. This will include: Aligning math curriculum and instruction from one grade level to the next. Identifying key math concepts and skills that students need to master at each grade level. Developing common assessments and instructional strategies across grade levels. Creating a collaborative environment where teachers can share best practices and resources.

Foundational Skills and Conceptual Understanding: Staff training will reinforce the importance of building a strong foundation in number sense, place value, and basic operations. Teachers will learn how to teach math conceptually, helping students understand why math works, not just how to do it.

Problem-Solving and Critical Thinking: Training will focus on strategies for developing students' problem-solving and critical thinking skills in math. This includes teaching students how to approach different types of math problems, use problem-solving strategies, and explain their reasoning.

Ongoing Professional Development: We are committed to providing ongoing professional development for our staff in math. This will include workshops, conferences, mentoring, coaching, and opportunities for collaboration. By investing in high-quality staff training, we are confident that our teachers will be well-equipped to provide effective math instruction that meets the needs of all learners and empowers them to succeed. This, in turn, will strengthen our PFEP by ensuring that parents receive consistent, accurate information about their children's progress and have the tools and resources they need to support their learning at home.

- Accessibility

Our school is committed to ensuring equitable access to information, resources, and opportunities for all families, particularly concerning math learning. We will strengthen the PFEP by focusing on the following accessibility strategies:

Flexible Meeting and Workshop Formats: To accommodate diverse needs and schedules, we will offer both virtual (online) and in-person (brick and mortar) meetings and workshops at varying times throughout the day (morning, afternoon, evening). This will allow parents to participate in the format and time that best suits their needs and circumstances. This is especially important for parents with special needs who may find it easier to participate from home. We will also explore offering childcare during in-person events to remove another potential barrier to participation.

Physical Accessibility: We are committed to ensuring physical accessibility throughout our school building:

- Elevator Access:** Elevator access will be readily available for parents and families with disabilities or those who require accommodations. Signage will clearly indicate elevator locations.
- Ramps:** Ramps will be provided as needed to ensure access to all areas of the school, including entrances, classrooms, and common areas.
- Accessible Restrooms:** Handicap-accessible restrooms will be available for all parents and visitors. Signage will clearly indicate restroom locations.
- Accessible Parking:** Designated handicap-accessible parking spaces will be available for all parents, located close to building entrances.
- Accessible Seating:** We will ensure accessible seating arrangements are available in meeting rooms and other spaces used for parent events.

Language Accessibility: We will provide comprehensive language support for families whose first language is not English:

- Interpreter Services:** Qualified language interpreters will be available for meetings, workshops, conferences, and other school events. We will proactively identify families who may need interpreter services and make arrangements in advance. We will provide interpreters for both in-person and virtual events.
- Google Translate and Other Translation Tools:** We will utilize Google Translate and other translation tools to translate written materials, such as flyers, newsletters, website content, and math resources. We will ensure that translated materials are culturally appropriate and easy to understand.
- Multilingual Staff:** We will leverage the language skills of our multilingual staff members to support communication with families, both in person and over the phone or video calls.

Technology Accessibility: We will ensure that technology used for communication and engagement is accessible to all families:

- ClassDojo:** We will continue to utilize ClassDojo, highlighting its instant translation capabilities (30+ languages) and ease of use on any device. We will provide training and support to parents on how to use ClassDojo effectively.
- Website Accessibility:** We will ensure that the school website is accessible to individuals with disabilities, including those who use screen readers or other assistive technologies. We will follow WCAG guidelines for website accessibility.
- Assistive Technology:** We will explore the availability of assistive technology for parents who may need it, such as hearing loops or captioning services for meetings and events.

Communication Accessibility: We will strive to communicate information in multiple formats to accommodate different learning styles and preferences:

- Written Communication:** We will use clear and concise language in all written communication, avoiding jargon and technical terms. We will also offer written materials in large print upon request.
- Verbal Communication:** We will encourage teachers and staff to communicate clearly and patiently with parents, using appropriate language and avoiding jargon.
- Visual Communication:** We will use visual aids, such as charts, graphs, and images, to enhance communication and make information more accessible.

Training and Awareness: We will provide training to staff on accessibility best practices, including how to communicate effectively with individuals with disabilities and those who speak other languages. We will also raise awareness among the school community about the importance of accessibility and inclusion. By implementing these strategies, we will create a welcoming and inclusive environment where all families feel valued and empowered to participate in their children's math education. We will regularly review and update our PFEP to ensure that it continues to meet the evolving needs of our diverse community.

Science

1. List prioritized needs statements.

Historically, we have struggled with Science proficiency. Last school year on the Statewide Science Assessment (SSA) we scored 47% in Science. We are currently with District Diagnostic showing 26% of our students are meeting threshold in Science. Our goal for Science is 50% for this school year and to cultivate a body of students capable of solving problems, think critically, as well as collect and analyze data. 1. Increase in Science Proficiency 2. Implement Effective Science Instruction Strategies 3. Develop Critical Thinking, Problem-Solving, and Data Analysis Skills 4. Target Intervention and Support for Struggling Students 5. Increase Parental Involvement in Reinforcing Science Concepts

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

1. Increase in Science Proficiency Root Causes: -Gaps in Prior Knowledge: Students transitioning to fifth grade lack adequate knowledge of foundational benchmarks. -Vocabulary and Content Deficiencies: Students struggle with scientific vocabulary and overall content knowledge. 2. Implement Effective Science Instruction Strategies Root Causes: -Lack of Teacher Training: Teachers have limited time for teaching science and lack training for their benchmarks. -Limited Hands-on Learning: Insufficient hands-on experiments to connect concepts and application. 3. Develop Critical Thinking, Problem-Solving, and Data Analysis Skills Root Causes: -Vocabulary and Content Deficiencies: Students struggle with scientific vocabulary and overall content knowledge. -Insufficient Application: Students have a lack of opportunities to apply the science concepts that they are learning. 4. Target Intervention and Support for Struggling Students Root Causes: -Gaps in Prior Knowledge: Students transitioning to fifth grade lack adequate knowledge of foundational benchmarks. -Vocabulary and Content Deficiencies: Students struggle with scientific vocabulary and overall content knowledge. 5. Root Cause: Lack of Parental Understanding: Parents lack understanding of how to reinforce science concepts at home. 5. Increase Parental Involvement in Reinforcing Science Concepts

3. Share possible solutions that address the root causes.

Root Causes: Gaps in Prior Knowledge, Vocabulary and Content Deficiencies. Possible Solutions: -Interactive science technology programs to enhance background knowledge. -Infuse Science content through ELA with nonfiction materials. -Provide hands on learning opportunities with science based materials and text. Root Causes: Lack of Teacher Training, Limited Hands-on Learning. Possible Solutions: -Science PD for teachers to address science knowledge and experiences. -Coaches support science instruction through their content area as well as provide PD and academic support in this area. -Provide hands on learning opportunities with science based materials and text. Root Causes: Vocabulary and Content Deficiencies, Insufficient Application. Possible Solutions: -Provide hands on learning opportunities with science based materials and text. -Interactive science technology programs to enhance background knowledge. Root Causes: Gaps in Prior Knowledge, Vocabulary and Content Deficiencies. Possible Solutions: -Instructional Coaches support science instruction through their content area as well as provide PD and academic support in this area. -Interactive science technology programs to enhance background knowledge Root Cause: Lack of Parental Understanding. Possible Solutions: - Sciences / STEM Parent nights and parent training -Take home Science Kits

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

- Communication

1. Ensuring Accessible Communication: -Multimodal Communication: We will continue to provide access to parent workshops, conferences, SAC meetings, and Events via Google Meet, email, phone call, or in person. This ensures that all parents, regardless of their technology access or schedules, can participate. - Parent Link Messages: We will increase the number of messages sent to parents/families in an effort to solicit support from parents for workshops/training, student initiatives. This proactive approach keeps parents informed and encourages their involvement in science-related activities. -Class Dojo: An App that allows for communication between school and home with behavior, academics, and just an eye into special events with pictures or flyers shared. This creates a easy to use consistent communication platform.

2. Providing Targeted Support and Information: -Title One Parent Workshops/Training: will provide another voice to communicate their understanding of how to help their students at home with reading, completing homework and assignments." When science based assignments are sent home, the title one training can help parents understand how to better assist their children. -Daily Communication via Agendas (Planners): Use agendas (planners) for daily communication with parents." This provides a consistent channel for teachers to share specific science-related information, assignments, and progress updates. - Homework Folders for Organization: Colored Folders will be used for parents to be able to quickly identify important information, such as an Assessments or Homework Folder. Purple folders (Assignment Folder) and Red Folder (Assessment). Folders will be the vehicle of School and Home Connection. This system helps parents easily track science assignments and assessments, fostering a clear connection between school and home.

3. Reinforcing Science Communication Through Existing Structures: -SAC (School Advisory Council) Meetings: Ensure that science-related topics are regularly addressed in SAC meetings, allowing parents to provide input and contribute to school-wide science initiatives. -Parent-Teacher Conferences: Continue to use conferences to discuss student progress in science, but also use this time to demonstrate science activities, or to show parents how to use science based technology that the students are utilizing. By integrating these specific strategies into the PFEP, the school creates a comprehensive and effective system for communicating science information and engaging parents in their children's science education.

