
Title I Comprehensive Schoolwide Plan
PIONEER PARK ELEMENTARY SCHOOL (2371)

ELA

1. List prioritized needs statements.

Implement programs that address attendance challenges-Attendance shows that more than 10% of students still have attendance issues demonstrated through the number of days absent. These students have been absent for 15 or more days. Explicit instruction: Planning structured and systematic ELA instruction.-ELA data according to iReady shows that we have increased reading proficiency in grades K, 2nd, 3rd and 5th grade. There is a need to improve reading in 1st and 4th grade. Differentiated Instruction: Recognize that students learn at different paces and levels. Teachers must provide individualized support.-The ELA data shows that more than 70% of students in the school are reading below grade level according to PM2. Professional Development: Providing teachers with ongoing training in evidence-based reading instruction.

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

Attendance (absences, tardies, being picked up ear) Teachers lack the time or knowledge to plan explicit and/or differentiated instruction Professional Development opportunities are not frequent enough or do not address the specific needs of all teachers Students lack foundational knowledge such as phonics, phonemic awareness, and fluency. Parents lack content knowledge to support students at home

3. Share possible solutions that address the root causes.

Teacher & Student Mentorship Home Visits and incentives for Attendance Make instruction challenging (but attainable): Students are motivated by tasks that are challenging yet within their reach. Provide PD via PLC's to support teachers in differentiation of instruction to meet individual needs and provide support to help students succeed. Individualized Professional Development Tutorial and Extended learning time Provide additional staff to support small group settings Provide Remediation and practice through multiple mediums to support student learning. Provide opportunities for students to use hands on experiences/practice to support student learning through the use of resources Provide assistive technology/online resources to support student learning

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

- Communication

Communication with families regularly via Parent Link, email, and social media.

- **Parent Training**

Parent Trainings to support ELA at home during Parent Family Engagement Nights and selected SAC meetings.

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

- **School**

School will...provide parent trainings around ELA in various settings (Parent Family Engagement Nights, SAC Meetings

- **Students**

Students will...come to school with a positive attitude prepared to learn.

- **Parents**

Parents will...Ensure students are in school daily.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families during Parent & Family Engagement Night Staff Trainings and selected Staff Meetings.

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Math

1. List prioritized needs statements.

Increased student fluency with foundational math (addition, subtraction, multiplication, and division) More time for instructional planning-math planning will include time for teachers to collaborate across grades and do classroom walkthroughs. Current data shows that students in 1st and 2nd grade are significantly below grade level in math. According to PM2 Math data-only 51% of 3rd-5th grade students are performing at grade level. Professional development around differentiated Instruction Parents having the content knowledge to support students at home.

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

Limited Funds Scheduling Lack of staff knowledge about grade-level and/ or math content Parents do not have the content knowledge to support students at home. Students lack fluency in foundational skills (addition, subtraction, multiplication, division)

3. Share possible solutions that address the root causes.

Apply for grants Create more opportunities for instructional planning Individualized Professional Development for teachers Parent Trainings about math content so parents can support students at home Tutorial and supplemental remediation and practice. Provide PD via PLC's to support teachers in differentiation of instruction to meet individual needs and provide support to help students succeed. Individualized Professional Development Provide additional staff to support small group settings Provide Remediation and practice through multiple mediums to support student learning.

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

• Communication

Communication with families regularly via Parent Link, email, and social media.

• Parent Training

Parent Trainings to support ELA at home during Parent Family Engagement Nights and selected SAC meetings

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

- **School**

School will...provide parent trainings around Math in various settings (Parent Family Engagement Nights, SAC Meetings)

- **Students**

Students will...will commit to being actively engaged in additional academic support provided by the school.

