
Title I Comprehensive Schoolwide Plan
PALMETTO ELEMENTARY SCHOOL (0561)

ELA

1. List prioritized needs statements.

- Only 35% of students are proficient in ELA in grades 3-5 based on PM2 data; additionally only 19% of students are proficient in grades K-2 based on PM2 - Focus on Foundational skills, including but not limited to fluency, vocabulary development, phonics, and phonemic awareness to improve comprehension and increase student achievement in primary grades. - Students have made little growth in in proficiency in ELA. - ELL support instructional strategies and resources for bilingual students/newcomers.

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

- Lack of foundational skills to improve comprehension and larger gaps in learning - Lack of explicit vocabulary instruction - Lack of in-depth understanding of standards and what is expected for students to know and be able to do - Lack of close reading strategies - Lack of student stamina to read long pieces of complex text - Lack of coaching, modeling, and professional development to address new curriculum/standards and implementation - Lack of books for students to read and build stamina for reading - Lack of test taking strategies- application to computer based testing from paper based strategies - Lack of personnel, resources and time to meet individual needs of students by pushing in to the classrooms for support - Lack of in class time for students to practice fluency - Lack of parent knowledge of standards and how to support their child's learning at home.

3. Share possible solutions that address the root causes.

- Provide on campus support for data analysis, professional development, and instructional coaching for teachers (SSCC, Coach, Resource Teacher)
- Use academic Tutors to push in for small group support - Training for Academic Tutors and in class support for small group instruction - Use additional resources for small group Intervention, tutorial, standards based materials for teachers and student to improve comprehension - such as Voyager, SPIRE, Fastbridge, Heggerty, Ufli, iReady, Foundations

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

- **Communication**

- Parent Call Outs in English and Spanish - Social Media advertisements (FB, Class Dojo) - Parent Conferences (in person and/or virtual) to accommodate parent needs - Translation provided by non-instructional and instructional staff as needed - Communication with families (information, student progress, etc.) to improve student achievement through the use of communication folders, social media, SIS Gateway, Class Dojo, etc.) - Continue to build teacher-parent relationship to increase effective communication and partnership for student success.

- **Parent Training**

- Parent training to be offered in order to support parents/families as they work with students at home. - Literacy Night focusing on reading foundational skills to help support reading at home. - Curriculum Night to train new parents on literacy programs available at home as well as changes for previously trained parents. - New Worlds Reading Initiative to support reading strategies at home

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

- **School**

- Provide literacy training that helps provide support at home and supply books for reading. - We will focus on providing materials and resources to support foundational skills development at home (fluency, vocabulary, phonics, comprehension).

- **Students**

- Practice reading strategies at home. - Students will practice the foundational skills development at home (fluency, vocabulary, phonics, comprehension) that school provides. - Students will complete work at school to the best of their ability.

- **Parents**

- Attend trainings, schedule parent conferences, and provide students opportunities to read at home. - Parents will use the foundational skills development activities at home (fluency, vocabulary, phonics, comprehension) that school provide to support their child's learning. - Parents will ensure students attend school daily and arrive on time.

- **Staff Training**

- Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills -fluency, vocabulary development, phonics, phonemic awareness- Teams will use data to create make and takes, and provide families with strategies to support literacy at home. - Staff training to assist teachers in understanding how to better engage and support parents/families as they work with students at home

- **Accessibility**

- Materials can be made available to families who are unable to attend or to watch and use again after training. - Translation support - Continue to provide information with families in their native language to ensure parent engagement and support - Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed - Continue to provide flexible meetings to help parents be engaged in their child's learning.

Math

1. List prioritized needs statements.

- 22% of students are currently on grade level in math based on PM2. - Foundational/fact fluency needs development in order to practice more complex concepts; - Teachers need professional development in the areas of whole group and small group instruction - Teachers need more training on using math manipulatives for hands on practice

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

- lack of coaching/modeling - lack of instructional planning - lack of professional development - lack of fluency practice and mastery of foundational skills - lack of resource teachers to support learning during math blocks - lack of standards based resources to explicitly teach/reteach math - lack of test taking strategies- application to computer based testing from paper based strategies - lack of parent knowledge of standards and how to help their child at home