- Parent Training

1. Proactive and Multi-Channel Communication of Training Opportunities: -Consistent and Varied Notifications: Notice of parent trainings/workshops with resources will continue to be sent home in flyers, emailed, shared through Parent Links, posted in Class Dojo, and posted on the school marquee. This ensures that information reaches all parents through their preferred communication channels. Specifically when the trainings are Science based, the notifications should highlight that. This variety of notification methods will increase the chance that parents will see, and be able to attend the trainings. 2.Maximizing Accessibility and Participation: -Flexible Meeting Options: Parents will have the opportunity to meet in person or online in order to increase attendance to parent meetings. Offering both in-person and online options removes barriers related to transportation, childcare, and scheduling conflicts, making it easier for parents to participate. Offering meetings at different times of the day, and different days of the week, to capture the most amount of parents. 3. Delivering High-Quality, Practical Science Training: -Platform for Expert-Led Training: The meetings serve as the platform for Academic Coaches, Administration, and teachers to provide parents with hands-on training and resources to help their children at home. This leverages the expertise of school staff to provide parents with valuable, actionable strategies for supporting science learning. -Hands-on Training and Resources: The training should include hands-on activities that parents can replicate at home, along with resource packets containing vocabulary lists, experiment ideas, and links to online resources. -The training will focus on science concepts that the students are currently learning in class. -Focus on Practical Application: Emphasize how parents can integrate science learning into everyday activities, such as cooking, gardening, or exploring nature. Provide tips for creating a science-rich environment at home. 4.Follow-Up and Ongoing Support: -Resource Sharing: Make workshop materials and resources available online for parents who were unable to attend. Feedback and Evaluation: Collect feedback from parents after each training to identify areas for improvement and ensure that future workshops meet their needs. Continued Communication: Maintain ongoing communication with parents about science learning through newsletters, emails, and Class Dojo.

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

- School

-Data chats which provide a platform for teachers and students to set attainable goals based on data from sources such as academics, attendance, and behavior. -Fifth grade teacher will attend weekly / monthly Science Professional meetings -Provide engaging hands-on science activities for both at school and at home use.

- Students

-Come to school each day and on time. -Utilize Science Resources at home. -Complete science assignments in a timely manner. -Reflection Assignments-Provide students the platform to write their personal academic goals in an effort to share them with parents. -Utilize take-home science activities with parents to increase science at home. -Utilize online resources geared to remediate.

- **Parents**

-Utilize Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages. (Parents easily join your class using any device). -Ensure children are at school on time each day. -Attend Parent Trainings and utilize strategies with children at home. -Check Agenda Planners and respond as needed as well as encourage children to complete homework. -Attend Family Community Events. -Utilize Online Resources and Training that the school provides.

- **Staff Training**

1. Staff Training on Engaging Instructional Practices: -Teachers will receive training on how to design and implement engaging science activities that can be extended into the home environment. -Emphasis will be placed on creating take-home science activities that are practical, accessible, and aligned with the curriculum. -Teachers will be provided with tools and strategies to connect science concepts to students' home lives and cultural backgrounds, making learning more relevant and meaningful. -This training will include how to develop culturally responsive science activities. 2. Staff Training on Utilizing Data to Drive Instruction and Communicate Progress: -Teachers will be trained on how to effectively analyze student science data to identify areas of strength and weakness. -Training will focus on using data to inform instructional decisions and differentiate instruction to meet the needs of all learners. -Teachers will learn how to communicate student progress in science to parents during parent conferences and training sessions, using clear and understandable language. -Teachers will be provided with resources to share with parents, including strategies and activities they can use at home to address their children's science learning deficiencies. -Training will include how to show parents how to understand the data that is being shown to them. -Teachers will learn how to use data to show parents the growth that their child has made over time.

- Accessibility

1. Culturally Responsive and Relevant Science Activities: Staff Training on Engaging Instructional Practices: -Teachers will be trained to develop engaging take-home science activities that are sensitive to and reflective of students' diverse home lives and cultural backgrounds. -This training will emphasize the importance of making science learning relevant and relatable for all students, regardless of their cultural or socioeconomic background. -Teachers will gain tools to adapt science content and activities to meet the needs of diverse learners, including those with language barriers or disabilities. -This will increase accessibility by making science relevant to all students.

2. Data-Driven Differentiation and Parent Communication: Staff Training on Utilizing Data to Drive Instruction and Communicate Progress: -Teachers will learn how to use student science data to identify learning gaps and differentiate instruction to provide targeted support for all students. -Training will focus on how to communicate student science progress effectively with parents during conferences and training sessions, ensuring that parents understand their child's strengths and areas for improvement. -Teachers will be equipped with resources to share with parents, enabling them to support their children's science learning at home, even if they have limited science background or resources. -By teaching the staff how to share and explain data, this makes the data accessible to all parents. -By providing resources that parents can utilize at home, this increases the accessibility of science learning.

3. Flexible Communication and Participation Options: -The school will continue to offer multiple communication channels (e.g., flyers, emails, Parent Links, Class Dojo) and meeting formats (in-person, online) to ensure that all parents can access science information and participate in science-related events. - Translation services and interpreters will be provided as needed to ensure that language barriers do not impede access to science information or training. -Science events and activities will be scheduled at various times and locations to accommodate diverse family schedules and transportation needs.

4. Resource Accessibility: -The school will ensure that science resources, such as books, experiment kits, and online materials, are readily available and accessible to all students and families. -Efforts will be made to provide resources in multiple languages and formats (e.g., large print, audio) to meet the needs of diverse learners.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$118,343.00

Acct Description	Description											
Computer HW; non-cap	Item							Quantity	Rate	Type	Total	
	Headphones for students to use with Online Subscriptions							200	\$15.00	Original	\$3,000.00	
Online subscription	Item							Quantity	Rate	Type	Total	
	Penda Science, 4th & 5th Grades, 90 Students. Will be used to support delivery of science instruction and progress monitoring.							1	\$5,000.00	Original	\$5,000.00	
	Top Score - ELA/Writing, Grades 4-5, 90 Students. Will be used for supplemental writing instruction.							1	\$1,500.00	Original	\$1,500.00	
Out-of-system Tutors	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified, Degreed tutor to provide remediation and enrichment in reading and math, Grades 3-5				1	\$18.00	4	4	10	Non-Certified w/ Degree	Original	\$2,880.00
	Non-Certified, Non-Degreed tutor to remediate classroom concepts in Reading and Math, Grades 3-5.				1	\$15.00	4	4	10	Non-Certified	Original	\$2,400.00
	Non-Certified, Non-Degreed tutor to provide remediation and enrichment in Reading and Math, Grades K-2				1	\$15.00	4	4	10	Non-Certified	Original	\$2,400.00
FFE; non-cap	Item						Quantity	Rate	Type	Total		
	Digital Scales for Science Experiments						10	\$20.00	Original	\$200.00		

Acct Description	Description											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 201 1236 293">Item</th> <th data-bbox="1236 201 1383 293">Quantity</th> <th data-bbox="1383 201 1547 293">Rate</th> <th data-bbox="1547 201 1772 293">Supply Type</th> <th data-bbox="1772 201 1900 293">Type</th> <th data-bbox="1900 201 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Laminating Film for Foundations Reading Curriculum	4	\$120.00	General Supplies	Original	\$480.00						
	General Supplies: Markers, highlighters, staplers, staples, paper clips, rubber bands, tape, pencils, pens, file folders, pencil pouches, dividers, binders	1	\$4,995.00	General Supplies	Original	\$4,995.00						
	Paper: Composition Notebooks, Sticky/Post-it Notes, Copy Paper, Color Paper, Cardstock, Chart Paper	1	\$4,319.00	General Supplies	Original	\$4,319.00						
	Science Consumables for Experiments	1	\$1,000.00	Manipulatives	Original	\$1,000.00						
	Poly Folders w/ Prongs - Office Depot - Packs of 48	20	\$10.00	General Supplies	Original	\$200.00						
	Math Manipulatives	1	\$1,000.00	Manipulatives	Original	\$1,000.00						
	Student Whiteboard - Class Packs	20	\$60.00	General Supplies	Original	\$1,200.00						
	FL iReady Magnetic Reading Workbooks, Grades 3-5	186	\$15.00	General Supplies	Original	\$2,790.00						
Science Lab Items: Beakers, Micro Slides, Tongs, Tweezers, Cylinders, Rods	1	\$1,000.00	Manipulatives	Original	\$1,000.00							
Adjustment - benefits credit and final allocation.	1	\$1,666.00	General Supplies	Other	\$1,666.00							

