
Title I Comprehensive Schoolwide Plan
GLADE VIEW ELEMENTARY SCHOOL (1251)

ELA

1. List prioritized needs statements.

The ELA data represents 27% ELA achievement for students in grades 3-5 (23-24) 25% of these students entered 3rd grade reading on grade level 34% of students entered 3rd grade mastering phonics skills (24-25) 34% of students entered grades k-2 showing mastery with phonics skills. (24-25) 29% of ELA achievement for 3rd grade ELL students.

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

1. Due to teachers supporting a massive amount of students with supplemental and intensive intervention needs, teachers need additional time to plan for structured small groups to effectively meet the needs of student learners. 2. Parents need support implementing reading strategies to extend learning in the home 3. Due to students not receiving lots of exposure and having limited resources in the community, students need lots of support building background knowledge to make connections with the content 4. Teachers need modeling to support with instructional delivery to provide effective reading instruction 5. Students need lots of support with foundational skills to close learning gaps 6. Teachers need guidance providing effective instruction in small groups

3. Share possible solutions that address the root causes.

1. Provide human resources like an academic tutor to assist with providing supplemental and intensive intervention 2. Parent trainings that are specific to the content presented to help parents receive support with implementing reading strategies 3. Students can participate in field trips to receive exposure related to the content to help increase background knowledge 4. Provide professional development that's hands on where teachers can observe instructional strategies being implemented with students . (programs like ufli) 5. Providing tutorial 6. Provide pd for teachers to observe how to implement differentiation strategies in small groups

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

- Communication

1. The school will assist parents with information on how to schedule parent conferences. 2. The school will support parents with a guide to help them understand questions that they can ask during parent conferences regarding ELA information, so that they are more prepared to engage in conversation regarding ELA content

- **Parent Training**

1. Reading training that provides parents with vocabulary strategies and summarizing strategies (comprehension) to help parents develop skills that can be utilized to extend learning in the home. 2. Technology training to assist parents with reading iready data reports and how to monitor student progress 3. Report Card trainings to help parents understand how to read report card information for ELA grade level skills assessed and performance codes

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

- **School**

1. The school will provide tutorial for students to assist with closing learning gaps. 2. The school will provide more reading resources throughout the year from the New World reading resource to help students with receiving books to read to extend learning in the home. 3. The school will provide more reading resources throughout the year from the New World reading resource to help students with receiving books to read (develop reading library)

- **Students**

Students will attend assigned to tutorial with the parent permission

- **Parents**

1. Parents will...attend parent trainings 2. Parents will ensure that students attend assigned tutorial

- **Staff Training**

1. Staff Trainings on parent conferences, focused on welcoming Parents into the school community, to help teachers effectively communicate reading data in parent conferences so that parents feel welcome. 2. Report Card Trainings to help staff understand how to communicate report card information to parents as it relates to on grade level reading standards assessed and grading codes

- Accessibility

Flexible meeting dates, translation support, distribution of information in all languages

Math

1. List prioritized needs statements.

*6% of students in grades k-2 show mastery in number sense and 6% of k-2 students show mastery in operations *69% of 3rd graders are below grade level on Number sense and additive Reasoning * 52% of 3rd graders are below grade level on Number sense and multiplicative reasoning *6% of intermediate students are proficient with Number Sense operations fractions and decimals *12% of intermediate students are proficient with number sense operations with whole numbers

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

1. Students lack foundational skills when identifying reading, and writing numbers. 2. Parents need support with math strategies to extend learning in the home 3. Teachers need guidance providing effective instruction in small group (reteach standards and current standards) 4. Due to teachers not receiving lots of exposure to practicing technology enhanced items, teachers need support reviewing question types 5. Students need more time to practice math skills, the scope and sequence does not allow enough practice time

3. Share possible solutions that address the root causes.

1. Provide tutorial 2. Provide parent training that is hands on to help enhance foundational skills to extend learning in the home(use the gradual release model) 3. Support teachers with pd to assist with differentiation strategies in small groups 4. Provide pd on how to assist teachers on utilizing technology enhanced items during instruction 5. PD on how to utilize the math block more effectively to support with student practice

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

- **Communication**

1. The school will assist parents with information on how to schedule parent conferences. 2. The school will support parents with a guide to help them understand questions that they can ask during a parent conferences regarding math information, so that they are more prepared to engage in conversation regarding math content

- **Parent Training**

1. Math trainings using the gradual release model to provide parents with hands on practice with math fluency facts, fractions, and geometry. 2. Technology training to assist parents with reading iready data reports and how to monitor student progress in mathematics 3. Report Card trainings to help parents understand how to read report card information for mathematics and understand grade level skills assessed and grading codes

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

- **School**

Provide more resources to assist with math fluency skills (provide manipulatives to take home)