3. Share possible solutions that address the root causes.

- Provide the fluency materials, programs, assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (math manipulatives, Reflex Math, Flocabulary, Frax, IXL), also purchase additional standards based resources to support foundational skills. - Provide professional development , collaborative planning, and teacher training opportunities to build teacher capacity, - Use resource teachers, paraprofessionals, and/or academic tutors to support math instruction in small group - Provide professional development for teacher through the use of a math coach to provide coaching and support - Provide opportunities for school staff to attend webinars, conferences to strengthen delivery of instruction and develop strong school climate - Provide extended learning opportunities through tutorial programs in math - Provide Math night training opportunities supporting parents on foundations fluency skills (math fluency, math strategies, problem solving, etc.) - incentives for fact fluency improvement

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

• Communication

- Parent Call outs in English & Spanish - Social Media advertisements (Facebook, Class Dojo) - Parent Conferences (in person & virtual) - Translation provided by non-instructional and instructional staff as needed - Continue to work on communication with families (information, student progress, etc.) to improve student achievement through the use of communication folders, social media, SIS Gateway, Class Dojo, etc) - Continue to build teacher-parent relationship to increase effective communication and partnership for student success.

• Parent Training

- Math Night to provide strategies to improve student fluency and foundational skills basic facts for addition, subtraction, multiplication, and division) at home. - Training on Math Night should also include any software or resources available on the student portal. - Curriculum Night to train new parents on math programs available at home as well as changes for previously trained parents

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

- **School**

- The school will use data and feedback to provide parents ongoing training that is relevant and connected to student achievement as well as encourage family engagement. The school will use social media and technology to support attendance, math, and parent trainings, throughout the year. - Provide activities focused on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency- parent trainings and materials

- **Students**

-Students will increase minutes spent practicing math fluency skills as well for Math. Students will monitor their growth. - Use activities provided by school that focus on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

- Parents will attend trainings and ensure students are practicing fluency at home. Parents will set routines at home that support readiness to attend school on time. Parents will commit to bring students to school on time and limit absences and early dismissals. Parents will also keep up to date with communication either via folder, parent calls, or social media. -Support the use of activities focused on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency (strategies to implement at home)

- **Staff Training**

- Teachers will be trained on how to build parent capacity during Math Night focusing on reading foundational skills (basic facts for addition, subtraction, multiplication, and division) - Teams will use data to decide strategies, standards, or skills that students need support with and look for resources to develop make and takes for parents to support math at home. - Train teachers to conduct effective and positive parent conferences. Be able to have difficult conversations with families on student progress, as well as providing families with strategies and resources for parents/families to work with their students at home

- **Accessibility**

- Materials can be made available to families who are unable to attend or to watch and use again after training. Translation, Social Media Videos and/or recordings of strategies to support students with different needs. - Continue to provide information with families in their native language to ensure parent engagement and support - Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed - Continue to provide flexible meetings to help parents be engaged in their child's learning.

Science

1. List prioritized needs statements.

56% of students are predicted to be proficient in 5th grade science based on the Winter Diagnostic.

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

- Lack of science integration across subjects - Resources do not align to expectations - lack of practice in transferring knowledge from paper to computer based assessment - lack of comprehension and skill practice - lack of PD and training for teachers - Increased reading deficiencies impede students from successfully reading and understanding science text and questions - lack of test taking strategies - lack of parent knowledge of standards and how to support learning at home - lack of understanding of progression of standards - lack of mastery of Fair Game standards

3. Share possible solutions that address the root causes.

- Use online programs in all grades- IXL for grades 1-5, Online programs and software to engage students- Flocabulary - Provide opportunity for teacher Collaborative planning for science and training - Provide more hands on activities in all grade levels (science manipulative for experiments - Provide science lab opportunities, possibly on the Fine Arts wheel - Science coaching - Science Fair for grades 2-5 - Science tutorial beginning in grade 3 instead of grade 5 only - Provide and implement professional development to support teachers' growth in planning and delivering differentiated instruction - Outside support from Cox Science Museum to provide more opportunities for students and families to be engaged in science concepts

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

- **Communication**

- Parent Calls in English and Spanish - Social Media advertisements (FB, Class Dojo) - Parent Conference (in person and virtual) - Translation provided by non-instructional and instructional staff as needed

- **Parent Training**

- Science/STEM and IB Night focusing on science foundational skills (science vocabulary, concept knowledge, and scientific method) - Curriculum Night to train new parents on science programs available at home as well as changes for previously trained parents.