Acct Description	Description																													
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 212 1003 293">Item</th> <th data-bbox="1003 212 1152 293">Quantity</th> <th data-bbox="1152 212 1272 293">Rate</th> <th data-bbox="1272 212 1371 293">Days</th> <th data-bbox="1371 212 1482 293">Hours</th> <th data-bbox="1482 212 1606 293">Weeks</th> <th data-bbox="1606 212 1757 293">Certified</th> <th data-bbox="1757 212 1885 293">Type</th> <th colspan="2" data-bbox="1885 212 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 293 1003 493">Certified Teachers will conduct afterschool tutorial in reading, math, and writing to remediate classroom skills for identified students in grades 3-5.</td> <td data-bbox="1003 293 1152 493">10</td> <td data-bbox="1152 293 1272 493">\$37.00</td> <td data-bbox="1272 293 1371 493">3</td> <td data-bbox="1371 293 1482 493">1</td> <td data-bbox="1482 293 1606 493">24</td> <td data-bbox="1606 293 1757 493">Certified</td> <td data-bbox="1757 293 1885 493">Original</td> <td colspan="2" data-bbox="1885 293 2024 493">\$26,640.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Certified Teachers will conduct afterschool tutorial in reading, math, and writing to remediate classroom skills for identified students in grades 3-5.	10	\$37.00	3	1	24	Certified	Original	\$26,640.00	
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Certified Teachers will conduct afterschool tutorial in reading, math, and writing to remediate classroom skills for identified students in grades 3-5.	10	\$37.00	3	1	24	Certified	Original	\$26,640.00																						
Resource Teacher	The Reading and Writing Resource Teacher will provide small-group Literacy Block push-in instructional support for students identified as Low 25%, students in need of remediation and/or enrichment in grades K-5																													
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="436 646 1486 727">Item</th> <th data-bbox="1486 646 1633 727">Quantity</th> <th data-bbox="1633 646 1774 727">Rate</th> <th colspan="2" data-bbox="1774 646 1906 727">Type</th> <th colspan="2" data-bbox="1906 646 2024 727">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 727 1486 881">Cox Science Center to provide hands on science experiments and activities to reinforce concepts for students in grades 4-5 during the school day. Events to take place in September, November and February.</td> <td data-bbox="1486 727 1633 881">3</td> <td data-bbox="1633 727 1774 881">\$600.00</td> <td colspan="2" data-bbox="1774 727 1906 881">Original</td> <td colspan="2" data-bbox="1906 727 2024 881">\$1,800.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type		Total		Cox Science Center to provide hands on science experiments and activities to reinforce concepts for students in grades 4-5 during the school day. Events to take place in September, November and February.	3	\$600.00	Original		\$1,800.00							
Item	Quantity	Rate	Type		Total																									
Cox Science Center to provide hands on science experiments and activities to reinforce concepts for students in grades 4-5 during the school day. Events to take place in September, November and February.	3	\$600.00	Original		\$1,800.00																									

Action Step: Professional Learning

Ongoing professional learning opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: \$52,516.00

Acct Description	Description									
Consultants	Item									
	Quantity Rate Type Total									
	Top Score Writing Professional Learning Consultant Contract(5 Teachers, 4th and 5th Grade). Provides in person training on use and gives access to digital PD covering argumentative writing. Approx. Date: August.									
	1 \$1,500.00 Original \$1,500.00									
Travel out-of-county	Item									
	Quantity Rate Type Total									
	Staff will attend AVID Summer Institute in Orlando, FL, June 2026 to learn best practices on preparing students for college readiness and success in a global society. 2 participants. Registration \$1050; Transp. \$240; Lodging \$597; Per Diem \$108. \$1995 per person.									
	2 \$1,995.00 Original \$3,990.00									
Teacher Collaboration	Item									
	Quantity Rate Days Hours Weeks Certified Type Total									
	Grades 3-5 Math & Science Teachers will plan Grades 3-5 Math & Science Curriculum. Planning to take place for 2 pre-school days in July 2025 and 3 post school days in June 2026									
	5 \$25.00 1 2 12 Certified Original \$3,000.00									
Tch Res Staff Development	Staff Development Resource Teacher will provide support to teachers in grades K-5 to increase implementation of rigorous, standards-based instruction for reading and writing, analyze data, create lesson conduct- side-by-side coaching and modeling, as well as facilitate PLCs, and PDDs.									

Action Step: Parent Engagement

Increase parent engagement through effective communication and events.

Budget Total: \$2,207.25

Acct Description	Description						
Postage	Item			Quantity	Rate	Type	Total
	120 First Class Postage Stamps (\$0.73/each) for newsletters			100	\$0.73	Original	\$73.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Student Planners (K-2: 183; 3-5:185) and Shipping		1	\$1,518.00	General Supplies	Original	\$1,518.00
	General Supplies: Copy Paper, envelopes, chart paper.		1	\$230.25	General Supplies	Original	\$230.25
	Ink/Toner		1	\$386.00	Technology	Original	\$386.00

Mission Statement

1. Mission Statement

Pleasant City's staff, parents and community are committed to providing our students with technology embedded, standards driven instruction. Instruction which showcases each students' creativity and is differentiated to meet their individual needs of each child. Moreover, to build confident, competent individuals and catapult them to their ultimate goal of being college and career ready. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family, and community partnerships through communication, resource support, and learning.

Involvement of Stakeholders

Name	Title
Adrienne Griffin	Principal
Samantha Patterson	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair
Sharon Vereen	Behavioral Health Professional
Danielle LeMay	Guidance Counselor
Latiffany Owens	3rd Grade Teacher
David Hargreaves	Parent
Kim Husing	Mandel Library
Latricia Thomas	Bridges West Palm Beach

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

We actively engage parents and community members as school stakeholders through various communication channels, including parent invitations, flyers, ParentLink notifications/reminders, SAC meeting announcements, community forums, Class Dojo, the school website, and the school marquee. To further build a dedicated team of on-campus stakeholders, we use a two-step criterion: regular meeting attendance (virtual or in-person) and the ability to collaboratively develop actionable goals aligned with our School Improvement Plan (SIP).

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

Stakeholders were involved in jointly developing the Schoolwide Plan through a series of meetings held during the spring of the 2024-2025 school year. This school year, stakeholders will be actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through multiple avenues. To gather broad input, we will conduct virtual and in-person meetings at various times throughout the day. These meetings will provide a platform for stakeholders to share ideas, offer feedback, and recommend resources. All comments, ideas, and feedback will be documented in meeting minutes for relevant gatherings, including PFEP and SAC meetings, as well as parent training evaluations. Additionally, we will collect information through parent surveys and notes taken during parent-teacher conferences. All these records will be maintained in our Title I files. Furthermore, continuous feedback, suggestions, and recommendations will be gathered from stakeholders throughout the year during parent training sessions, workshops, and SAC meetings, and recorded in their respective minutes. All stakeholders are invited to our annual Comprehensive Needs Assessment (CNA) meeting, scheduled for: to be announced in Spring 2026. This meeting will focus on discussions regarding academics and home-school connections, and serve as a key platform for collaboratively developing the Schoolwide Plan.

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

Stakeholders provided input on how Title I funding would support parent and family engagement through various meetings, including the School Advisory Council (SAC) meeting, the Title I Annual Meeting, the Parent and Family Engagement Plan (PFEP) meeting, and the Comprehensive Needs Assessment (CNA). As a direct result of stakeholder input during these collaborative discussions, it was determined that Title I funds would be allocated to: -Purchase student planners (agendas) for students in Grades K-5 to strengthen the home-school connection. -Acquire essential resources such as chart paper, pens, copy paper, pencils, post-it notes, dry-erase markers, color printing for flyers and parent resources, and postage for mail out of flyers and other parent information. These materials would be used during parent workshops and training sessions to present data, facilitate hands-on activities, and share important information effectively.

Name	Title
Adrienne Griffin	Principal
Samantha Patterson	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair

Annual Parent Meeting

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

The Annual Meeting will be held on Wednesday, September 10th at 5:00pm In the Media Center.

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

In order to notify parents, we will send out flyers as well as a Parent Link, post information on the marquee, school website, provide flyers to our local business partners to distribute to parents, post flyers in the office as well as on Class Dojo.

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

The following resources will be prepared for the meeting; Annual Meeting PowerPoint, Script, agenda, sign-in sheet, PFEP, evaluations, and copies of What it means to be a Title I School; The school's Title I Schoolwide Plan, Parent and Family Engagement Plan, the School-Parent Compact, Special programs such as Migrant Education and McKinney-Vento, and Parent's Right-to-Know. Supplies needed include, paper for copies of handouts and flyers, paper clips for attaching copies, and printer ink for printing copies.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Data Training - The School and Home Link

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

Teachers will learn how to access data points, share data points with parents, and inform parents how to utilize this data and subsequent reteach resources to help their children at home. Staff members will be able to share data with parents as well as how to show parents what resources they can implement at home in order to increase student performance

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

Parents will use the data to be informed about their children's progress. The parent will then be able to use the provided resources and tools in order to work with children at home.

- What will teachers submit as evidence of implementation?

Parent Conference Notes Data Chat Meetings Template Sample Reteach Resources shared with parents

- Month of Training

September

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey, Adrienne Griffin

3. Staff Training for Parent and Family Engagement #2

- Name of Training

School-Wide Positive Behavior Support Training

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

Teachers will partake in a School-Wide Positive behavior Support Training to determine which behaviors warrant assistance and which can be handled with classroom interventions as well as how to implement behavior interventions within the classroom along with parent support and involvement that encourage increased student engagement in core subject areas to improve student progress and growth. Staff will learn to engage parents in the implementation of the Positive Behavior plans and to communicate with parents when students are behaving appropriately.