- **Students**

Students will attend assigned tutorial

- **Parents**

1. Parents will attend parent trainings 2. Parents will ensure that students attend tutorial

- **Staff Training**

1. Staff Trainings on parent conferences, focused on welcoming Parents into the school community, to help teachers effectively communicate math data in parent conferences so that parents feel welcome. 2. Report Card Trainings to help staff understand how to communicate report card information to parents as it relates to on grade level math standards assessed and grading codes

- Accessibility

Flexible meeting dates, translation support, distribution of information in all languages

Science

1. List prioritized needs statements.

*47% Winter diag overall proficiency *34% of 5th grade students are performing below level on fair games life standards that include foundational skills

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

1. The McGraw Hill Florida science resources don't provide lots of students practice students need more visual activities to comprehend the science content 2. Parents need support with understanding science curriculum to extend learning in the home 3. Students need remediation support due to students lacking background knowledge with the fairgame standards 4. Students have limited background knowledge on the content presented and need support with vocabulary development

3. Share possible solutions that address the root causes.

1. Purchase materials to help increase vocabulary and materials for science experiments to increase knowledge 2. To engage parents into the science content implement a science night show case where parents can learn about science content and view student projects (Science Night) 3. Tutoring for students or a human resource to assist students with small group support 4. Provide field trips for students to make real world connections with content

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

- Communication

Provide school events related to science curriculum that engage parents in understanding the science content

- **Parent Training**

1. Training that showcase visual science boards of student experiments, including key vocabulary related to a specific unit, where parents can interact with projects and engage with the science content. 2. Technology training to assist parents with science activities that can be implemented in the home. 3. Report Card trainings to help parents understand how to read report card information for science and understand grade level skills assessed and grading codes

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

- **School**

By providing opportunities for parents to engage in science curriculum by creating events for parents to interact with science content

- **Students**

Students will attend assigned tutorial with parent permission

- **Parents**

Parents will.. ensure that students attend assigned tutorial Parents will.. attend parent trainings

- **Staff Training**

1. Staff Trainings on parent conferences, focused on welcoming Parents into the school community, to help teachers effectively communicate science data in parent conferences so that parents feel welcome. 2. Report Card Trainings to help staff understand how to communicate report card information to parents as it relates to on grade level science standards assessed and grading codes

- **Accessibility**

Flexible meeting dates, translation support, distribution of information in all languages

Action Step: Classroom Instruction

Plan and engage all students in differentiated, small group, afterschool with hands-on, real life experiences and meaningful instruction that will provide standard based and targeted intervention.

Budget Total: **\$49,756.96**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Total	
	Dry Erase Markers (8 pack)	50	\$6.52	General Supplies	\$326.00	
	Highlighters (100 per pk - variety)	11	\$23.00	General Supplies	Original	\$253.00
	Pens (4th & 5th Grade)	10	\$44.81	General Supplies	Original	\$448.10
	Zip Lock Bags Quarts (300 in a pack)	5	\$37.70	General Supplies	Original	\$188.50
	Copy Paper (Case)	151	\$30.99	General Supplies	\$4,679.49	
	Sharpies	10	\$13.99	General Supplies	Original	\$139.90
	Black Magnetic Dry Erase Markers with Eraser Cap -72 pcs	40	\$9.99	General Supplies	Original	\$399.60
	Dividers for AVID Binders	50	\$6.99	Program Supplies	Original	\$349.50
	Color Copy Paper (Case)	24	\$64.38	General Supplies	\$1,545.12	
	Card Stock	20	\$30.79	General Supplies	\$615.80	
Shipping	1	\$5.44	General Supplies	Original	\$5.44	

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Total			
	Pens (4th & 5th Grade)	11	\$7.19	General Supplies			Original		\$79.09	
	Zip Lock Bags Gallons (100 in a pack)	8	\$22.99	General Supplies			Original		\$183.92	
	File Folders	25	\$9.70	General Supplies			Original		\$242.50	
	Classroom Supplies	1	\$1,080.00	General Supplies			Original		\$1,080.00	
	Adjustment - benefits credit and final allocation.	1	\$1,709.00	General Supplies			Other		\$1,709.00	
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Tutor will provide small group push-in/pull-out support during the day to K-5 students who are below grade level in ELA & Math. Will begin in September.	1	\$37.00	5	3	25	Certified	Original	\$13,875.00	
	Certified Tutor will provide small group push-in/pull-out support during the day to K-5 students who are below grade level in ELA & Math. Will begin in September.	1	\$37.00	3	3	22	Certified	Original	\$7,326.00	
Tutorial	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	7	\$37.00	2	1.5	10	Certified	Original	\$7,770.00		
Computer HW; non-cap	Item	Quantity		Rate		Type		Total		
	Headphones	100		\$7.00		Original		\$700.00		

Action Step: Parent & Family Engagement

Develop on-going communication and host parent training, including Kindergarten round up, that provide instructional strategies for families to use at home to increase academic achievement.