- **Parents**

Parents will...Ensure students are in school daily to receive additional academic support provided to students. Parents will attend parent trainings to ensure they can support students at home.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families during Parent & Family Engagement Night Staff Trainings and selected Staff Meetings

- **Accessibility**

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Science

1. List prioritized needs statements.

More training around new science series Hands-on Instruction across grade-levels Updated Technology Lack of strategic science instruction across grade-levels School-wide science focus (monthly or report card period)-a science fair will be required in grades K-5 to expose students to more hands-on science learning. More than 75% of students in 3rd grade are below grade level on the science diagnostic. In 4th and 5th grade more than 50% are below grade level on the science diagnostic.

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

Lack of strategic instructional planning Lack of science content knowledge Outdated technology Lack of prioritizing science instruction in lower grade-levels Students unfamiliar with science content due to it not being prioritized in lower grades. Parents lack content knowledge to support students at home

3. Share possible solutions that address the root causes.

School-wide Science Focus Monthly science day Professional Development on New Science Series K-5 Science Coach More time for instructional planning Professional development on how to incorporate science content in reading instruction Hands-On Science Materials

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

• Communication

Communication with families regularly via Parent Link, email, and social media, and communication apps.

• Parent Training

Parent Trainings to support Math at home during Parent Family Engagement Nights and selected SAC meetings.

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

• School

School will...provide an after school and summer options for science instruction.

• Students

Students will...effectively engage in the additional science options provide to continue to make progress with their science content.

- Parents

Parents will...come to SAC meetings consistently and encourage other community members to attend as well.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage families during Parent & Family Engagement Night Staff Trainings and selected Staff Meetings.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Action Step: Classroom Instruction

Plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide intervention for students identified using various data sources.

Budget Total: \$110,994.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide afterschool tutorial services beginning in January (- April) in Reading, Math, & Science to remediate classroom concepts. Grades 3-5.	10	\$37.00	2	1	12	Certified	Original	\$8,880.00

Acct Description	Description																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="415 212 1230 293">Item</th> <th data-bbox="1230 212 1377 293">Quantity</th> <th data-bbox="1377 212 1545 293">Rate</th> <th colspan="3" data-bbox="1545 212 1770 293">Supply Type</th> <th data-bbox="1770 212 1900 293">Type</th> <th data-bbox="1900 212 2026 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 293 1230 407">Children's Scissors (20)</td> <td data-bbox="1230 293 1377 407">1</td> <td data-bbox="1377 293 1545 407">\$23.08</td> <td colspan="3" data-bbox="1545 293 1770 407">General Supplies</td> <td data-bbox="1770 293 1900 407">Original</td> <td data-bbox="1900 293 2026 407">\$23.08</td> </tr> <tr> <td data-bbox="415 407 1230 521">Markers, paper, student whiteboards, crayons, pencils, erasers, glue, pens</td> <td data-bbox="1230 407 1377 521">1</td> <td data-bbox="1377 407 1545 521">\$567.00</td> <td colspan="3" data-bbox="1545 407 1770 521">General Supplies</td> <td data-bbox="1770 407 1900 521">Original</td> <td data-bbox="1900 407 2026 521">\$567.00</td> </tr> <tr> <td data-bbox="415 521 1230 634">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1230 521 1377 634">1</td> <td data-bbox="1377 521 1545 634">\$3,464.00</td> <td colspan="3" data-bbox="1545 521 1770 634">General Supplies</td> <td data-bbox="1770 521 1900 634">Other</td> <td data-bbox="1900 521 2026 634">\$3,464.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type			Type	Total	Children's Scissors (20)	1	\$23.08	General Supplies			Original	\$23.08	Markers, paper, student whiteboards, crayons, pencils, erasers, glue, pens	1	\$567.00	General Supplies			Original	\$567.00	Adjustment - benefits credit and final allocation.	1	\$3,464.00	General Supplies			Other	\$3,464.00
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Resource Teacher	The K-5 Reading and Writing Resource Teacher will work with identified students for remediation and extra practice through push-in/pull-out small group instruction.																																									
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Action Step: Professional Learning

SSCC will facilitate professional learning efforts across campus.