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

Teachers will implement behavior interventions with support of parents within the classroom to provide a safe and supportive learning environment where students learning is the focus. With this positive behavior plan, teachers will learn to involve parents in the good things that are occurring on campus. Parents will be informed of and included in the positive behavior plan. Parents will be an active and engaged participant in the positive behaviors of their children on campus. Teachers will communicate effectively with parents and share positive behavior support strategies with parents to support a safe and supportive learning environment.

- What will teachers submit as evidence of implementation?

Conference Notes Behavior Intervention Charts with Home School connection

- Month of Training

November

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey, Adrienne Griffin

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Math and Science Night

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

Parents will rotate through stations at 10 minute increments focusing on the grade level of their child: I. Early Math & Number Sense: -Counting and One-to-One Correspondence: Using counting bears/cubes to practice counting objects and matching each object to a single number word. Parents can learn simple counting games and activities. -Place Value Concepts: Utilizing base ten blocks to understand how numbers are composed of ones, tens, and hundreds. Parents can learn to model numbers and perform basic addition and subtraction with these blocks. -Patterning Skills: Working with pattern blocks to identify, extend, and create different patterns. Parents can learn how to ask guiding questions about patterns and encourage their child's creativity. -Fraction Concepts: Using fraction tiles or circles to visualize and compare fractions. Parents can learn to explain basic fraction concepts and work through simple fraction activities. -Probability: Playing simple games with dice to introduce the concept of chance and discuss likely outcomes. -Number Recognition and Basic Operations: Engaging in simple card games with playing cards to practice number recognition, counting, and basic addition/subtraction. -Spatial Reasoning: Using tangrams to solve puzzles and develop spatial awareness. Parents can learn to guide their child through different tangram challenges. -Geometric Shapes: Exploring shapes and their properties using pattern blocks and geoboards with rubber bands. Parents can learn to identify different shapes and discuss their attributes. II. Measurement & Data: -Measurement Skills: Using rulers and measuring tapes for linear measurement and measuring spoons and cups for volume. Parents can learn to involve their child in everyday measuring tasks (e.g., measuring ingredients for a recipe). -Weight and Comparison: Using scales (kitchen or balance) to compare the weight of different objects. Parents can learn to conduct simple weighing experiments. -Time Concepts: Using stopwatches or timers to understand the concept of time and duration. Parents can learn to time simple activities and discuss the passage of time. -Data Collection and Representation: Using paper (especially graph paper) and markers/pencils to collect simple data (e.g., favorite colors) and create basic bar graphs. Parents can learn how to ask questions to gather data and help their child visualize it. III. Science Exploration & Inquiry: -Plant Life Cycle: Observing the growth of seeds planted in small pots with potting soil. Parents can learn about the stages of plant growth and how to care for a plant. -Observation Skills: Using magnifying glasses to closely examine natural objects or small details. Parents can learn to encourage careful observation and descriptive language. -Basic Anatomy: Using models of the human body or animal cells to learn about different parts and their functions. Parents can learn basic anatomical terms and engage in discussions about the body. -Engineering and Design: Utilizing building materials (e.g., straws, pipe cleaners, marshmallows, LEGOs) to design and build simple structures. Parents can learn to encourage problem-solving and creative design. -Motion and Forces: Exploring motion and friction with ramps and balls. Parents can learn basic physics concepts related to movement and forces. -Magnetism: Experimenting with magnets and magnetic items to understand magnetic attraction and repulsion. -Simple Circuits: Building basic circuits with batteries, wires, and small light bulbs (with adult supervision) to understand how electricity flows. -Static Electricity and Air Pressure: Conducting simple experiments with balloons. -Density and Buoyancy: Investigating why different materials (wood, plastic, metal) sink or float in water. -Earth Science Concepts: Exploring sand and water to understand erosion or using globes or maps to learn about geography. -Chemical Reactions: Conducting safe and simple reactions with baking soda and vinegar and observing the results. -States of Matter and Mixtures: Using food coloring in clear cups or beakers with water to observe mixing and diffusion. IV. General Learning & Engagement: -Following Instructions: Many of the activities will implicitly teach the skill of following instructions. -Communication and Discussion: Engaging in conversations about the math and science concepts explored during the activities. -Problem-Solving: Working through challenges and finding solutions during experiments or math games. -Organization and Record-Keeping: Using paper, pencils, and clipboards to record observations or data. The Information from handout Handouts provide parents with specific instructions, tips, and further resources on how to continue these learning activities at home. The Whiteboard or Chart Paper and Markers are be used during the event to demonstrate specific strategies or explain concepts that parents can then replicate at home.

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

Math Activities: -Manipulative Exploration: Parents would get to directly use the counting bears/cubes, base ten blocks, pattern blocks, fraction tiles/circles, and tangrams. They wouldn't just see them; they would engage in activities like: Building patterns with pattern blocks. Representing numbers with base ten blocks. Solving simple addition and subtraction problems using counting bears. Visualizing fractions with fraction tiles. Completing tangram puzzles. -Math Games: Parents would actively play simple math games using dice and playing cards. This could involve: Playing basic probability games with dice. Engaging in card games that reinforce number recognition or addition. Playing dominoes to practice matching and counting. -Measurement Practice: Parents would use rulers and measuring tapes to measure objects and measuring spoons and cups to measure out materials. They might participate in simple measurement challenges. -Weight Exploration: Parents would use the scales (kitchen or balance) to weigh different objects and compare their weights. -Time Activities: Parents might use stopwatches or timers to time themselves or others doing simple tasks, developing an understanding of time intervals. -Data Collection and Graphing: Parents would participate in a simple data collection activity (e.g., favorite color) and then work together to create a basic bar graph on paper (especially graph paper) using markers. For Science Activities: -Seed Planting: Parents would get to plant seeds in small pots with potting soil, learning the basic steps involved and what to expect. -Observation with Magnifying Glasses: Parents would use magnifying glasses to examine various natural objects (leaves, seeds, small insects), focusing on detailed observation. -Building Challenges: Parents would use building materials (straws, pipe cleaners, marshmallows, LEGOs) to collaboratively build simple structures based on a given challenge (e.g., the tallest tower). -Motion Experiments: Parents would experiment with ramps and balls, observing how different angles or surfaces affect the motion of the ball. -Magnet Exploration: Parents would interact with magnets and magnetic items, testing what is magnetic and exploring attraction and repulsion. -Simple Circuit Building (with guidance): Parents would, under supervision, connect batteries, wires, and small light bulbs to create a simple working circuit. -Static Electricity Demonstrations: Parents would participate in simple experiments with balloons to experience static electricity (e.g., making hair stand up). -Density Exploration: Parents would test different materials (wood, plastic, metal) in water to observe which sink and which float, discussing potential reasons why. -Erosion/Water Cycle Demonstrations: Parents might interact with a simple setup involving sand and water to simulate erosion or the water cycle. -Model Volcano (if included): Parents might participate in a safe demonstration of a model volcano erupting using baking soda and vinegar. -Simple Chemical Reactions: Parents would observe or even participate in a safe and simple reaction using baking soda and vinegar or explore how food coloring mixes in clear cups or beakers. Overall Interactive Elements: -Collaborative Work: Many activities would encourage parents to work together or with facilitators. -Hands-on Manipulation: The focus would be on physically interacting with the materials. -Questioning and Discussion: Facilitators would likely prompt discussion and ask questions to encourage understanding. -Problem-Solving: Some activities would present simple challenges for parents to solve using the materials. -Take-Away Ideas: The hands-on experience would directly demonstrate how these activities can be easily replicated at home. The use of chart paper and markers involve parents and children recording observations, brainstorming ideas, or sharing their findings from the hands-on activities. The information handouts will provide further instructions and ideas for extending the learning at home. The small prizes or stickers will serve as positive reinforcement for participation.

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

Direct Impact on Parents and Home Learning Environment: -Increased Parental Confidence and Skills: By actively participating in hands-on math and science activities, parents gain a better understanding of the concepts their children are learning in school and develop practical strategies to support this learning at home. This can reduce math and science anxiety in parents and empower them to help their children. -Enhanced Home Learning Activities: Parents will learn specific activities and games they can easily implement at home using readily available materials (many of which are included in the training). This creates a more stimulating and supportive home learning environment. -Improved Communication with Children about STEM: The training provides a common ground for parents and children to discuss math and science in a fun and engaging way, fostering better communication and a more positive attitude towards these subjects. -Stronger Home-School Connection: When parents understand what their children are learning and how to support it, the bridge between home and school strengthens. This can lead to more consistent reinforcement of concepts and skills. Indirect Impact on Student Achievement: -Increased Student Engagement and Motivation: When parents are actively involved and show interest in their children's learning, students are often more engaged and motivated in school. They see that learning is valued at home as well. -Improved Understanding of Math and Science Concepts: Consistent reinforcement and hands-on exploration at home can deepen students' understanding of mathematical and scientific principles, leading to better performance in the classroom. -Development of Positive Attitudes Towards STEM: Engaging in fun and interactive math and science activities with their families can help children develop a more positive attitude towards these subjects, reducing anxiety and increasing their willingness to learn. -Enhanced Problem-Solving and Critical Thinking Skills: Many of the hands-on activities promote problem-solving and critical thinking, skills that are transferable across academic subjects. -Potential for Higher Grades and Test Scores: Research consistently shows a strong correlation between family involvement in education and improved student academic outcomes, including higher grades and test scores. -Increased Interest in STEM Careers: Early positive experiences with math and science, facilitated by engaged parents, can spark an interest in STEM fields that may influence future academic and career choices. Overall, the interactive, hands-on training aims to empower parents to become active partners in their children's math and science education. By equipping them with the knowledge, skills, and resources to support learning at home, the training is expected to contribute to increased student engagement, a deeper understanding of concepts, more positive attitudes towards STEM, and ultimately, improved student achievement.