Budget Total: **\$2,156.09**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper	5	\$106.00	General Supplies	Original	\$530.00
	Card Stock	5	\$30.79	General Supplies	Original	\$153.95
	Ink	8	\$89.00	Technology	Original	\$712.00
	Tuesday Folders	18	\$42.23	Program Supplies	Original	\$760.14

Action Step: Professional Learning

Provide on-going professional learning that focuses on building teachers' instructional capacity and delivery.

Budget Total: **\$111,437.20**

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will help implement strong systems of support reading academics by leading PLCs, implementing real time coaching/modeling, and conducting PD in all areas.

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink	2	\$275.60	Technology	Original	\$551.20
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	Innovative Schools Summit to equip teachers (2) and administrators (2) with research-based strategies and best practices that directly address the challenges identified in our current data. With a significant number of students requiring supplemental and intensive interventions, teachers are stretched thin and need additional support in planning and implementing structured small group instruction. The summit will provide actionable insights and time-efficient tools that teachers can use to better organize intervention time, personalize instruction, and ultimately improve student achievement across all tiers of support. - Orlando, FL. / March 12-15, 2026 / 4(Registration - \$550, Transportation - \$180, Lodging - \$1,350, Per Diem - \$140) Total Cost = \$8,880	4	\$2,220.00	Original	\$8,880.00	

Mission Statement

1. Mission Statement

At Glade View Elementary, our mission for a strong and effective Parent Engagement and Involvement Program is to invite parents to be active participants, share decision making, and support academics and the arts. The partnership between school and home will help our students achieve academic success, and become productive citizens. Parents are engaged in our Parent Academic Training sessions by practicing selected skills during guided practice, and then practicing with other parents during independent practice. This level of engagement empowers parents to support their children with academics at home to achieve positive educational outcomes.

Involvement of Stakeholders

Name	Title
Shundra Dowers	Principal
TBD	Assistant Principal(Title 1 Contact)
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC
Whynett Jones	SAI
Yannet Garcia	ESOL Contact

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

The procedure selecting member of the group was an open invitation to all parents and SAC community members. Information was sent invitation and flyer(all languages) inviting parents to attend a meeting and give input and ideas on parent engagement. The selections are based upon parents volunteering and reflects the population of students in our school.

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

The school will share the Title I survey results, highlighting areas of strength and areas needing improvement, with all stakeholders. Stakeholders will convene in groups to provide input on how to maintain strengths and enhance areas that require growth. Each group will present their suggestions and comments to the larger group, which will be recorded in the School Advisory Committee (SAC) minutes. Parents were invited to the Comprehensive Needs Assessment (CNA) stakeholder meeting to offer their feedback for improvement. During this meeting, we reviewed the parent compact and discussed strategies for improvement. SAC meetings have been ongoing, and the CNA process was reviewed in the spring to ensure continued growth. Our CNA Leadership Committee Meeting (Step 1) took place on January 8, 2025. Comprehensive Needs Assessment staff meetings (Step 2) were held from February 3 to February 7, 2025. The Stakeholder Meeting (Step 3) occurred on February 19, 2025. SAC meetings for the upcoming fiscal year 2026 are tentatively scheduled for the second Tuesday of each month, pending SAC approval. The school will share the Title I survey areas of strengths and areas of needed growth to stakeholders. In groups, stakeholders will give input on how to maintain areas of strength and improve areas of need growth. Each group will share suggestions and comments to the larger group. The suggestions will be recorded in SAC minutes. Parents were invited to the CNA stakeholder meeting to communicate input for improvement. We reviewed the parent compact and we reviewed strategies, the SAC meetings were ongoing and the CNA process was reviewed in the spring to receive continued growth. Our CNA Leadership Committee Meeting (Step 1) was conducted on January 8, 2025. Our CNA Comprehensive Needs Assessment Staff Meetings were held between February 3, 2025 -February 7, 2025 (Step 2) and our Stakeholder Meeting (Step 3) was held on February 19, 2025 (Step 3). SAC meetings for the upcoming FY26 have been tentatively scheduled to meet the second Tuesday of each month, pending SAC approval.

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

Stakeholders were divided into heterogeneous groups to discuss top two areas of concern from the Title I Parent Survey results. From the discussions, the top areas of concern were improving communication (teacher/parents) and increasing information sent home about students' academic progress. The outcome was to implement 9 week progress report to share students' academic progress. Title I funds will be used to purchase a Parent Liaison, Tuesday Folders, supplies and postage to mail notifications for parent trainings.

Name	Title
Shundra Dowers	Principal
TBD	Assistant Principal
Yanet Garcia	ESOL Contact
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC

Annual Parent Meeting

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

October 15, 2025 5:30 Media Center

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

Parents will be notified via ParentLink, Class Dojo, digital marquee and flyer(in all languages).