Budget Total: \$102,006.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will provide support to teachers through Common Planning, data analysis and instructional delivery for grades K-5.

Action Step: Parent Engagement

Increase parent/family engagement in their student's education through effective communication and events.

Budget Total: \$2,573.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper (12 cases)	1	\$541.12	General Supplies	Original	\$541.12
	Sharpened Pencils (130 10 packs)	1	\$263.18	General Supplies	Original	\$263.18
	Chart Paper (8 Pack)	3	\$149.99	General Supplies	Original	\$449.97
	Children's Scissors	6	\$1.25	General Supplies	Original	\$7.50
	Dry Erase Markers	21	\$29.99	General Supplies	Original	\$629.79
	Cardstock	18	\$19.39	General Supplies	Original	\$349.02
	Adjustment - benefits credit and final allocation.	1	\$7.25	General Supplies	Other	\$7.25
Postage	Item	Quantity	Rate	Type	Total	
	Mailing of postcards - invites and alerts to Title I mtgs/opps.	582	\$0.56	Original	\$325.92	

Mission Statement

1. Mission Statement

Our school strives to empower our parents and families to support their children's cognitive and social development through effective communication and by providing them with training and resources for support. We will encourage parental engagement through effective and timely communication in their native language as well as implement parent trainings which will help improve student academic achievement and school performance. We are committed to involving our parents and the community in a shared decision making process by creating an environment that is inviting to all. We aim to establish the school as the center of the community by making our families feel welcomed and involved as they are seen as meaningful partners in learning.

Involvement of Stakeholders

Name	Title
Dr. Sandra L. Moreau	Principal
Claudette Joseph	Assistant Principal
Ronelda Arnett	Single School Culture Coordinator
Quesona Peterson	Resource Teacher
Samantha Gama	Parent
Arthur Robinson	Parent
Brenda Chavez	District Staff
Dolores Rodriguez	Parent

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

At the start of each academic year, the School Advisory Council (SAC) initiates its process to reflect the diversity of the school's demographics. This ensures the procedures are both suitable and effective for the community they serve. The selection of SAC members occurs during the first SAC meeting. The SAC is composed of all key stakeholders, including the school's leadership team, parents, and community members, ensuring a broad representation of interests and perspectives. During this initial meeting, nominations for elected members are taken from the floor. This open nomination process allows for a fair and inclusive selection of candidates. Once all nominations have been made, the SAC members proceed to vote on the nominees. By adhering to this process, the SAC guarantees a democratic and representative selection, fostering a council that truly reflects the community's diversity and needs.

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 SWP through a series of meetings held during the spring of the 2024-2025 school year (leadership, staff, & stakeholder meetings). Stakeholders will be actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through regular participation in SAC meetings. These meetings provide a structured and consistent forum for collaboration and decision-making. We will meet monthly at 5:30 PM on the third Wednesday of each month. During these meetings, stakeholders, including members of the school's leadership team, parents, and community members, will be invited to provide their input and contribute to the development of the plans. Stakeholders' insights and suggestions will be crucial in shaping the Schoolwide Plan, the PFEP, and the School-Parent Compact. By engaging in this collaborative process, we ensure that the plans reflect the needs and priorities of our entire school community.

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

Stakeholders provided input during the CNA Stakeholder meeting this past spring. Stakeholders provided input during the CNA Stakeholder meeting this past spring and it was decided to support parent and family engagement through supplies for trainings/meetings and the mailing of postcards to invite/alert families to Title I trainings/meetings and opportunities.

Name	Title
Dr. Sandra L. Moreau	Principal
Claudette Joseph	Assistant Principal

Annual Parent Meeting

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

The Annual Meeting will be Sept 17, 2025 in the cafeteria at 6:00pm

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

Parents and community members will be notified via callout and email regarding the meeting. The school's marquee will also reflect that information.