- Date of Training

October 8th 2026

- Responsible Person(s)

Samantha Patterson- AP

- Resources and Materials

Tablecloths: To protect tables from spills Paper (various types): Construction paper Plain white paper Graph paper Index cards Folders Binders Journals Plastic Baggies Paper Towels Scissors: For cutting materials Tape (various types): Masking tape Clear tape Double-sided tape Clipboards: For holding worksheets or data sheets Hand Sanitizer and Wipes: For hygiene II. Writing & Drawing Tools: Markers Pencils Crayons III. Math Manipulatives & Games: Counting Bears/Cubes: For early math concepts Base Ten Blocks: For understanding place value Pattern Blocks: For geometry and patterns Fraction Tiles or Circles: For understanding fractions Dice: For probability and games Playing Cards: For various math games Dominoes Tangrams: For spatial reasoning Geoboards and Rubber Bands: For geometry Rulers and Measuring Tapes: For measurement activities Scales (kitchen or balance): For weight and measurement Stopwatches or Timers: For timing activities IV. Science Exploration Supplies: Seeds (various types): For planting activities Potting Soil and Small Pots Magnifying Glasses: For observing small details Models of the Human Body or Animal Cells Building Materials (e.g., straws, pipe cleaners, marshmallows, LEGOs) Ramps and Balls: For exploring motion and friction Magnets and Magnetic Items Batteries, Wires, and Small Light Bulbs: For simple circuits Balloons: For static electricity or air pressure experiments Different Materials (wood, plastic, metal) for density or sinking/floating activities Sand and Water: For erosion or water cycle demonstrations Globes or Maps Materials for Building Model Volcanoes (e.g., plastic bottles, baking soda, vinegar, food coloring) Baking Soda and Vinegar: For simple reactions Food Coloring: For demonstrations and experiments Clear Cups or Beakers Measuring Spoons and Cups Safety Goggles: For any experiment involving potential splashes V. Presentation & Engagement Materials: Whiteboard or Chart Paper and Markers: For interactive demonstrations or Q&A Small Prizes or Stickers: For participation or correct answers Information Handouts: With follow-up activities or resources for families

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading, Math, and Writing Workshop

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

Parents will rotate through stations at 10 minute increments focusing on the grade level of their child: For a Reading, Math, and Writing Workshop with a hands-on component, parents will learn specific strategies and skills they can implement at home to support their children's literacy and numeracy development.

I. Reading: -Shared Reading Strategies: Parents might learn how to engage in effective shared reading sessions, such as: Picture Walks: Discussing illustrations before reading to build anticipation and vocabulary. Pointing and Tracking: Following the words with their finger to reinforce print awareness. Asking Open-Ended Questions: Encouraging deeper comprehension and critical thinking about the text. Making Connections: Helping children relate the story to their own experiences or other books. Retelling Strategies: Learning how to prompt children to retell the story in their own words to check for understanding. -Phonics and Decoding Skills: Parents could learn simple phonics activities and games to reinforce letter sounds and blending: Sounding out words together. Identifying beginning, middle, and ending sounds. Using magnetic letters or letter tiles to build words. Playing rhyming games. -Vocabulary Building: Parents might learn strategies to expand their children's vocabulary: Discussing new words encountered during reading. Using context clues to infer meaning. Playing simple vocabulary games. -Reading Comprehension Strategies: Parents could learn how to support comprehension through: Asking clarifying questions during and after reading. Helping children identify the main idea and supporting details. Discussing characters, setting, and plot. Encouraging predictions about what might happen next. -Creating a Reading-Rich Environment: Parents might learn the importance of having a variety of books available and establishing a regular reading routine at home.

II. Math: -Number Sense Activities: Building on the Math and Science Night, parents might learn more advanced number sense activities using manipulatives: Exploring different ways to represent numbers. Practicing mental math strategies. Using games to reinforce basic facts (addition, subtraction, multiplication). -Problem-Solving Strategies: Parents could learn how to guide their children through the problem-solving process: Understanding the problem. Choosing a strategy. Solving the problem. Checking the answer. Discussing different ways to solve the same problem. -Real-World Math Connections: Parents might learn how to integrate math into everyday activities, such as: Counting and measuring during cooking. Managing money and making change. Telling time. Using spatial reasoning during building activities. -Math Games and Puzzles: Parents could learn new math games and puzzles that they can play with their children to make learning fun and engaging.

III. Writing: -Developing Pre-Writing Skills: For younger children, parents might learn activities to develop fine motor skills and pre-writing concepts: Drawing and coloring. Tracing letters and shapes. Playing with playdough or clay to strengthen hand muscles. -Encouraging Storytelling and Oral Language: Parents could learn how to foster their children's storytelling abilities through: Asking open-ended questions that encourage imaginative responses. Providing prompts for stories. Acting out stories together. -Supporting Early Writing Attempts: Parents might learn how to encourage and support their children's early writing, even if it's just scribbles or invented spelling. -Developing Sentence Structure and Grammar: For older children, parents could learn simple ways to reinforce sentence structure and basic grammar concepts during writing activities. -Making Writing Fun and Meaningful: Parents might learn how to connect writing to their children's interests and create opportunities for authentic writing (e.g., writing letters to family, making lists, creating stories about favorite toys). -Using Graphic Organizers: Parents could learn how to use simple graphic organizers (e.g., mind maps, story maps) to help their children plan their writing.

Overall: The interactive, hands-on component of this workshop will involve parents directly participating in activities that model how to support their children's reading, math, and writing at home. They will engage in simulated reading sessions, play math games, participate in writing prompts, and create simple learning materials. The focus would be on providing practical, easy-to-implement strategies and building parental confidence in supporting their children's academic growth.

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

The interactive, hands-on component of the Reading, Math, and Writing Workshop would involve parents directly experiencing activities they can do at home. For Reading, they will participate in shared reading simulations, practice phonics games with letter tiles, and engage in vocabulary-building exercises. For Math, they will play number sense games with manipulatives, work through problem-solving scenarios, and explore real-world math applications. For Writing, parents will engage in storytelling prompts, practice pre-writing activities, and experiment with graphic organizers for planning writing. The focus is on direct engagement with materials and strategies to build parental confidence in supporting their children's learning in these areas at home.

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

The expected impact of a Reading, Math, and Writing Workshop for parents on student achievement is significant and positive. By equipping parents with specific strategies and skills, the training aims to create a more supportive and enriching home learning environment, which directly and indirectly influences student outcomes. Here's a breakdown of the anticipated impact:

- **Enhanced Parental Skills and Confidence:** Parents will gain practical techniques for supporting their children's literacy and numeracy development, leading to increased confidence in their ability to help at home.
- **Implementation of Effective Home-Based Activities:** The training will provide parents with concrete activities and routines they can easily integrate into their daily lives to reinforce reading, math, and writing skills learned at school.
- **Improved Parent-Child Communication about Learning:** Parents will be better equipped to discuss schoolwork, ask meaningful questions, and foster a positive attitude towards learning.
- **Stronger Home-School Connection:** When parents understand the strategies used in the classroom, they can better support and complement the teacher's efforts at home, creating a more cohesive learning experience for the child.

Indirect Impact on Student Achievement:

- **Increased Student Engagement and Motivation:** Children whose parents are actively involved in their learning often show greater engagement and motivation in school.
- **Improved Foundational Skills:** Consistent reinforcement of reading, math, and writing skills at home can lead to a stronger grasp of fundamental concepts.
- **Development of Positive Attitudes Towards Learning:** Engaging in fun and supportive learning activities with parents can foster a love of learning and reduce anxiety related to these subjects.
- **Enhanced Academic Performance:** Research consistently demonstrates a strong link between parental involvement and improved student achievement, including higher grades, test scores, and graduation rates.
- **Development of Essential Skills:** Activities focused on reading comprehension, problem-solving in math, and clear writing contribute to the development of critical thinking, communication, and analytical skills. The training empowers parents to become active partners in their children's education. By bridging the gap between home and school learning, it creates a more supportive and stimulating environment that is highly conducive to student academic success across reading, math, and writing.