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

Powerpoint, invitation/flyer, agenda and copy of the PFEP Summary School-Parent Compact. Materials needed: copies of the powerpoint, PFEP Summary and School-Home Compact to upload to the Google Meet.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Welcoming an Inclusive Environment Training & Report Card Training

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

Staff who interact with students and conduct parent conferences—including fine arts teachers—will receive targeted training to foster a more inclusive and supportive school environment. The training will introduce strategies to increase meaningful parent participation, such as utilizing language-access supports through the Multicultural Department and our campus CLF, offering flexible scheduling options (e.g., meetings before school, during fine arts, after school, in-person, and via Google Classroom), and promoting culturally responsive communication. Staff will also be trained on documenting parent conferences using the SIS comment log system and will engage in role-playing activities to strengthen their communication skills. Emphasis will be placed on empathetic dialogue, the “sandwich method” for sharing concerns, and appropriate follow-up procedures. A prescriptive parent-teacher conference template with required and suggested components will be provided, and staff will be encouraged to request administrative support for challenging conversations. Additionally, staff will learn how to guide parents through reading and interpreting student report cards, helping families understand key indicators of performance, areas of strength, and opportunities for growth. This portion of the training will ensure that teachers can clearly explain academic progress in a way that is accessible and actionable for parents. While the core training will be delivered in a single session, ongoing coaching and support will be available throughout the school year.

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

To support staff with engaging families into the school community, and ensuring that staff receive strategies on building a rapport with parents, so that parents feel welcome to collaborate with school staff in helping students excel academically.

- What will teachers submit as evidence of implementation?

To ensure that staff apply strategies from the training and foster a more welcoming environment for families, implementation will be monitored through multiple methods. Staff will document increased parent participation using Class Dojo communication logs and SIS comment logs. Teachers will also record flexible conference scheduling (e.g., meetings before school, after school, during fine arts, or virtually) as evidence of family-centered engagement. Administrators will monitor implementation monthly by reviewing communications via Class Dojo and accessing linked Google Classrooms. Additionally, all staff will complete a Google Form survey immediately following the training to reflect on current communication practices, established norms, and areas for improvement. During classroom walkthroughs and collaborative meetings, administrators will use the components of the parent-teacher conference template as a rubric to guide their “look-fors.” These include clear communication of student performance, proactive outreach, and evidence of inclusive practices. Individualized feedback and coaching will be provided after conferences, based on observed practices or submitted documentation. Staff will be asked to submit copies of completed parent-teacher conference templates and are encouraged to highlight successful and positive parent interactions, which may be shared during future PDs or staff newsletters to promote best practices. Parent feedback is welcomed via phone calls to the main office, discussions during parent-teacher conferences, and School Advisory Council (SAC) meetings. To support staff with meeting the needs of parents they will receive SIS Training on how to help parents understand how to read information on report cards. Staff will be able to assist parents by identifying and communicating student strengths and areas for improvement.

- Month of Training

September 9, 2025

- Responsible Person(s)

Johnson, Garcia, Reese, Godfrey, Bailey

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Math Madness Training

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

Staff will learn to implement family-friendly math engagement strategies that directly address areas of weakness identified in the PM2 data, such as number fluency and multi-step problem solving. Using this data as a foundation, staff will be trained to support families through engaging, hands-on math games using dice, cards, and board games to strengthen number fluency skills. They will also learn how to model and teach problem-solving strategies like CUBES, helping parents guide their children through word problems with greater confidence. In addition, staff will be equipped to help families integrate math into everyday activities such as budgeting, cooking, and shopping, making learning both relevant and practical. Digital tools like Prodigy and Khan Academy Kids will be introduced as supplementary resources for reinforcing math concepts at home. To ensure families understand how to implement these strategies, staff will practice using the gradual release model (I Do, We Do, You Do), allowing them to deliver interactive and supportive training that promotes long-term academic growth.

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

This training is expected to increase parents' confidence in helping their children with math at home by equipping them with practical strategies and tools. Through interactive and collaborative learning experiences, it aims to strengthen home-school partnerships and foster a sense of shared responsibility for student success. As a result, families will engage in more frequent and meaningful math conversations outside of the classroom, creating opportunities for ongoing reinforcement of key concepts. By empowering families to practice math skills through fun, real-life applications beyond traditional homework, the training supports a culture of academic support. It will support parents as active participants in their child's math success and contribute to a stronger, more connected school community.

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

Teachers will submit evidence of implementation by providing photos and sign-in sheets from the parent math stations conducted during the event. These artifacts will document parent participation and engagement throughout the training. In addition, teachers will collect and submit completed parent reflection forms, which will demonstrate the parents' understanding of the math strategies introduced. These forms will offer valuable insight into what parents learned and how they plan to apply the strategies at home to support their child's academic progress.