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

- **School**

- Provide Science and STEM training that helps parents provide support at home and supply ideas for practicing science in the everyday world - School will focus on science vocabulary in grades K-5 to increase student proficiency- provide materials and resources during parent trainings.

- **Students**

- Participate and engage in classroom activities that support their understanding of science concepts - Students will use activities building science vocabulary in grades K-5 to increase student proficiency.

- **Parents**

- Attend trainings, schedule conferences, and provide students opportunities to read at home - Parents will support the use of activities provided by school building science vocabulary in grades K-5 to increase student proficiency.

- **Staff Training**

- Teachers will be trained on how to build parent capacity during Science/STEM Night to support Science/STEM Night focusing on science foundational skills (science vocabulary and concept knowledge) - Science Museum and IB Training will support this event. - Assist teachers in understanding how to better engage and support families as they work with students at home - Grade level science nights

- Accessibility

- Continue to provide information with families in their native language to ensure parent engagement and support - Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed - Continue to provide flexible meetings to help parents be engaged in their child's learning.

Action Step: Classroom Instruction

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

Budget Total: **\$117,981.10**

Acct Description	Description				
Resource Teacher	.5 Resource Teacher to provide small group instruction in all subjects through a push-in and/or pull-out mode of support for at-risk students K-5.				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	BT 516324- Power Strip Towers for Chromebooks Charging Stations	1	\$819.75	Budget Transfer	\$819.7

Acct Description	Description									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Out-of-System non-certified tutors will provide remediation and enrichment support in ELA and Math through a push in model during the day for struggling/at-risk students in Grades K-5. Tutors will start when school begins.	2	\$15.00	5	6	40	Non-Certified	Original	\$36,000.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Science Lab Consumables	1	\$4,000.00	Manipulatives		Original	\$4,000.00			
	General Supplies: Copy paper, pre-sharpened pencils, file folders, binders, paper, pencils, pens, pencil pouches, highlighters, pocket folders, laminating pouches, dry erase markers, student white boards, composition notebooks, binder tabs, cardstock, chart paper	1	\$5,104.25	General Supplies		Original	\$5,104.25			
	Magnetic Reading - iReady books for small group instruction in Reading, Grades 3-5	300	\$15.00	Instructional Materials		Original	\$4,500.00			
	Adjustment - benefits credit and final allocation.	1	\$3,164.00	General Supplies		Other	\$3,164.00			
	BT 516324- Reduced allocation adjustment to transferred funds to purchase power strips for Chromebooks charging stations	-1	\$819.75	General Supplies		Budget Transfer	-\$819.75			

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 204 1455 293">Item</th> <th data-bbox="1459 204 1602 293">Quantity</th> <th data-bbox="1606 204 1770 293">Rate</th> <th data-bbox="1774 204 1900 293">Type</th> <th data-bbox="1904 204 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	Flocabulary Plus - ELA, Math, Science. Students in Grades K-5 will use Flocabulary Plus to increase their understanding of vocabulary.	1	\$4,327.85	Original	\$4,327.8					
	Generation Genius - Math, Science. Students K-5 will use Generation Genius to increase and deepen knowledge of math and science standards.	1	\$1,795.00	Original	\$1,795.0					
	IXL - Math. Grades 3-5 will use IXL to deepen content specific knowledge of Math standards.	1	\$2,900.00	Original	\$2,900.0					
IXL - ELA, Science. Grades 3-5 will use IXL to deepen content specific knowledge of ELA and Science standards.	1	\$4,300.00	Original	\$4,300.0						

Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$160,460.88

Acct Description	Description
Tch Res Staff Development	Teacher Resource Staff Development will provide professional learning and training for K-5 teachers in ELA.