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

Parents will be reminded about the school's compact and the PFEP summary are available via the school's webpage. Materials needed will be a Google Slide Presentation, compact, PFEP as well as an agenda, parent invite, and sign in documents.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Using vocabulary to improve students' comprehension

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

We will train teachers on strategies to build students' vocabulary in order to increase their comprehension.

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

Parents will learn strategies on how to help their children become better readers by enhancing their vocabulary.

- What will teachers submit as evidence of implementation?

A selection of different vocabulary strategies/resources utilized (2-3 teachers), reflection forms (2-3).

- **Month of Training**

This training will take place in September

- **Responsible Person(s)**

Claudette Joseph and Ronelda Arnett

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Developing students' math fluency at each grade level.

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

We will train teachers on strategies to build students' math fluency at each grade level.

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

Students will increase their math fluency at each grade level as measured on unit assessments.

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

A selection of different math fluency resources utilized (2-3 teachers), reflection forms (2-3).

- **Month of Training**

November

- Responsible Person(s)

Claudette Joseph and Ronelda Arnett

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night: Vocabulary Development

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

We will teach parents strategies to help enhance students' vocabulary. Parents will be able to take home activities geared towards enhancing vocabulary. Parents will engage in breakout sessions at the K-2 and 3rd-5th grade levels.

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

Parents will do make and take vocabulary exercises with their child.

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

Students in grades K-2 will increase their vocabulary as demonstrated on assessments. Students in 3rd-5th will increase their content vocabulary as demonstrated on assessments.

- Date of Training

October 15, 2025

- **Responsible Person(s)**

Claudette Joseph and Ronelda Arnett

- **Resources and Materials**

Resources and materials include index cards, chart paper, metal rings, cardstock, markers, and reading board games.

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

\$500

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Building Math Fluency

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

Parents will learn strategies to help build students' fluency in math at each grade level. Parents and students will go to designated classrooms to work on specific math fluency strategies. The classroom teacher will provide them with how to do the math fluency strategy and then allow them to do the strategy in real-time with their child. The parent walks away with being able to independently do the strategy with their child which will transfer to effective at home learning for the student.

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

Parents will engage in strategies to build students' math fluency.

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

Student math scores will improve as measured on math assessments.

- **Date of Training**

November 19, 2025

- **Responsible Person(s)**

Claudette Joseph and Ronelda Arnett

- **Resources and Materials**

Cardstock, math flashcards, math board games.

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

\$500

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Test-Taking Strategies

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

Parents will learn how to help their children with test-taking strategies in reading and math.

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

Parents will practice test-taking strategies on a digital platform.

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

Increased test scores

- Date of Training

March 11th

- Responsible Person(s)

Claudette Joseph and Ronelda Arnett

- Resources and Materials

General Supplies

- Amount (e.g. \$10.00)

\$500

Coordination and Integration

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

McKinney Vento provides support to families experiencing all levels of homelessness.

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

Completed Student Housing Questionnaire, an email from anyone at MVP, McKinney-Vento/MVP services flier.

- Frequency

Quarterly

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

- Name of Agency

Digital Vibez, Inc.

- Describe how agency/organization supports families.

This agency provides incentives to our student by providing motivation and mentoring services. They mentor a group of students utilizing a love for music.

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

Reflection from student mentees and pictures from different events. Collaboration with company via email and phone conversations.

- Frequency

Annually

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

- Name of Agency

Youth Services of Palm Beach County

- Describe how agency/organization supports families.

Youth services provides us with a grant for our summer camp. The funds of this grant help to prevent possible summer slide of our students.

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

Our awarded grant, student rosters, and meeting notes. Emails for correspondence and referrals.

- 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

Parents will be called, emailed and texted through parent link via their preferred language. Parents will be sent a letter regarding tutorials in their preferred language. Parent and family meetings will have translators present so that parents can receive the information in their preferred language.

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

Call out logs; flyers; tutorial letters to parents

- Description

Parents will be informed during parent-teacher conferences and during parent data chats.

