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**Title I Comprehensive Schoolwide Plan**  
**DR. MARY MCLEOD BETHUNE ELEMENTARY (2491)**

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# ELA

## 1. List prioritized needs statements.

Based on the data from the FY25 ELA Progressing Monitoring 2 and the ELA iReady Diagnostics, our students are struggling to meet grade-level mastery. Data Summary by grade for Progress Monitoring Window 2 (most recent) indicates: Kindergarten - Early Literacy 17% Grade 1 - STAR Reading 25% Grade 2 - STAR Reading 24% Grade 3 - FAST Reading 18% Grade 4 - FAST Reading 16% Grade 5 - FAST Reading 21% iReady Winter Window Data Summary by grade indicates: Kindergarten - Reading 68%, meeting Early, On, At/Above grade level Grade 1 - Reading 35%, meeting Early, On, At/Above grade level Grade 2 - Reading 42%, meeting Early, On, At/Above grade level Grade 3 - Reading 27%, meeting Early, On, At/Above grade level Grade 4 - Reading 23%, meeting Early, On, At/Above grade level Grade 5 - Reading 32%, meeting Early, On, At/Above grade level Grade 3 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1: 33%, Unit 2: 37%, Unit 3: 37%, Unit 4: 45%, and Unit 5: 39% Grade 4 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1: 39%, Unit 2: 56%, Unit 3: 42%, Unit 4: 45%, and Unit 5: 53% Grade 5 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1: 41%, Unit 2: 62%, Unit 3: 50%, Unit 4: 59%, and Unit 5: 59% We make note of the following strengths at the 3rd -5th grade level: -3rd and 4th grade self-contained classrooms -5th Grade departmentalized - Teachers participate in professional development -Teachers intentionally push students to achieve -Teachers contact with parents (immediate via text or voice) -Increased monitoring of instruction by principal, assistant principal and SSCC -iMentors from Suncoast high school - help as reading buddies -Monthly school wide recognition for perfect and improved attendance -Monthly school wide recognition for highest iReady minutes and accuracy in reading (via newsletter and bulletin board in main hallway) -CST, MTSS, SBT protocols, processes (monitoring and support) The overall priority is to continue working on foundational reading skills & vocabulary to address fluency that will in turn help to develop student comprehension which improves the students' overall achievement. Specifically, in grades 3-5, increasing students' mastery of standards of Reading Informational Text is a priority. PM 2 data indicates that 79% of the students are below grade level in this category. Reading across genres and vocabulary is also a priority for 3rd-5th grades.

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

A lack of school readiness as students are entering different grade levels. Teachers' ability to deliver effective and rigorous standards based instruction using ELA curriculum with fidelity. Teachers lack of understanding executing instructional time to differentiate instruction for whole and small group poses a threat to the achievement process. Lack of consistent parental and community support hinders our ability to improve at rates comparable to the district. Student attendance/truancy, tardiness, and homeless students have increased and has impacted student achievement. Meeting the social/emotional needs of students is an obstacle that impacts student learning. Low vocabulary skills, and low comprehension which impacts achievement. Lack of mastery of foundational reading skills (phonics, phonemic awareness, vocabulary and comprehension). Teacher capability to manage classroom behavior of students not at grade level. Teacher ability to implement teaching and learning strategies for ESE, ELL, 504 and Tiered students. Parents are unfamiliar with the literacy strategies to support learning at home Need for more support in providing intervention for low readers due to high percentage of scholars performing below grade level.

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

During Professional Learning Communities and Professional Development: 1. Specialists and teacher leaders model how to develop an understanding of the ELA BEST standards classification, give descriptive /instructional feedback, monitor the implementation of the Benchmark curriculum, and monitor students progress toward grade level mastery. 2. Provide opportunities for Vertical grade level planning. 3. Teachers learn how to manage student behavior through PBIS team. Teachers will receive training and support on addressing Tier 2 interventions to address behavior that interferes with teaching and learning. 4. We will continue to support students through small group instruction with a resource teacher, paraprofessionals, and/or temp academic tutors. 5. The SSCC and Instructional Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. In addition, teachers will have the opportunity to attend professional development trainings outside of the school to develop their instructional practices. 6. In addition, we will provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (ELA consumables, whiteboards, iReady books, manipulatives, books, post-it notes, SPIRE, Benchmark resources, and more) 7. Provide students with extended learning opportunities through tutorial programs for Reading in grade K-5 after school, mornings, Thanksgiving Break, Spring break, and Summer to support student learning 8. Online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Smore, Canva, etc.). 9. Provide opportunities for professional development by attending district trainings, out of county and out of state trainings 10. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 11. Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.) 12. Provide additional resource or SAI teacher along with the teacher to help with Tiered intervention for students. 13. Assign 3rd-5th grade students to small pull-out groups to receive personalized instruction based on their areas of need.

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

- **Communication**

Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, school marquee, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA initiatives to help the student become college and career ready. Likewise, we will communicate with parents to ensure that updated information is located in SIS. The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website.

- **Parent Training**

We will partner with families and organizations to address school readiness for incoming Kindergarten students. Parent trainings such as literacy nights -focused on foundational reading skills (phonics, phonemic awareness, vocabulary and comprehension and vocabulary) will be held in addition to our curriculum nights to support a school to home learning bridge. Also, we will provide the opportunities for parents to engage in sessions to learn to navigate the various software and Google learning (i.e. iREADY for reading, Imagina Learning, and Google Classroom) that students utilize on a daily basis while at school. We will offer various meeting times and opportunities for parents to attend trainings. We will offer Kindergarten Kick Off activities to provide parents/guardians with a kit to which parents can use over the summer to prepare their child for kindergarten. We will offer parent trainings to teach parents their role in Building Better Readers and in improving their child's reading through te Reading Fluency parent training.