Acct Description	Description																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>K-5 Teachers will collaborate to analyze data and trends and plan for small group instruction in ELA and Math beginning in late July and going throughout the school year.</td> <td>39</td> <td>\$25.00</td> <td>1</td> <td>1.75</td> <td>5</td> <td>Certified</td> <td>Original</td> <td>\$8,531.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K-5 Teachers will collaborate to analyze data and trends and plan for small group instruction in ELA and Math beginning in late July and going throughout the school year.	39	\$25.00	1	1.75	5	Certified	Original	\$8,531.00
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Single School Culture Coordinator	Single School Culture Coordinator will provide professional learning in ELA/Math/Science curriculum, facilitate PLC's and monitor curriculum in grades K-5, as well as implement strong systems for behavior, climate, culture and academics to result in high academic achievement.																											
Travel out-of-county	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Staff will attend the Florida League of IB Schools conference (FLIBS), 9/19-21/25 in St. Petersburg to improve instructional practices and look deeper into planning transdisciplinary curriculum. Supplemental Trainings not needed for IB cert. Registration, \$130; Transportation, \$100; Lodging, \$671.22; Per diem \$108.</td> <td>2</td> <td>\$1,009.22</td> <td>Original</td> <td>\$2,018.44</td> </tr> <tr> <td>Staff will attend FLIBS Quarterly meeting 12/2-5/25 in St. Petersburg to improve instructional practices and look deeper into planning transdisciplinary curriculum. , Supplemental trainings not needed for IB cert. Registration, \$130; Transportation, \$100; Lodging, \$671.22; Per diem \$108.</td> <td>2</td> <td>\$1,009.22</td> <td>Original</td> <td>\$2,018.44</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	Staff will attend the Florida League of IB Schools conference (FLIBS), 9/19-21/25 in St. Petersburg to improve instructional practices and look deeper into planning transdisciplinary curriculum. Supplemental Trainings not needed for IB cert. Registration, \$130; Transportation, \$100; Lodging, \$671.22; Per diem \$108.	2	\$1,009.22	Original	\$2,018.44	Staff will attend FLIBS Quarterly meeting 12/2-5/25 in St. Petersburg to improve instructional practices and look deeper into planning transdisciplinary curriculum. , Supplemental trainings not needed for IB cert. Registration, \$130; Transportation, \$100; Lodging, \$671.22; Per diem \$108.	2	\$1,009.22	Original	\$2,018.44			
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection.

Budget Total: \$3,833.27

Acct Description	Description									
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Parent Support by CLF	1	\$27.00	1	1.5	10	Non-Certified	Original	\$398.00	
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-Certified School Staff to provide Childcare outside of contract hours to support parent meetings and trainings.	1	\$27.00	1	1.5	8	Non-Certified	Original	\$318.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Refreshments/food for three Parent Trainings listed in the SWP.	3	\$100.00	Program Supplies			Original	\$300.00		
	Communication Folders (24/pack)	25	\$42.00	General Supplies			Original	\$1,050.00		
	Paper (copy, color)	1	\$633.27	General Supplies			Original	\$633.27		
Postage	Item	Quantity	Rate	Type			Total			
	Stamps for school-home communication to send information regarding annual meeting and parent engagement events	500	\$0.73	Original			\$365.00			
Enrichment Contracts	Item	Quantity	Rate	Type			Total			
	COX Science Center will provide activities, materials to implement the scientific method through Fun with STEM. Sept. 24th.	1	\$528.00	Original			\$528.00			

Mission Statement

1. Mission Statement

Palmetto Elementary will actively engage parents and families in authentic opportunities in which they can become active partners in their child's education through school functions, open communication and academic trainings.

Involvement of Stakeholders

Name	Title
Kristina Sanford	Principal
Jennifer Mooney	Assistant Principal
Stephanie St. Clair	SSCC
Ana McCalla	ESOL Coordinator
Whitney Fisher	IB Coordinator
Allyson Salmaggi	ESE Coordinator
Jessica Cabrera	Parent
Maria Andrade	Parent
Fior Lopez	Parent

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

School leadership openly invites all stakeholders to become included in providing feedback on how to increase positive parent and family involvement. At the very first SAC meeting of the school year all parents, business partners and faculty/staff will be invited to attend and become an active member of the committee. Palmetto strives to reach out to and include members that will accurately reflect the diverse community that which it serves. All stakeholders are invited to attend.

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

All stakeholders will be able to give input and suggestions at meetings in which the content of plans are developed and reviewed. The CNA/SWP/PFEP meeting was held February 2025. At this stakeholder meeting we shared out key school data and sought input/feedback from employees as well as parents/guardians and business partners as to possible barriers and solutions. The tentative date to develop FY26 CNA/SWP/PFEP is February 2026.