- **Month of Training**

February 10, 2026

- Responsible Person(s)

Johnson, Garcia, Reese, Godfrey, Bailey

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Report Card Training

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

During the parent report card training, parents will learn how to interpret their child's academic progress using the official grading and reporting system. Specifically, they will be taught how to understand performance codes, grading scales, and symbols used on the report card to identify their child's strengths and areas for improvement. Additionally, parents will be trained to access and monitor their child's academic progress in real-time using the SIS Gateway platform. This includes logging in with their child's username and password, understanding the meaning behind report card codes such as "ND" (Needs Development), "AP" (Approaching), "PR" (Proficient), and how these align with percentage thresholds, and interpreting trimester units and symbols like "X" and "#".

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

During the Title I parent training, families will actively participate in a hands-on learning experience using the Gradual Release of Responsibility model ("I Do, We Do, You Do"). Staff will first model how to read and interpret key sections of the report card and SIS Gateway, including ELA performance levels, standards-based indicators, teacher comments, and academic data. They will also demonstrate how to access student information using SIS Gateway login credentials and navigate important academic updates. Next, staff will guide parents through a sample report card and SIS exemplar, prompting discussion and answering questions in real time to deepen understanding. Finally, parents will work collaboratively in small groups to analyze mock report cards, identify strengths and areas for improvement, and practice how to discuss academic progress with their child. Materials such as report card exemplars and performance code explanations will be distributed during the session, equipping families with the tools they need to reinforce academic progress at home.

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

The expected impact of this training is a stronger home-school connection that empowers families to monitor and support their child's academic progress. By understanding how to read report cards and use SIS Gateway, parents will be better equipped to identify when intervention or enrichment is needed. This training not only increases transparency between the school and families but also encourages more frequent and informed academic support at home.

- Date of Training

October 14, 2025

- Responsible Person(s)

Johnson, Garcia, Reese, Godfrey, Bailey

- Resources and Materials

Report card exemplars, computers, pens, sticky notes

- Amount (e.g. \$10.00)

tbd

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading Training (Sip & Read: A Family Literacy Night)

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

During the family reading training, parents will learn how to implement comprehension strategies and vocabulary support activities aligned to the Benchmark Advance curriculum to reinforce reading at home. Using the PM2 data to target identified areas of weakness, the training will focus on skills such as asking and answering questions, making inferences, retelling key details, comparing texts across genres, and using context clues to understand vocabulary. Parents will be introduced to the Home-Connection letters and activities available in each unit, which include guided questions, key vocabulary, and shared reading texts designed to support students' comprehension and language development.

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

The interactive, hands-on component of the training will immerse families in a cozy, engaging environment themed around hot cocoa, pajamas, and reading at home. Parents will rotate through stations that model effective reading support strategies, including vocabulary games, guided comprehension activities, and genre-based tasks. Staff will use the Gradual Release of Responsibility model to demonstrate how to use the Benchmark Home-Connection materials. First, staff will model each activity ("I Do"), then guide parents through the strategies together ("We Do"), and finally allow parents to practice independently or in small groups ("You Do").

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

The expected impact of this training is increased parent confidence and consistency in supporting literacy at home. By aligning activities with classroom instruction and providing families with ready-to-use materials, the training strengthens the home-school connection and ensures students have opportunities to reinforce critical reading skills outside of the classroom. This, in turn, is expected to positively impact student achievement in reading comprehension and vocabulary, particularly in areas identified as needing improvement through PM2 assessments.

- Date of Training

December 16, 2025

- Responsible Person(s)

Bailey, Garcia, Johnson, Godfrey, Reese

- **Resources and Materials**

Benchmark Advance Home-Connection letters for Current Units (printed in multiple languages) Student texts or copies of unit-level shared reading passages Vocabulary word cards or vocabulary games Graphic organizers (e.g., for retelling, making inferences, comparing texts) Guided comprehension question prompts for parents Parent-friendly strategy handouts (asking/answering questions, using context clues, retelling, etc.) Station signs/instructions for interactive activities Highlighters, pencils, sticky notes (for modeling annotation or text marking) Evaluation form for parent feedback Sign-in sheet for documentation

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

tbd

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Math Madness- Helping Your Child(ren) Score Big at Home

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

Parents will learn how to support their children's math growth at home using interactive, hands-on strategies aligned to identified areas of weakness from PM2 data, such as number fluency and problem-solving. These include using dice and card games to build fact fluency, supporting word problem strategies like CUBES (Circle, Underline, Box, Evaluate, Solve), and applying real-life math through everyday activities like grocery budgeting, measuring for recipes, and telling time. Parents will also explore free digital tools such as Prodigy and Khan Academy Kids to reinforce skills in a fun and engaging way.