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

Parent-teacher conferences forms, progress reports, parent/family state data reports

- Description

Parents will be informed during parent-teacher conferences as well as during curriculum night, parent trainings, and data chats

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

Conference notes, , parent trainings, and call outs

- Description

Parents will be informed during monthly SAC meetings, parent-teacher conferences as well as during the Title I Annual meeting, curriculum night and a variety of parent trainings.

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

Curriculum Night powerpoint, SAC meeting and Title I meeting invitations and sign-in sheets

- Description

Our meetings will take place in the evenings when most parents are available. Parent trainings have break out sessions with staggered start times for those parents who have students in multiple grade levels. SAC meetings will be conducted in the mornings and in the evenings alternating between the two.

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

Call outs, emails, and/or flyers will show flexible meeting times (morning and evening options) as well as virtual and in person options.

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

We use our language facilitators for Spanish and Haitian Creole speaking parents for meetings as well as registration. Flyers will be translated and then shared in multiple languages.

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

Callouts and flyers and other communication are sent home in all three languages. parent conference forms

- Description

Provide accessible entrances for parents such as ramps, wide entrances, accessible parking.

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

images of handicap accessibility (ramps, parking, larger restrooms for wheelchair accessibility)

- Description

Use interpreters or bilingual liaisons to communicate with families and assist at school events. Provide tutorial for migrant students. Provide families with multilingual signage/documentation.

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

Migrant tutorial permission letters, call-outs about school updates and events in multiple languages. Flyers and/or documents in multiple languages.

- Description

Our families experiencing homelessness our assisted by our school counselor who stays in contact with those families and ensure they have transportation for school and other services they need. Counselor, touch base, make sure transportation is not an obstacle. Ms. Vernell Derosier-Williams, homeless support

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

Emails between the school counselor, the district's homelessness contact, and department, Completed questionnaire, and McKinney Vento Flyer.

Other Activities

1. Activity #1

- Name of Activity

Dads Take Your Child to School-Doughnuts with Dads

- Brief Description

Dad's Take Your Child to School Annual event where dads and father figures take their children to school.

2. Activity #2

- Name of Activity

Memories with Moms

- Brief Description

Breakfast with Moms to celebrate Mother's Day

3. Activity #3

- Name of Activity

Fall Festival

- Brief Description

Activities and games to celebrate fall

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Our school works diligently to focus on the whole child. We utilize the Skills for Learning and Life curriculum which helps build student confidence, supports mental health, and enables youth to overcome challenges which helps improve their academic needs. We provide counseling support for identified students through the school's counselor. Our Behavior Health Professional (BHP) works closely with the school counselor, administration and teachers to identify students in need of mentoring and support. We also refer students to outside agencies. We use our school-wide positive behavior support program to motivate students and help with their academic and mental health needs. Some of our school-wide initiatives include Character Now, and celebrations for behavior. We also have a mentoring program for boys and girls identified as needing skills development. Our mentoring program follows the Character Now program. Character Now includes Respect, Responsibility, Generous and Helpful, Honest and Trustworthy, Kindness and Empathy, Tolerance, Cooperation and Citizenship. Students are recognized at Honor Roll with certificates and are invited to an ice cream social. A bulletin board featuring the students' identified monthly will be on display with their pictures. We are also focusing on attendance this year. Students will be celebrated, twice per trimester for having perfect attendance. At the celebrations, students will receive prizes. Each Trimester, students with perfect attendance for the entire trimester will receive a certificate.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include, but not be limited to academic concerns, behavior concerns, absenteeism/tardy or meeting one or more of the early warning sign indicators. At the start of each school year, members of the SBT provide training to staff during PLCs on the referral process as well as reasons for a referral. In addition, at this time teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through data chats that Admin has with classroom teachers at least three times per year. If through these conversations the teacher feels that the CORE instruction or FBS (Functional Basic Skills) is not meeting the needs of the child, the student may be referred to SBT. In addition, a committee meets with the Principal bi-weekly to review absenteeism and tardies. Students who continue to have excessive absences/tardies even after following the systems the school has put in place is referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the student code of conduct. The team meets weekly on Wednesdays and consists of the Guidance Counselor, ESE Contact, School Psychologist, teacher and Principal. If additional staff is required they are also invited. Monitoring logs (academic and behavior) are collected every Friday for the week of implementation. The SBT members (Guidance Counselor, ESE Contact and Principal) meet on Fridays to review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes.