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

Input from stakeholders as to how Title I funds are spent to increase parent and family engagement is solicited at both online and live meetings. Monthly SAC meetings are also used in order to review and approve such expenditures. As a result of the Stakeholder meeting in the spring of 2025, it was decided that Title I funds were to be used to pay the salaries of supplemental teaching positions that would support student achievement, tutorial programs and supplemental materials targeting the improvement of struggling readers. It was recommended that Title I parent engagement funds would be used for the Science Museum, supplies and postage for communication, and child care and CLF coverage for parent trainings.

Name	Title
Kristina Sanford	Principal
Jennifer Mooney	Assistant Principal/ Title I contact
Stephanie St. Clair	SSCC
Whitney Fisher	IB Coordinator

Annual Parent Meeting

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

The Palmetto Annual Title I Meeting will be held in person on September 17th, 2025 at 3:30 in the West Cafeteria.

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

Parents, teachers and the community will be notified of the annual meeting in several ways including use of School Story on Class Dojo, parent flyers sent home in the backpack, Parent Link call-out and invitation on Class Dojo as well as through Parent link text.

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

As the meeting will be conducted in person the material needed will include a computer connected to the overhead projector or Smartboard. The materials that will be prepared for this meeting are invitations as well as items that will be reviewed such as the 2026 Parent and Family Engagement Plan, Title I Compacts and the Title I Annual Meeting PowerPoint that is created by the district and revised to include information that is specific to Palmetto Elementary.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

SIS Parent Portal

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

During pre-school (August) teachers will be trained on navigating the SIS Family portal to increase effective communication as well as support parents in understanding how to access student data, update personal information, etc.

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

Teachers will utilize mobile communication to stay in contact with families in order to provide open communication and support student learning.

- What will teachers submit as evidence of implementation?

Handouts, Slide deck, conference notes that reflect sharing directions for SIS Gateway access, email addresses, translated instructions, etc

- Month of Training

August

- Responsible Person(s)

AP, SSCC

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Including Families in Intervention Support

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

Staff will learn strategies to help parents work with their children on foundational literacy skills. Teachers will guide parents on how to support classroom learning at home.

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

Parents will be given tools to enhance their child's literacy development at home.

- What will teachers submit as evidence of implementation?

Resources shared with parents, conference notes that reflect specific strategies and resources to use at home , handouts

- Month of Training

October

- Responsible Person(s)

SBT Leader

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

STEM Night

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

Parents and students will practice hands on science experiments that can be replicated and enhanced in the home environment. Parents and students will learn how to conduct a science experiment using the scientific method.

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

Stations will be available for STEM and Science hands on practice. Parents and students will also learn about the scientific method and about the Science Fair Projects.

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

Students will increase their hands on science and STEM experiences which will increase their ability to critically think and problem solve as global IB scholars.

- Date of Training

September 2025

- Responsible Person(s)

AP, IB Coordinator, Teachers

- Resources and Materials

Books, paper, chart paper, laptops/ipads

- Amount (e.g. \$10.00)

100.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

Parents will learn reading strategies to help increase students comprehension. Parents will learn how to use academic language while reading, increase vocabulary, and what questions to ask students about what they are reading.

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

Grade level stations will be provided for: vocabulary, comprehension, and fluency

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

Increase student vocabulary, academic language use, comprehension, and fluency

- Date of Training

November 2025

- Responsible Person(s)

Literacy Committee, Media Specialist, Teachers

- Resources and Materials

Books, paper, chart paper, laptops/ipads

- Amount (e.g. \$10.00)

100.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Night

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

Parents will learn reading strategies to help increase students math fluency. Parents will learn how to log in and use online math programs, use fact fluency activities at home, and what questions to ask students about what they are learning.

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

Stations will be provided with math activities for different age groups including fact fluency, two-step word problems, and math strategies for problem solving

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

Increase student fact fluency and strategies for problem solving.

- Date of Training

January 2026

- Responsible Person(s)

Math Committee, SSCC, Teachers

- Resources and Materials

flash cards, paper, chart paper, laptops/ipads

- Amount (e.g. \$10.00)

100.00

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

ESOL/ELL; Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department will share information with parents to provide academic support as well as social services that will assist parents and families.