- Date of Training

December

- Responsible Person(s)

Valarie DeVastey and Samantha Patterson

- Resources and Materials

Supplies & Organization: -Tablecloths or Protective Coverings: To protect tables. -Signage: Clear signs for each activity area (Reading Station, Math Station, Writing Station), directions, and information. -Markers and Sharpies: For facilitators and parents to write labels, instructions, and participate in activities. -Pens and Pencils: For parents to take notes or complete worksheets. -Chart Paper or Whiteboard and Markers: For facilitators to model strategies and record ideas. -Easel or Stand: To display chart paper or visual aids. Reading Workshop Materials: -Variety of Children's Books: Picture books, early readers, chapter books (representing different genres and reading levels). -Magnetic Letters or Letter Tiles: For phonics activities and word building. -Index Cards or Sticky Notes: For vocabulary activities and comprehension prompts. -Sentence Strips: For modeling sentence structure. -Highlighters or Transparent Strips: For focusing on text. -Graphic Organizers for Reading: Story maps, character webs, Venn diagrams. - Examples of Comprehension Question Stems: To guide parents in asking effective questions. -Phonological Awareness Materials: Rhyming cards, onset-rime sorting activities. Math Workshop Materials: -Manipulatives: Counting bears/cubes Base ten blocks Pattern blocks Fraction tiles or circles Dice Playing cards Dominoes Tangrams Geoboards and rubber bands -Rulers and Measuring Tapes: For measurement activities. -Scales (kitchen or balance): For weight exploration. -Measuring Cups and Spoons: For volume activities. -Math Games and Puzzles: Prepared games with instructions. - Worksheets or Activity Cards: Focusing on problem-solving strategies and number sense. -Real-World Math Examples: Items like grocery store flyers, maps, or recipes. Writing Workshop Materials: -Variety of Writing Tools: Pencils, crayons, colored pencils, markers. -Different Types of Paper: Plain paper, lined paper, construction paper, large chart paper. -Sentence Starters and Prompts: To spark writing ideas. -Graphic Organizers for Writing: Brainstorming webs, story maps, sequence charts. -Examples of Different Writing Genres: Stories, letters, lists, informational pieces. -Picture Prompts: Images to inspire writing. -Alphabet Charts or Personal Word Walls: For reference. -Materials for Creating Simple Books: Folded paper, staplers, yarn for binding. Engagement Materials - Small Prizes or Incentives: For participation. -Certificates of Participation

- Amount (e.g. \$10.00)

tbd

5. Parent and Family Capacity Building Training #3

- Name of Training

Falling in Love with the Testing

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

The "Falling in Love with the Testing (FAST)" training aims to demystify the Florida Assessment of Student Thinking (FAST) for parents. While the primary goal is understanding the test itself, parents will learn strategies and skills they can implement at home to support their children's success and reduce test-related anxiety.

I. Understanding the FAST Structure and Content:

- Familiarity with Question Types: Parents will be shown examples of the different types of questions their children will encounter in Reading, Math, Writing, and Science on the FAST. This will help them understand the format and expectations. They can then familiarize their children with similar question styles through practice resources.
- Understanding Reporting Categories: Parents will learn about the main areas assessed in each subject (e.g., Reading Comprehension, Algebraic Thinking, Text-Based Analysis in Writing, Nature of Science). This knowledge can help them identify areas where their child might need additional support during regular homework and study.
- Understanding Performance Levels: Parents will learn about the different performance levels (e.g., Below Satisfactory, Satisfactory, Proficient, Highly Proficient) and what they signify. This can help them interpret their child's results and have more informed conversations with teachers.

II. Strategies to Support Learning at Home (Indirectly Related to Testing):

- Reinforcing Foundational Skills: While not directly teaching to the test, the training emphasizes the importance of consistently reinforcing the core skills assessed by the FAST in everyday learning at home. For example: Reading: Encouraging daily reading of diverse texts, discussing what they read, and asking comprehension questions. Math: Integrating math into daily activities (counting, measuring, problem-solving), reviewing basic facts, and encouraging logical thinking. Writing: Providing opportunities for writing in different formats (stories, lists, emails), encouraging clear communication, and offering feedback (focusing on one or two areas at a time). Science: Fostering curiosity about the natural world, encouraging observation and experimentation, and discussing scientific concepts encountered in daily life.
- Promoting Effective Study Habits: Parents will learn general strategies to help their children develop good study habits, such as: Creating a consistent study schedule. Providing a quiet and organized study space. Encouraging review of notes and materials. Teaching time management skills.
- Reducing Test Anxiety: A key component of "Falling in Love with Testing" involves strategies to help parents alleviate their children's anxiety around standardized tests: Framing the test positively as an opportunity to show what they know. Avoiding excessive pressure or emphasis on the test. Ensuring adequate sleep and nutrition before testing. Teaching relaxation techniques.
- Communicating with Teachers: Parents will be encouraged to maintain open communication with teachers to understand their child's strengths and areas for growth, and how they can best support learning at home throughout the year.

III. Utilizing Available Resources:

- Familiarization with Practice Materials: parents will be shown where to access these and how to use them with their children to familiarize them with the format (without over-drilling).
- Understanding School Support Systems: Parents will learn about any specific support programs or resources the school offers to help students prepare for assessments. It's important to note that a training focused on "Falling in Love with Testing" will be to emphasize understanding the purpose of the assessment and supporting overall learning, rather than directly teaching to the test. The strategies learned will be geared towards fostering a positive learning environment and reinforcing the underlying skills that the FAST assesses.

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

The interactive, hands-on component of the "Falling in Love with the Testing (FAST)" training will involve parents directly engaging with sample FAST questions across Reading, Math, Writing, and Science. They will work through examples, discuss the reasoning behind correct answers, and analyze the structure of different question types. For anxiety reduction, they might participate in role-playing scenarios or practice relaxation techniques. The focus would be on demystifying the test format and building parental confidence in understanding and supporting their child's test-taking experience, rather than direct skill instruction.

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

1. Reduced Test Anxiety: By demystifying the FAST and providing parents with strategies to discuss testing in a positive light, the training aims to lessen student anxiety associated with standardized assessments. Research indicates that high test anxiety can negatively affect performance, regardless of a student's actual knowledge. Reducing this anxiety can allow students to better demonstrate their abilities. 2. Enhanced Home Support for Learning: While not directly teaching test content, the training will equip parents with a better understanding of the skills and knowledge assessed by the FAST in Reading, Math, Writing, and Science. This understanding can empower parents to reinforce these foundational skills during regular learning activities at home, ultimately strengthening their child's overall academic abilities. 3. Improved Understanding of Academic Expectations: By breaking down the reporting categories and performance levels of the FAST, parents gain a clearer picture of what their children are expected to know and be able to do at different stages. This can lead to more informed conversations with their children and teachers about academic progress and areas needing support. 4. Promotion of Effective Study Habits: General strategies for fostering good study habits, which may be discussed during the training, can indirectly benefit test performance by improving a student's overall preparedness and organization. 5. Stronger Home-School Communication: An informed parent is better equipped to communicate effectively with teachers about their child's learning and any concerns related to testing. This collaboration can lead to more targeted support for the student. In summary, the expected impact aims to create a more supportive and informed home environment that reduces anxiety, reinforces foundational skills, and promotes a positive attitude towards learning and assessment.

- Date of Training

February 2026

- Responsible Person(s)

Valerie DeVastey and Samantha Patterson

- Resources and Materials

I. Supplies & Organization: -Tablecloths or Protective Coverings: If using any hands-on materials. -Signage: Clear signs for different parts of the training, registration, etc. -Markers and Sharpies: For facilitators to write on charts or boards. -Pens and Pencils: For parents to take notes or complete any brief activities. -Chart Paper or Whiteboard and Markers: For facilitators to explain concepts and answer questions. -Easel or Stand: To display charts or visual aids. -Projector and Screen: To display presentations, sample questions, or videos. -Hand Sanitizer and Wipes: For hygiene. - Sign-in Sheets: To track attendance. -Evaluation Forms: To gather feedback from parents. II. Materials Specific to Understanding the FAST: -Sample FAST Test Questions (across Reading, Math, Writing, and Science): Actual released items (if permitted) or examples formatted similarly to FAST questions. These should illustrate different question types. -Breakdown of FAST Reporting Categories (for each subject): Visual aids (charts, diagrams) explaining the main areas assessed. -Explanation of FAST Performance Levels: Clear descriptions of what each performance level (e.g., Below Satisfactory, Satisfactory, Proficient, Highly Proficient) means. -FAST Score Reports (Sample or De-identified): To show parents how the test results are presented and how to interpret them. -Information on Test Administration Procedures: Overview of how the test is conducted, timing, etc. -Resources from the Florida Department of Education (FDOE) related to FAST: Links to websites, brochures, or fact sheets. III. Materials for Interactive Components: -Worksheets or Activity Sheets: For parents to practice analyzing sample questions or discussing strategies. -Small Group Discussion Prompts: To encourage parents to share their understanding and concerns. -Role-Playing Scenarios (for anxiety reduction): Cards or prompts for parents to practice positive communication with their children about testing. -Relaxation Technique Guides or Audio: If incorporating a practice session for stress reduction. IV. Handout Materials for Parents: -Summary Sheets: Key information about the FAST structure, reporting categories, and performance levels. -Tips for Supporting Learning at Home (aligned with FAST-assessed skills). -Strategies for Reducing Test Anxiety. -List of Helpful Resources (FDOE websites, school contacts). -Glossary of Testing Terms. -Q&A Sheet (addressing common parent concerns). VI. Other Materials: -Small Incentives or Giveaways: Related to learning or stress reduction (e.g., bookmarks, stress balls). -Name Tags for Parents. -Bilingual Materials

- Amount (e.g. \$10.00)

tbd

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

Safe Schools

- Describe how agency/organization supports families.