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

The Math March Madness event is designed as a rotating, bracket-style experience where families visit four themed stations: Number Fluency, Problem Solving, Math in Real Life, and Math Tech Tools. At each station, staff will use the Gradual Release of Responsibility model to model a math strategy or activity ("I Do"), guide parents through it with their child ("We Do"), and then allow families to try it on their own ("You Do"). Activities include dice roll games, solving math word problems using the CUBES strategy, completing a mini "grocery store" budget challenge, and exploring math apps. Parents will actively practice each strategy and receive take-home materials to continue learning beyond the event.

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

This training is expected to increase family involvement in supporting math learning, particularly in skill areas targeted by PM2 results. By equipping parents with practical, easy-to-use strategies and tools, the training fosters consistent math reinforcement at home, helping students build fluency, confidence, and problem-solving skills. With ongoing at-home practice and stronger home-school connections, students are more likely to show growth in foundational math concepts, ultimately leading to improved performance on classroom tasks and future assessments.

- Date of Training

March 10, 2026

- Responsible Person(s)

Bailey, Garcia, Johnson, Godfrey, Reese

- Resources and Materials

Math word problem task cards CUBES strategy anchor chart/poster CUBES strategy handouts for parents (printed) Math fluency game boards Flashcards (addition, subtraction, multiplication, division) Dice Playing cards Student-friendly dry-erase boards or laminated work mats Grocery flyers, restaurant menus, and receipts for real-life math tasks Fake money or play coins Measuring cups, rulers, and calculators QR codes to digital math tools (Prodigy, Khan Academy Kids)

- Amount (e.g. \$10.00)

tbd

Coordination and Integration

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

ELL support in communicating with parents and translating documents as needed and providing trainings and support upon request.

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

Emails of requests for translation and translated documents, flyers for events for parents and services offered.

- Frequency

as needed

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

- Name of Agency

Community Partners

- Describe how agency/organization supports families.

Counseling, and consultation with students and parents at the school center and home.

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

Log of counseling services, flyers, and emails

- Frequency

as needed

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

- Name of Agency

Back to Basic Angel Program

- Describe how agency/organization supports families.

For families who are unable to provide school uniforms/ toys, the company provides uniforms/toys for families throughout the year to support with the financial burden of parents having to purchase uniforms/ toys.

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

Distribution logs, photos, email communications between the school and agencies, photos

- Frequency

Weekly

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**

Parent Link is used as means of inviting and reminding parents of important information of upcoming school activities, initiatives and meetings. The "call outs" are communicated in English, Creole and Spanish. Information about Title I programs and initiatives are communicated with flyers and notices sent home in a weekly Tuesday Folder. Also, Title Information and events are displayed on the school's digital marquee as needed. Class dojo is another form of communication. The annual Title I Meeting school, parent compact, and the PEFP supports with communication with parents.

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

Sample pages from the Tuesday folder, school flyers, copy of Parent link, school marquee photos and Class Dojo photo. Sign in sheet from annual meeting, copies of PEFP, copies pf signed school parent compact.

- **Description**

The school will use Parent link, informational letters, trimester parent conferences, Open House, grade level parent meetings to communicate curriculum and proficiency levels students are expected to meet i-Ready and District Diagnostic reports will be sent home to parents to communicate students' progress towards proficiency.

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

Copy of parent conference notes, copy of Parent link iReady parent letters & Diagnostic reports

- **Description**

The school will inform parents of academic assessments during Open House, grade level meetings, curriculum night and trimester parent conferences. Parents will also learn about academics through parent trainings and data chats. Parents will be informed by sending flyers in Tuesday folders and class dojo.

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

Parent conference sign up sheets, copy of report cards and progress reports, teacher notes requesting a conference on report card, presentation and sign in sheet from open house and curriculum night.

- **Description**

Parents will be informed of input meetings like SAC, Title Annual meeting, CNA stakeholders meeting and IEP meetings. We will also host open house.

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

Parent conference notes, invitation/flyer to parent input meeting and digital marquee photo,

- **Description**

To ensure equitable access to trainings, activities, and events, the school will offer flexible meeting dates and times, including options before school, during fine arts blocks, after school, and virtually via Google Classroom. Parents will be able to select from a range of parent conference times to best accommodate their schedules. For parents who are homebound or face transportation challenges, home visits will be offered by designated staff to ensure participation and engagement. Additionally, childcare services will be provided on campus during parent trainings and events to support families with young children. Teachers will receive classroom coverage during the instructional day, when needed, to meet with parents who are only available during school hours. These efforts reflect the school's commitment to eliminating barriers to participation and creating an inclusive, family-centered environment.

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

Parent Conference Sign-Up Sheets or Schedules, Communication Samples to Families (Flyers, Class Dojo messages, or newsletters informing parents about flexible scheduling options), Photographs from Events, and/or Parent-Teacher Conference Logs or SIS Documentation.