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

Agenda, minutes, proof of attendance

- Frequency

Annually

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

- Name of Agency

Education Foundation

- Describe how agency/organization supports families.

Education Foundation will provide much needed supplies for our families so our students have the tools they need to achieve academically.

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

Partnership letter and thank you letter

- Frequency

Annually

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

- Name of Agency

Rotary Club

- Describe how agency/organization supports families.

The Rotary Club will provide much needed school supplies for our neediest families that will provide students with the tools they need to achieve academically.

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

Partnership letter, thank you letter.

- Frequency

Annually

Communication

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

- **Description**

Palmetto held a CNA input meeting and will hold a Title I Annual Meeting that will introduce all parents to Title I and inform them as to what it means to be a Title I school, the PFEP and Compact will be shared. Monthly SAC meetings will be held to inform all parents about updates and to solicit feedback and suggestions. Information will be shared at all parent conferences and parent trainings. Parents will be invited to all instances via school marquee, School story on Class DOJO, parent flyers sent home.

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

Invitations/parent flyers, Class DOJO, agendas, minutes and proof of attendance for all instances.

- **Description**

Palmetto Elementary will explain all curricular and academic expectations at Curriculum Night. Parent conferences will also be held in an ongoing basis to inform parents of curriculum and expected proficiency levels.

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

Curriculum Night PPT and handouts, agendas, minutes, proof of attendance and School Story on Class DOJO.

- **Description**

Palmetto Elementary will share information with parents about academic assessments used to measure student progress and achievement levels through progress reports, report cards parent conferences and phone calls. All information will be translated by a CLF and sent home in the native language.

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

Parent conference record forms will be used to document conversations about academic progress and achievement, academic assessment reports, and I ready reports.

- Description

Palmetto Elementary will hold SAC meetings where Title I information will be disseminated to to parents. Parents will have an opportunity to provide feedback and input in an effort to participate in active decision making in the education lives of their children. Palmetto will inform parents of these opportunities by messages via the School Story on Class DOJO as well as the school marquee. Parents will also be invited to the Title I Annual Meeting, parent/teacher conferences, IEP/LEP Meetings and SBT Meetings that will share decision making opportunities in the academic lives of the students

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

School Story on Class DOJO will be printed, conference record forms, agendas, proof of attendance

- Description

Palmetto Elementary will hold in person and virtual meetings and trainings that can accommodate the work schedules of parents by offering flexible meeting times. Palmetto will also provide translation services for parents at all events in order to make the information more accessible to parents. We will provide childcare as much as possible.

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

School Story on Class DOJO will be printed, agendas with different times, invitations with links (f available) to meetings/trainings, proof of attendance.

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

All information shared with parents will be done in English as well as their home language. Translation services will be made available for all meetings, conferences and trainings.

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

Class DOJO in home languages, agendas, PFEP, Compacts, flyers in all languages

- Description

Palmetto Elementary will make every effort possible to to give parents with disabilities the opportunity to participate in parental involvement activities and feel welcome on campus. Palmetto will provide any special assistance that may be need such as wheelchair access and hearing impaired support. School building is ADA compliant.

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

Print out of any information of requests for assistance of parents with disabilities as well as documentation of assistance provided, back up photos when applicable, emails. Photos of ADA compliant campus.

- Description

Palmetto Elementary will work with the Multicultural Department and Migrant Student Education to identify any families that may be engaged in migratory work so that additional assistance and support can be made available to them and to ensure that they feel welcome and a part of the school community. Palmetto will be able to provide assistance with free school supplies and uniforms for families are engaged in migratory work.

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

List of students from Multicultural Department, emails, distribution logs. Migrant brochure, Migrant info from Annual Meeting, Migrant report.

- **Description**

With the help of the McKinney-Vento Office, Palmetto Elementary will reach out directly to parents who may need services to not only welcome them to the school community, but also to invite them to important school functions. Palmetto will support by providing assistance in linking parents up with organizations, mental health and guidance services. Palmetto will be able to provide assistance with free school supplies and uniforms for families experiencing homelessness.

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

School Story on Class DOJO, emails, parent conference record forms, distribution logs. McKinney Vento flyer of services provided in all languages.