Tier 1 implementation: Students in grades K-5 receive CORE instruction daily based on grade level standards for all subject areas. In addition students participate in SEL for 15 to 30 minutes per day. During whole group in ELA, Math and Science students receive on grade level instruction. In ELA there is a focus on the three CORE ACTIONS: text complexity, talk and task. During small group instruction the teacher provides instruction on the child's level or the lesson may be scaffold to meet the needs of the student to get them to the standard. Lastly students also received 1 hour of extended learning in ELA. In grades K-2, students receive 30 minutes of vocabulary or phonics support and then 30 minutes of small group which focuses on their needs. In grades 3-5 students receive small group using Ready Florida with a teacher and 30 minutes of I-Ready on the computer.

Tier 2: Students receiving Tier 2 academic services receive an additional 30 minutes of supplemental instruction focusing on the target set forth through SBT. This may include LLI, SPIRE, Voyager Passport, lessons from I-Ready Tool Kit, Small Group guided reading lessons, phonics skills, sight words, etc. Students receiving Tier 2 Behavior support may be receiving guidance, mentoring, an individualized behavior plan, etc.

Tier 3 Students receiving Tier 3 academic services receive an additional 30 minutes of intensive instruction focusing on the target set forth through SBT. This may include lessons from I-Ready Tool Kit, Small Group guided reading lessons, resources from Raz Plus, Voyager Passport, SPIRE, etc.. This would give the child an additional hour of instruction which focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

Provision of a Well-Rounded Education

1. Well-Rounded Education

To determine the instructional needs of our students and ensure that instruction is aligned to the standards, data is consistently being reviewed by admin during our weekly PLCs, common planning with teachers and support staff. Teachers and admin monitor FSQs and USAs through google spreadsheets, which are shared between instructional staff and administration. Data is reviewed during either morning or afternoon common plannings. In addition to reviewing FSQs and USAs, we also review the I-ready reading and math diagnostics. Students participate in Progress Monitoring Assessment three times a year. We review the data after both the PM-1 and PM-2 administrations. PM-3 serves as the official testing from the state for school accountability. From the data, determinations are made regarding reteaching and intervention support for both in school and after school tutorial. Students participate in core instruction that includes, Language Arts, Mathematics, and Science with the integration of Social Studies into the ELA block. Students also receive 30 minutes instruction in fine arts to include Music/Band, PE, Art, Media and Guidance. In addition, students have opportunities to be involved in after-school clubs and activities. Some of these activities include Academic Games, Math Club, Dance Club, Band, mentoring through Digital VibeZ, etc. All of our instructional staff with a homeroom have received a smart panel to support technology rich instruction.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

We are committed to promoting a college and career ready campus. We take our fifth graders on college tours when we are able to receive the funds to do so. Teachers decorate their doors with the schools they attended themselves to promote post-secondary success in order to start conversations with our students about college and career options. We celebrate College Fridays and recognize various schools throughout the state of Florida, while providing important information about being prepared for college. We will implement a college and career day for our students. Visitors from various career fields will share with students the vast opportunities that are available to them as they begin to consider which field they would like to explore as they grow. Presentations from our sistering middle school will also support career decisions as students in 5th grade can explore a wide variety of elective courses from which to choose that can guide them as they make future career choices. Through our curriculum we provide students with opportunities to think critically, problem solve, and work collaboratively as a way to embed job related skills.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