Safe Schools supports the importance of a safe and supportive school climate. Safe Schools will train teachers to involve parents in the positive behavior plans on campus. The department emphasis is to provide behavioral and emotional supports for students and families to ensure success. To ensure this success, the following service are provided: PBS and Proactive Classroom Management Behavioral and Mental Health Services Skills for Life and Learning (SLL) There is also a component on how parent/families can help their children at home with resources such as SLL tidbits and Behavior Contracts with parent/ families participation component.

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

Safe School Meeting Agenda Safe Schools Presentation Safe Schools Meeting Sign In Sheet

- Frequency

As Needed

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

- Name of Agency

National Council of Jewish Women - Kids Community Closet

- Describe how agency/organization supports families.

Provides clothing, underwear, socks, shoes, toiletries for students and families experiencing hardship.

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

* Sign Out Form for Clothing *Email Correspondence *Picture of Clothing Closet

- Frequency

Annually

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

- Name of Agency

Bridges (Children's Service Council)

- Describe how agency/organization supports families.

The Bridges organization works-side-by-side with the school and extends assistance to the child's home to bridge the gap between the the two environments. The organization is committed to establishing positive working relationships with parents and guardians. The organization provides an invaluable partnership to Pleasant City which includes volunteerism, resources, supplies, and support to ensure all students including incoming Kindergartners are prepared for learning and ultimately college or career. Bridges holds parent and family workshops to promote academic help in the home in conjunction with families. Donations provided from Bridges encourages parent/families participation in events where parents /families learn about how to support academic growth.

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

The Bridges Organization regularly attends all monthly SAC meetings, Title I Meeting, and all school related activities and events. In addition donations and resources are provided to the school to be used on behalf of the students. Bridges also conducts community events that all families can attend. * SAC sign-in sheets * Pictures of Donations for families * Community Event Fliers sent home to families with students

- Frequency

As Needed

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

In order to provide parents and families with timely information we will send out invitations at least a week in advance, post information through community partners, i.e. Bridges, parent/teacher conferences, and student planners regarding Title One meetings and activities on our school's website, school marquee, Parent Link and our school's You Tube channel. In addition, the PFEP, the Compact Plan will be sent out in both Spanish and English.

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

-Sample Flyers Invitations -Copy of PFEP -Compact Plan -Posts of these plans on Class Dojo -Plans shared through Parent Link

- Description

We will inform parents of important information during monthly SAC meetings, parent/teacher conferences (data chats), Mid-Term Progress Report Cards, Unify/Performance Matters, iReady data snapshots, student planners, Virtual and In Person Curriculum Night and Telephone conferences, and report card nights. Translators will be available to facilitate parent conferences.

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

-Parent conferences Notes -Agenda and Presentation from Curriculum Night -iReady, FAST, and Star reports that show current level and proficiency level.

- Description

Parents will be informed of academic assessments through student planners which describe and list all upcoming assessments and Open House/Curriculum Night. Student assessments will be shared/discussed during virtual and phone conferences, test results as well as PM Unify reports which capture appropriate Local and State assessments will be sent home with students and Mid-term progress reports, Performance Matters data snapshots, and report cards will denote academic levels. Information will be shared with parents and families in appropriate languages.

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

-Student Planner copies -Sample notes from parent conferences -Curriculum Night Agenda and Presentation

- Description

In order to inform parents of decision making opportunities, flyers, invitations, marquee post, Class Dojo, and Parent Link/Website notifications will be utilized. In addition, parents will be informed of opportunities to participate during SAC meetings, virtual/phone conferences, and in person invitations.

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

-Flyers / Invitations -Minutes from SAC meetings -Sample conference notes

- Description

In an effort to decrease the number of barriers prohibiting parents from attending training or meetings, we schedule meetings at various times to allow for flexibility. For example; SAC is held at 8:30 a.m. while the Title One Annual Meeting is scheduled for 5:00 p.m. as well as parent conferences begin at 2:40 following dismissal. Staff members that are ESE, ELL, BHP, Academic Coaches and Administration are used to provide additional guidance to parents engaged in a virtual or in person workshops. In addition, content shared during meetings will also be disseminated during the Bridges (business partnership) meetings. Information will be shared with parents and families in appropriate languages. In addition, we allow for a virtual option for SAC meetings as well as parent conferences, Title One Annual Meeting, and Curriculum Night/Open House in an effort to provide another platform for parents to receive school information.

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

-Agenda showing meeting times -Meeting minutes referencing various times -Virtual links provided for meetings as needed

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

In order to meet the needs of our parents and guardians with limited English, we provide written correspondence in their native language. We also use the Language Line, the Trans Act, as well as invite Language Facilitators to our annual Open House/Curriculum Night, parent/teacher conference fair and the Title One Annual meeting. In addition, we utilize our teachers/support staff that are fluent in Spanish and Creole to facilitate the academic/behavior conversations between parents and teachers. Sample Evidences include: School-Parent Compact, student reports, invitations, flyers, sign-in sheets, photos of interpreters, parent link messages (translated in all appropriate languages).

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

Email verification of Language Facilitator requests SAC Minutes showing translation provided Translated Invitations Translated Agendas

- Description

We are dedicated to ensuring parents and families with disabilities have equal opportunities to participate in their child's education. Our commitment includes providing an ADA compliant building with features like elevator access for enhanced mobility, along with designated disabled parking and special seating arrangements for all meetings. To further accommodate diverse needs, we offer flexible meeting times, including convenient home or virtual visits. Additionally, we conduct virtual parent conferences and provide interactive workshops and training sessions, where students can even assist their parents. We can also arrange for hearing or vision interpreters for meetings upon request, ensuring comprehensive access for everyone.

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

Virtual trainings available -Agenda which shows meeting time and platform used -Sign in Sheet -Marque reminder Photos -Disabled accessible restrooms -Disabled accessible parking -Disabled accessible ramps -Disabled accessible seating -Elevator

- Description

We provide advance notice of events and the opportunity for parents to come in at their convenience to obtain provided information and converse with our ELL Coordinator if needed. Students of Migratory families are given state and local assessments earlier (before the season). Migrant families are also given additional support from the district. School staff works closely with region and district support staff to address any extraordinary circumstances that may be unique support. Evidences will include flyers sent out to all families, parent conference/staff records, phone logs, and the school assessment calendar.

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

Translated engagement plan Translated flyers Translated Agendas Emails References work with Migrant Families (if applicable)

- **Description**

We work collaboratively with all stakeholders to remove any barriers for any student/family experiencing homelessness. The District's Homeless Liaison works alongside of our Guidance Counselor to coordinate the efforts and to ensure compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. Parents are informed of their educational rights and to link homeless students with educational services, school supplies; including school uniforms and toiletries

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

Photo of clothing closet Photo School supplies and backpacks Email correspondence regarding Students experiencing Homelessness (if applicable) Completed Student Housing Questionnaire (if applicable) SBT meeting documentation for a McKinney-Vento Student to your list of evidence (if applicable)

Other Activities

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Pleasant City's Guidance Counselor and Behavior Health professional provide students with extra support through small groups. Our Co-Located Counselor provided one on one counseling for students in need. Students struggling are identified and individual plans are created to help students learn how to regulate emotions and ways to appropriately interact with school mates. The guidance counselor and Behavior Health Professional also meet weekly with students on an individual basis to provide one-on-one support. Topics of weekly sessions include but are not limited to tools to handle happiness/frustration, anxiety, friendship, grief counseling, divorce, self esteem and decision-making. Also, specialized incentives are developed to reward appropriate social interaction with students. For example, rewards are earned daily if students meet social and behavioral expectations. If students aren't able to meet their goals, goals are reviewed with students and they are encouraged to work towards their goals. To date, students have already earned a dance as a reward for positive classroom behavior. Students engage in daily instruction called Skills for Learning & Life (SLL) activities provided by the district in order to develop life skills needed to support and maintain healthy relationships and coping skills. All staff promote positive behavior by teaching desired behaviors in all locations of the campus as well as communicate clear expectations of all students in each location. The positive behaviors are then incentivised in class and school-wide with Tiger Bucks, glow dance party, dress down Fridays, ice cream socials. Our school is committed to building students' non-academic skills which ultimately supports their academic growth. Each classroom uses a daily behavior management system which provides a structure for helping students take accountability for their actions and decisions. In addition, it provides outlets for student to be motivated and engage in instructional tasks. School-wide positive behavior universal guidelines are evident throughout the school. Positive enforcement and Dojo Points are used to reinforce behaviors. Students can use their Dojo Points reward to shop at the Tiger Store once a week during Fine Arts / Lunch. Pleasant City also has a Character Counts Program in which we focus monthly on the six pillars; Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Additionally, Pleasant City Elementary has a mentoring plan in place for students who need supports. The mentoring program provides students an opportunity to have a non-parental adult who they respect or look up to to discuss school issues, personal problems, family or any topic needed to encourage student success and influence positive decision making. In addition, the administrative team meets weekly with selected mentors and teachers to discuss appropriate behavioral, skills for lifelong learning as needed.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