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

Palmetto will work with agencies that work closely with our School Counseling Department in identifying students with specific needs. Counseling services are provided via Caring First for outside agencies or on-campus by our School Guidance Counselor or Behavioral Health Professional. Referrals to outside counseling service providers will be completed for students in need of mental health programs and services. Palmetto will work with the Migrant Student Education Department to provide tutorial services specifically targeting and tailored for the migrant student population. Guidance counselors will track and monitor migrant students in tutorial programs. Representatives from McKinney-Vento will assist Palmetto families to inform parents of services that are available to them. The Guidance Department will also create groups with parent support to provide services as needed with non-academic skills (ie anger management, bereavement, building coping skills). The Guidance Department will also oversee instruction in Character Counts program for students to learn positive behavior and character building. Palmetto will show proof of implementation and monitoring with parent sign in sheets for each parent training or meeting, along with student sign in sheets for counseling and mentor groups. The school Behavioral Health Professional will assist with student non-academic needs, such as SLL strategies and mentors, by providing direct services as well as finding outside resources for students and families. As an IB elementary school, students will be instructed through the units of instruction on the student learner profiles that promote positive student attributes through a globally centered growth mindset. Palmetto will use Positive Behavior Intervention Support to teach, build and support positive behavior for all students.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School Based Team (SBT) reviews student referral packets and provides assistance to specific students by discussing student data and emotional needs with teachers, parents, agency and community outreach. Members of SBT include administration, the SBT Leader, the School Counselor, School Psychologist, ESE and ESOL Coordinators, Behavioral Health Professional, parents, and more. We continuously problem-solve and create action plans that best serve the child. Our school counselors work alongside the SBT to develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. The teams meet on an ongoing basis to discuss and update specific cases to decide on the next appropriate steps. Students receive daily ELA, math, social studies/science core instruction using the district's approved curriculum based on the state standards and benchmarks. Students also receive whole group/small group instruction in regards to behavior in grades K-2 through the Guidance Counselor, Behavioral Health Professional, and homeroom teachers which enforce our schoolwide behavior matrix, with consistent reinforcement and incentives/rewards. Students that are not responding to Tier 1 instruction during the non-interrupted 90-minute Reading Block and the 45-minutes a week iReady Reading Program also receive additional interventions that are implemented at the same time school wide to ensure that all student are receiving appropriate services. The specific tier of intervention is determined by using the district's grade level decision trees for both ELA and math and analyzing various data sources. Upon determining the level of intervention support, teachers will also utilize data sources, including observations, to determine the specific target for intervention. Ongoing weekly progress monitoring of interventions is performed in order to track the students' progress and adjustments are made to the students' tier of support and instruction based on the results of progress monitoring data. Tier 2/iii and Tier 3 instruction is implemented outside the 90-minute Reading Block for ELA interventions. Tier 2 instruction for math is provided within the math block in small groups and tier 3 instruction is provided outside of the math block. The students in the Tier 2 category for ELA intervention receive district approved interventions that include LLI, Repeated Reading or SPIRE instruction in a small group setting based on their individual needs. While, the students who demonstrate a need for supplemental supports in math can receive instruction through i-Ready Tools for Instruction or Savvas Math Diagnosis and Intervention System. Students that do not respond to Tier 2 interventions in either ELA or math will receive intensive interventions or Tier 3 supports concurrently with tier 2 supports. Palmetto has added a school wide intervention time to the master schedule in order to provide Tier 2 and Tier 3 intervention to all students for ELA and math that are in need. Students are progressed monitored on a weekly or bi-weekly basis by their assigned interventionist of both Tier 2 and Tier 3 services. Proof of implementation for SBT will include all SBT agendas, along with conference notes on students on which they have met.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Palmetto is an authorized Primary Years Program IB School. Students receive instruction that is Florida State Standards and B.E.S.T. Standards driven and structured to encourage independent learners and global thinkers. Transdisciplinary instruction is a key component of the instructional model. Instruction is based on individual student academic needs and is enhanced by STEM focus. Technology is key to drive the student interest and proficiency in areas needed as they prepare for career and college readiness. Palmetto is a full time service gifted provider. Enrichment occurs in opportunities throughout the day to learn in a different language (Spanish), show the ability to work above the rigor of the standards and clubs (ie. SECME, IB Ambassadors, Odyssey of the Mind). Students are also given the opportunities to work in above grade level math AMP classes. Palmetto will monitor the implementation of well rounded education with PLC/PD agendas and sign in sheets, as well as UOI unit plans and student samples from iPads or UOI walls in the classrooms and in google classrooms for virtual students. All student data is analyzed in order to help drive the instruction. Extended learning opportunities will also be made available to students in an online format through the Google Classroom platform, extracurricular clubs, and through the 21st Century Afterschool Program.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Palmetto is an authorized Primary Years Program IB school that provides instruction through a global mindset. Our students are being prepared to grow within the IB program as it flows into the Middle Years Program and the Diploma Program that will ultimately prepare them for post-secondary opportunities. Junior Achievement is a partnership that promotes student interest in a variety of careers by empowering the students to own their own economic success. The SECME extended learning opportunities for grades 3-5 expose the students to several science based career paths and interests. The AMP program in third, fourth and fifth grades allow for students to receive instruction in an accelerated course path. This will be monitored with FAST (AMP) scores. In addition, Palmetto includes project based learning opportunities for the students through their units of instruction.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Palmetto offers a school year Voluntary Prekindergarten (VPK) program. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Live face to face Meet the Teacher sessions were held with VPK parents before the first day of school. Palmetto will also hold Curriculum Night in order to give parents an opportunity to learn the curriculum and grade level expectations and learn valuable information about the upcoming new year. Parents be informed of the grade level curriculum expectations and allow them to set parent/teacher conferences for more individualized meeting. Palmetto has a yearly Kindergarten Kick Off for incoming students and parents which will be done in an online format and face-to-face, which has been very successful in registering in-coming students for the new school year. Through the use of a Power Point Presentation our teachers inform parents of FSA, procedures related to our school and discuss readiness for entering Kindergarten. Parents are given instructional packets of Kindergarten readiness to work with students at home. Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to before entering Kindergarten. Parents of any child transitioning into Kindergarten will also be given on-site tours of the school as requested. Implementation of this will be monitored through Kindergarten Kick Off sign in sheets, sign in when families tour the campuses, and sign in and agendas from all parent meetings/trainings as well as Meet the teacher.