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

The Community Language Facilitator will be present at SAC meetings, parent conferences and trainings to translate information. The school compact, flyers, letters and parent link messages are translated for ELL parents(Creole and Spanish)

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

Photos of the CLF at SAC meetings, translated flyers/letters sent home, and the sign-in sheets from events to show the CLF was present to provide translations.

- Description

School will provide appropriate support according to the needs listed on the registration form or requested by parent/families. If necessary, request assistance from the District's ESE department for signing services to meet the needs of hearing impaired persons; for immobile parents, the school will set up Google Meet or phone conferences; the school is handicapped accessible with ramps and handicap parking in the front of the school for comfortable access.

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

Phone or Google Meet conference notes; photos of handicap parking and ramps, meeting rooms close to exit, and spacious restrooms

- **Description**

Information will be sent home in all languages spoken at the school. CLF and parent liaison will be point of contact for migrant parents about upcoming important dates. The school will work closely with Migrant Education to identify families and provide resources and programs to overcome possible disruptions due to migratory movement. In addition, teachers will be made aware of and prepare for any migrant student who might leave before the last day of school.

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

Informational letters/flyers sent home in all languages; emails between Migrant Education and the school about assistance and services, flexibility with meeting dates, and time to meet with parents.

- **Description**

At the beginning of the year, a residency questionnaire is included in the registration packet to indicate housing status. The school will work closely with the Department of Safe School (McKinney-Vento) West Area contact, as well as the school counselor, to make sure the families have transportation and important information about meetings, events, and activities.

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

Email sent to the West Area contact requesting assistance and/or services, Residency questionnaires, and the McKinney-Vento presentation from the West Area contact during an upcoming faculty meeting.

Other Activities

1. Activity #1

- **Name of Activity**

Curriculum Tutorial

- Brief Description

Tutor parents on standards based curriculum, for parents with students in grades K-5.

2. Activity #2

- Name of Activity

Goal Setting

- Brief Description

Support staff, students, and families by reading data and goal setting for improving student learning K-5.

3. Activity #3

- Name of Activity

Culture Night

- Brief Description

Read a book of choice with parent to present information about family culture. K-5

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

The School-wide Positive Behavior Support Plan creates monthly incentives based on a point system. Teachers record points for positive behavior displayed in class, hallways, lunch and fine arts. At the end of the month, students with enough DOJO points can attend the Eagle Fun Event. The Eagle Fun Event is an hour of fun outdoor games and competition. All grade levels conduct Morning Meetings with students to promote a positive classroom culture and positive self-image. Students have an opportunity to think about their behavior using reflective assignments, and debrief with a teacher, therapist or staff member. The Assistant Principal helps to promote character development each month by focusing on a character trait (trustworthiness, respect, responsibility, fairness, caring and citizenship). Students who have demonstrated the character trait of the month are rewarded on the announcements and acknowledged. In addition, students are chosen to read a skit via the intercom highlighting the definition and examples of the monthly character trait. Our staff members are assigned to a student mentor to help build relationships. The Behavior Health Professional supports students with SLL (Skills for learning and life) groups. Students participate in the behavior assembly each trimester, to continuously learn and role play positive behavior strategies schoolwide. Our K-5 students will begin to implement the components of AVID to help students develop organizational skills for academic success.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school utilizes data systems to identify students who have attendance, behavioral or academic concerns. Data decisions are decided based on the number of absences or OSS before a referral is generated to SBT. Communications shared at PLCs ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The school has effective multi-disciplinary teams in place to problem solve and create action plans. The District's Reading Intervention guide is used as a pathway for providing students who exhibit a reading deficiency, the appropriate intervention to meet their needs. Students receive daily instruction in a 120 minute reading block (Tier 1) in addition to extended reading for 30 minutes. The reading block includes both whole group instruction and differentiated instruction that is standards based, and includes components from the Benchmark Framework. Teachers provide Supplemental (Tier 2) interventions based upon reviewing multiple forms of data, common assessment data, statewide assessments, informal/ formal or teacher observations. The supplemental (Tier 2) intervention consist of small group instruction targeted to meet the needs of students for an additional 30-minute outside of the reading block on a daily basis. The interventions are researched based and progress monitored. The intensive (Tier 3) students that receive intervention are provided additional time beyond Supplemental (Tier 2) support, and small group instruction. Differentiated instruction includes the following resources: I-Ready Tools for Instruction lessons, FCRR , LLI, UFLI SPIRE, and passport resources.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Glade View Elementary values all students' cultures and builds relationships by fostering a single school culture. The Single School Culture focuses on three areas: academics, behavior, and climate. Academics is taught and modeled with efficacy. Teachers utilize research-based practices aligned to the standards, instruction, and assessments. Behavior is addressed using a consistent set of practices and procedures in the School-Wide Positive Behavior Plan. The plan aligns school-wide practices and procedures to the school's vision and mission. We ensure that positive relationship building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e., parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Professional development is provided to support teachers with implementing evidence-based strategies to develop cultural awareness, improve student-teacher relationships, and close existing social justice/equity gaps. The Single School Culture for Academics approach is sustained through the Professional Learning Teams/Collaborative planning processes. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiatives. Climate is sustained through various incentives such as shared-decision making, monthly birthday celebrations, and opportunities to extend learning, which is included in our after school tutorial, clubs and organizations, as well as our performing arts partnerships with the Kravis and Disney's Musicals in Schools. Students are able to integrate core academics and the arts while working collaboratively towards a common goal such as a school wide production. As a result, students' self-esteem, self-confidence, and interpersonal skills are positively impacted. In addition to extended learning opportunities, students have the opportunity to join school clubs such as Gardening and Chorus/Hand bells, Band, etc. Our school promotes the Single School Culture philosophy and embraces appreciation for multicultural diversity. Glade View Elementary will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to the following: * History of Holocaust * History of Africans and African Americans * Hispanic Contributions * Women's Contributions * Sacrifices of Veterans * Haitian Flag Day