All learners are provided with differentiated instruction based on their academic needs. Students in risk of poor learning outcomes are identified through universal screening assessments, Core Phonics Survey, Oral Reading Records (ORR), Progress Monitoring 1-3 - STAR Math and Reading Prek-2 and Florida Assessment of Student Thinking (FAST) 3rd -5th, District Diagnostics- 5th, iReady Diagnostic, Savvas Math Screener, and other informal measures. All students receive Tier 1 support from teachers as core instruction. This may or may not include slight adjustments or small group support in an effort to ensure students 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 Tier 2. Once a student is identified as needing support, their areas of improvement is determined by looking at several sources of student data. The student is then provided with a iii pre-intervention, which is a small group intervention based on the greatest are of concern. The parent is notified that the student will be placed in iii with weekly progress monitoring in order to start the Multi Tiered System of support for Tier 2 for academics. Tier 2- The next step involves 8 weeks of data collection for Pre-Intervention which is data that reflects opportunities of academic or behavior remediation. Next, the teacher notifies the parents of the referral to school based team using a conference form document or a mailed letter. School based team personnel along with the teacher meet to determine an appropriate intervention for the behavior or academic concern. SBT referral requires the submission of the following documents: initial referral, student checklist, parent conferences, observations, and progress monitoring data. The teacher implements the approved intervention (Tier 2) and tracks the students progress based on the intervention for 8-10 weeks as designed and intended. Tier 2 refers to interventions that are provided to small groups of students who need more support that the Tier 1 provides. Tier 2 is either takes place in the classroom in a small group for 30 minutes each day or they are pulled by the Supplemental Academic Instructional (including the Leveled Literacy Intervention (LLI) teacher outside of the instructional block. For behavior, the student is tracked using a behavior log that requires 4-6 weeks of behavioral data in order to move to Tier 2 process. A behavior plan is created based on this data to help the students be successful. Tier 3 refers to interventions that are provided to individual students. They are individualized and take place in an one on one setting, as prescribed. Progress monitoring tools measure the specific skill or skill set being addressed and is expected to be administered with fidelity. If the intervention is successful, the student continues to receive the support until the students academic gap is closed or student begins displaying the appropriate behavior. The teacher collects the data over the 8-10 weeks and meets again with school based team personnel if the intervention is unsuccessful. School based team and the teacher meets again based on the lack of success on the 8-10 week intervention. The intervention is modified or intensified, based on students need (Tier 2 and adding Tier 3) and the input of the teacher and the school based team. The teacher implements the new intervention for 8-10 weeks and collects data on the success of the intervention (Tier 3).

Provision of a Well-Rounded Education

1. Well-Rounded Education

In an effort to ensure all students are engaged in rigorous standards based instruction, teachers collaborate during weekly Professional Learning Communities (PLC) and Common Planning meetings, alongside the academic coaches and academic leaders to analyze data, create differentiated lessons aligned to the Florida Standards, and collect resources to support those standards. The lessons created are standards based and tiered to meet the academic needs of all learners. During PLC teachers unpack the Florida standards to ensure that curriculum is addressing each part of every standard. In order to determine core instructional needs of all students, teachers and administration analyze data from iReady, Unit Standards Assessments (USAs), Florida Standards Quizzes (FSQs), iReady Math and Reading, the Florida Assessment of Student Thinking (FAST), and STAR Assessments. Opportunities for remediation and enrichment are built into each lesson. The students at Pleasant City receive a well-rounded education which encompasses Art, Music, Media, and Physical Education classes. The Fine Art classes have demonstrated through data that the Arts have a positive impact on the educational experience and can lead to greater academic achievement. In addition, recess takes place at the end of the Fine Arts block. The opportunity for students to engage in physical activities has proven to help students focus in class and perform at higher levels. Daily instruction embodies key skills necessary for college and career readiness, such as organization, promptness, adherence to rules and procedures, and practice of everyday life skills. Students are also involved in Social Studies classes which encourage project based learning such as Anti-bullying, Florida History, Holocaust, Hispanic Heritage as well as African American History. Invitations are also extended to 21st Century afterschool students to participate in Dance, Art, Chess, Media, and the Music Club. All clubs collaborate on Winter, Holiday, Talent and History Shows. These classroom learning opportunities and extra curricular activities apply to real world experiences for students in that they practice skills needed outside of school and interact with scenarios they will encounter outside of school. The extra curricular activities enrich the students' overall educational experience by providing exposure to multiple forms of learning where students can then dive deeper into topics and activities of interest to them such as music, art, or physical activity. . Based on progress monitoring, students in need of additional support participate in extended learning opportunities such as after school tutorial. Teachers connect to students beyond the academic blocks in order to remediate deficiencies, proficiency in all core content areas: Reading, Writing, Math, and Science. This includes before school, after school, and Saturday learning opportunities.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Pleasant City Elementary hosts an annual Career Day. Career Day provides students with the chance to dream big and observe first hand how individuals in the community turned their dreams into professions. Professionals are given the platform to share their professional stories and the steps they employed in order to become successful in their chosen field. In addition, through the Social Studies framework, students are engaged in project based learning opportunities on topics such as the Holocaust, American History, African American Studies and Hispanic Heritage. Students are given opportunity for rigorous coursework daily with enrichment opportunities for each standard in all core subject areas. This is the pathway to acceleration which will lead to accelerated course work in middle school and beyond. The students identified as qualifying for acceleration are provided with opportunities to have learning opportunities above their grade level work.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Our school offers a Full-time Head Start program which is integrated into the K-5 functions of our school. Our Head Start students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, and other school related initiatives. Pre-K parents are invited to Title One Parent Workshops/Training. The workshops are designed to capture academic expectations of the students during the year. The classroom teacher meets with parents throughout the year to communicate progress towards Kindergarten readiness. In addition, to ensure the transition from Early Childhood to Kindergarten is seamless, we encourage Kindergarten teachers to visit Pre-K classrooms. The visits allow Pre-K students the opportunity to "get to know" the teachers, teachers to become familiar with student needs both academically and socially. Kindergarten Kick Off is an annual event in which we market our school to current and potential parents by sending informational flyers home with students, posting notices in neighboring childcare agencies/churches, a Parent Link is sent out and the event is advertised on the marquee as well as on our school website and Class Dojo in order to recruit Kindergartners. During the kick off parents are able to register their child(ren) for the upcoming year, visit Kindergarten classrooms, interact with teachers and become familiarized with Kindergarten grade level expectations and standards. Parents are able to ask pertinent questions regarding Kindergarten readiness, daily procedures, the academic schedule and preparation.

Professional Development

1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days. These days are dedicated to building teacher capacity, improving the delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Weekly 90-minute Professional Learning Community and monthly faculty meetings are conducted for Administration, Teachers, and Support Staff. The meetings provide a platform for data dis-aggregation, goal setting, lesson plan creation and opportunities for teacher collaboration. Teachers also partake in weekly common planning for math a literacy provided by the north Region to go over standards and best practices for teaching each standard. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. Professional Development from the North Region and District office is also provided to teachers based on need. For example, these teams are instrumental in building teacher capacity in the new K-2 Literacy program, small group instruction, iReady support, Cloze Reading, as well as the UNIFY-Performance Matters training-ways to navigate through the platform, analyzing data and using the data to drive instruction, Writing workshops which focus on writing a cohesive text-based essay, Math and Literacy focus calendars which capture how the standards will be delivered and research based resources. In addition, teachers attend individualized professional development and Title I Training's in the areas of Conducting Effective Student Data Chats, Literacy, Morning Meeting, etc.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, Word of Mouth, Pay for performance, and Best & Brightest Teacher Scholarship Program. Through mentorship and peer buddies we support new and developing teachers through the Educator Support Program. Pleasant City Elementary School is the most pleasant place on earth which has allowed us to retain 81% of our teachers. Administration has created a culture of teachers committed to setting high expectations for every student, teacher and staff member. Providing on-going classroom support, building meaningful relationships, ensuring all teachers have resources and supplies necessary to provide effective instruction, striving to maintain a productive climate and having an open-door policy for teachers/staff to reach out to administration for support or guidance. In addition, bi-monthly Leadership meetings are conducted to ensure the "one-voice" message from support staff is aligned to the Principal's vision. The leadership team comprised of Administration, Academic Coaches, Grade Chairs/Department Chairs, ESE Department, Guidance, etc work collaboratively to provide "double down" instruction in the classrooms and side-by-side coaching. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. The teachers in ESP are given additional support with classroom instruction through the coaching continuum provided by the math coach and literacy coach. Teachers also collaboratively plan together to ensure grade level continuity and support. In order to retain highly qualified teachers, professional development will be on-going throughout the year to increase teacher knowledge and capacity. Monthly socials, staff breakfasts and luncheons, coffee and donut carts, and the employee of the Month parking space are used to motivate, celebrate and recognize teachers. For students, the PBS initiatives such as Djo Points/Tiger Store, ice-cream socials, dances, dress-down Fridays, announcement "shout-outs" are used to solidify meaningful relationships that transfer to the classrooms.