Professional Development

1. Professional Development

Faculty and staff receive professional development opportunities through from IB specialists in effective instructional practices that will yield students that are inquirers and achieve academic success. Faculty and staff are encouraged and allotted time to attend off-campus conferences and trainings to enrich their knowledge of the IB program, content area instruction, supporting students with disabilities and English-language learners, providing positive behavior supports, and more. Collaborative planning sessions are scheduled as needed to provide teachers time to plan across specific content areas. Teachers who are trained in Clinical Education provide mentoring to teachers within the ESP program. Common planning sessions are implemented on a rotating daily basis where data is analyzed and interpreted to drive effective instruction. Professional development opportunities are also taken during faculty meetings with specific sessions provided by Single School Culture Coordinator and Administration. Professional Development Days will allow teachers an opportunity to receive professional development that will provide curriculum and implementation support. Proof of PD will be monitored with sign in sheets and agendas, along with follow up activities or assignments from teachers that align to the PD provided.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

There is an open door policy by the Principal and Assistant Principal for all Staff. Palmetto offers high quality professional development opportunities to support all faculty and staff. Job openings are advertised on school board website. Teachers coach teachers providing a shared leadership environment. Prior to the beginning of the school year, all new teachers took part in a pre-school orientation to acclimate them to the school environment and expectations of the organization. Clinical Educators are mentoring new teachers through Educational Support Program (ESP) sponsored by the school district and implemented/ monitored by the Assistant Principal. Palmetto welcomes many student teachers and Practicum students that are preparing to enter the field of education. Many of these student teachers stay on as full time employees upon graduation. Administration takes part in job fairs in order to recruit high qualified candidates for job openings. Teachers are recognized and appreciated in order to build positive school culture and climate. In order to monitor this, Palmetto will keep sign in and agendas from all ESP meetings, all mentor meetings, and PLCs and PDs. In addition, SSCC will submit daily logs. New teachers take part in their own assigned PLC in order to support their needs as emerging educators every six days. Palmetto Elementary will also provide opportunities for part-time pay for teachers through tutorial programs that will be made available before school and after school.