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Glade View Elementary School works collaboratively with the Tri-cities Education Committee and city officials to provide guest speakers, and mentoring support for our students. We highlight college and career readiness through AVID, spirit week, videos, and rallies to engage students in the college experience.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program we engage in the following kindergarten transition activities: - Distribution of a Summer Transition to Kindergarten Backpack with vetted books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) - Scheduling of a talk/meeting with preschool children's families - Distribution of a letter, flyer or informational brochure sent to families of preschool children, Parent link about transition to kindergarten - Invite private preschools and centers for a tour of the campus and provide opportunities for kindergarten registration - Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher - Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray - Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like - Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children - Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten - We also schedule and conduct Kindergarten Roundup activities with local daycare providers and head start programs touring the school. In addition, on site tours are provided for new Kindergarten families. District and state expectations are shared in regards to Kindergarten readiness. - Provide parents with school district's website to access educational vodcast and Kindergarten readiness packets. -Work collaboratively with VPK/Head Start Program to provide on-site services to two 4-year old classes and their parents. In addition, vertical collaboration between VPK Headstart and on-site Kindergarten Teachers in regards to Kindergarten readiness. - Kindergarten students participate in Kindergarten Roundup by displaying skills in reading, writing, and mathematics at the proficient level for Kindergarten to display expected outcome at the end of Kindergarten. - The Administration and classroom teachers at Glade View and the middle school(s) work collaboratively to ensure smooth transition from elementary to middle school. Meetings are held in the spring where the middle school administration communicate with Glade View to provide 6th grade course offerings and extracurricular programs. Students are provided a course selection offerings form in which to make selection regarding electives. End of the year transition ceremony Parent Trainings (school readiness, healthcare, continuing education)

Professional Development

1. Professional Development

The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Monthly Collaborative Planning is provided for content/grade level. Regional sponsored math cadres are conducted monthly for all grade levels. Weekly PLCs focus on effective relevant standards-based instruction and on-going data analysis for all subgroups including ESSA subgroups: ELLs, ESE, and economically-disadvantaged students. Regional team provides support with ELA and Math lesson planning, aligning task/activities to the standards and developing success criteria for activities. In addition, teacher leaders, resource teachers, and administration provide on-going support through embedded coaching to build capacity. These strategies help improve the delivery of instruction. Teachers are provided training to support parents in parent capacity building.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our staff takes pride in maintaining a safe, secure, non-threatening, positive atmosphere, promoting strategies that recruit and retain highly qualified, certified-in-field, effective teachers. The Human Resource Department at the district level, area office, principal, and school leadership work collaboratively to recruit and retain educators. The principal and teacher-leaders attend the Glades' Region as well as the district-sponsored job fairs to recruit highly qualified teachers to fill any vacancies. The district provides a Glades Supplement to recruit and retain staff. Professional Development opportunities are available from the Region as well as the district to help support teachers with instructional best practices. We also cultivate a climate of high academic expectations, maximum effort, and teamwork among all stakeholders. At our school site, we support new teachers and teachers with up to five years of professional teaching experience through our Educators' Support Program (ESP) as well as mentoring based on expertise and strength in content areas. The program provides buddies for experienced teachers and mentors for new teachers to assist with lesson planning, instructional delivery, and progress monitoring. The Educator Support Program team hosts monthly "huddles" for new teachers to provide social, emotional, and instructional support. Teachers have an opportunity to work in an after-school program tutoring students in literacy and math. This opportunity provides part-time work to interested teachers. We have collaborated with FDOE & FAU for pre-service teacher preparation and practical clinical education experiences with teachers. In addition, we have continued our partnership with Palm Beach State College's Good FIT Program for aspiring teachers.