We have a total of four Pre-K classes on our campus. We have two VPK/Headstart classes, one VPK class of which serves our migrant population, and one full time ESE class. The students participate and are included in assemblies and activities throughout the school. Special trainings are offered throughout the year for students in our VPK program. In addition their parents are also involved in our school-wide parent events training such as Curriculum Night, Literacy Night, Math and Science Night, Summer Slide, etc. Our Pre-k students also participate in our evening programs such as multicultural night, black history night, holiday performance, etc. We want to reinforce that Pre-k is the foundation for learning and is a part of the learning process in the school. To reinforce this concept, administration meets at least two times per year with the Pre-K teachers to review data, discuss expectations for students, entering kindergarten and ways to ensure they are Kindergarten ready. Pre-k teachers will also meet with the Kindergarten teachers to discuss where students left off in Pre-k and also discuss how to better support the students to ensure they are Kindergarten ready. We host a Kindergarten Kick Off in the Spring for all of our future students. We invite local daycares and students participate and hands on activities. They are given materials to encourage summer learning. We also visit some of the area pre-K programs to provide information to incoming parents.

Professional Development

1. Professional Development

Teachers are provided professional development through our Professional Learning Communities (PLCs) by utilizing our teachers and their talent to help lead other teachers in analyzing data and identifying student needs along with student strengths and weaknesses on assessed benchmarks. Teachers also engage in common planning every week in reading and mathematics in the afternoon. These planning sessions include both resource and classroom teachers to ensure all are focused on increasing student performance. Teachers are also provided one planning day per month where they have an opportunity to plan with Regional support staff as well as administration. When appropriate, we also encourage our non-instructional staff to partake in school PD as well as district provided professional development. In addition to monthly planning, both the Glades Region and District have provided the school support through common planning and content specific cadres. We are participating in the district's K-2 Reading Cohort. In grades 3-5, we are focused on providing enrichment and interventions based on student needs. We are focused on standards-based instruction and the science of reading. In math, we are focused on standards and teachers will be attending face to face cadres. Support will be focused new materials, text complexity, unpacking the new BEST standards, alignment of text, task and talk in ELA. Additional curriculum support has been in the area of writing for our 4th and 5th grade ELA students. Science is being taught in grades K-5 and the fourth and fifth grade teachers will attend the district and regional science cohorts. Teachers are provided PD and then given an opportunity to have a lesson modeled or participate in co-teaching with feedback from the district support person. Staff is also encouraged to participate in online training created by the district as well as the curriculum department. Staff is made aware of these trainings through school email, weekly communications via the Morning Message, and bulletins when applicable. As a school we are focusing on our ESSA subgroups and closing the gap of our ELL and ESE students. ESE and ELL support teachers and contacts are also invited and encouraged to attend our weekly planning and PLC meetings. This allows teachers to share ideas and experiences they have had with various strategies and techniques with their students with whom they share.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

The school's administration participates in both the Glades Region teacher fair as well as the district teacher fair. When we have vacancies, we meet with our HR support person to identify and share our vacancies as well as the type of candidate we are looking for to join our school. In addition, we encourage the placement of both clinical ed and student teachers from various universities, and when we feel a fit is in place we are then able to offer a position if a vacancy should arise. Teachers seek us out at job fairs and via email inquiring about positions due to the atmosphere we have worked hard to create at our school. Teachers are provided with a Glades Supplement to assist with attracting potential new staff. We continuously celebrate and support our teachers. Our PLC staff meetings begin with a welcoming ritual to help support our teachers. We offer additional support to struggling teachers. Discipline support and communication with our community as well as all stakeholders helps to build a climate and culture of collaboration and support that helps us to retain our staff and grow future teacher leaders. For our vacancies, we have had to place long term substitutes. They participate in all staff trainings and professional developments. Our school's positive climate and culture is a reflection of our ability to not only recruit but to also retain our teachers.