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

- **School**

The school will continue to provide a conducive learning environment, individual instruction, continue to implement data chats, and schedule parent conferences (regular parent conferences as well as Parent Conference Day with teachers). Focus on vocabulary development and comprehension K-5 to increase student proficiency (parent trainings and materials) PK through 5th grade to increase reading comprehension, develop vocabulary and make text connections. School staff will support student learning by providing information and resources focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5.

- **Students**

Students will set personal goals for new learning and student achievement. Students will participate in the school wide Attendance Initiative. Focus on phonics, vocabulary development and comprehension K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Attend parent trainings and promote literacy by encouraging students to read at home. Parents will receive a copy of the School-Parent Compact during Open House, Parent Teacher Conference Day, and after any meeting concerning academics or behavior. Parents will also ensure a quiet place for their children to read books and use the question stems provided by the school to ask questions such as what happened at the beginning, middle, and end of the book. Support learning at home focused on phonics, vocabulary development and comprehension K-5 to increase student proficiency

- **Staff Training**

Teachers will implement strategies learned through professional development opportunities and provide parents with specific examples on how to incorporate such strategies at home to assist with social/emotional learning as well as the increase in academic achievement in ELA. In addition, teachers will be trained on how to hold effective data chat meetings with parents over i-Ready, PM, diagnostics, Benchmark Advance, the intensive phase of instruction, state and local assessment requirements, attendance, etc. Staff Trainings will be focused on teachers helping families learn how to support the learning of foundational skills (phonics, phonemic awareness, vocabulary and comprehension). Continue training on Skills for Learning and Life (SLL) for teachers to provide support/training and information to families to address student needs at home and school.

- **Accessibility**

School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and times, and a virtual option. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **Math**

### **1. List prioritized needs statements.**

Based on the data from the FY25 Math Progressing Monitoring 2 and Unit Assessments, our students are struggling to meet grade level level mastery in the area of math. Data Summary by grade for Progress Monitoring Window 2 (most recent) Math Assessment data indicates: Kindergarten -STAR Math 23% scored at or above grade level Grade 1 - STAR Math 16% scored at or above grade level Grade 2 -STAR Math 26% scored at or above grade level Grade 3 - FAST Math 10% met Level 3+ Grade 4 - FAST Math 10% met Level 3+ Grade 5 - FAST Math 6% met Level 3+ Our Mid-Year iReady Winter Window Data Summary by grade indicates: Kindergarten - Math 56%, meeting Early, On, At/Above grade level Grade 1 - Math 25%, meeting Early, On, At/Above grade level Grade 2 - Math 25%, meeting Early, On, At/Above grade level Grade 3 - Math 15%, meeting Early, On, At/Above grade level Grade 4 - Math 26%, meeting Early, On, At/Above grade level Grade 5 - Math 21%, meeting Early, On, At/Above grade level Grade 3 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 34% and Unit 2 at 38% Grade 4 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 55% and Unit 2 at 57% Grade 5 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 48%, Unit 2 at 43%, and Unit 3 at 36% Students struggle with math fluency (addition, subtraction, multiplication and division) and math problem solving along with geometry and measurement and data.

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

1. Students struggle with foundational skills and fluency facts. 2. Students show gaps in Math prerequisite skills and knowledge across grade levels. 3. Struggle with solving word problems due to missing academic vocabulary, not understanding for 2 step problems, not remembering math problem solving rules. 4. Misalign numbers when solving 3 or more digits 5. Lack of teachers planning to differentiate instruction to teach lower performing students math standards, prerequisites skills and problem solving strategies. 6. Teachers' ability to deliver effective and rigorous standards based instruction 7. Lack of teacher knowledge and understanding math standards and curriculum 8. Lack of student immediate descriptive feedback 9. Lack of parent knowledge on student readiness skills and math strategies to support learning at home

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

During Professional Learning Communities and Professional Development: 1. Master teachers/teacher leaders model how to interpret the meaning of the K-5 Math standards, give descriptive instructional feedback and monitor standards based lessons. 2. Math Resource teacher/teacher leaders lead Professional Learning Communities, provide PLC to classroom coaching and provide professional development. 3. Grade level vertical planning and collaborative work across grade level and/or content areas. 4. Teachers will participate in professional development to learn strategies to manage student behavior through PBIS team. Specialized training and support on addressing Tier 1 & Tier 2 interventions to address behavior that interferes with teaching and learning. 5. Support student learning in 2nd - 5th grade in Math with paraprofessionals, resource teachers and academic tutors. 6. Increase Prek - 5th grade parent engagement and workshops with family reading, math and science nights and hands-on and take home activities for parents. 7. Provide standards based resources, materials, subscriptions and consultants to support increased attendance, achievement and engagement. 8. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Successmaker, Imagine learning, etc.). 9. Build student stamina needed to master skills. 10. Develop test taking strategies with different item types such as multi-select and Gridded Responses. 11. Provide opportunities for tutorial K-5 after school, mornings, Spring Break, and Summer to support student learning 12. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 13. Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady books, math manipulatives, post-it notes, and more) 14. The SSCC, Math Resource Teacher and Instructional Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. 15. Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.) 16. Assign targeted students to pull-out groups to receive personalized instruction.

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

- **Communication**

Advanced notification will be provided to parents for all family engagement events. Notification will be provided via student agenda, Parentlink Gateway, Classroom dojo, text messages, marquee, weekly newsletter website, monthly School Advisory Council meeting and monthly parent calendar. Strengthen communication with ELL families by securing translators. Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA initiatives to help the student become college and career ready. Likewise, we will communicate with parents to ensure that updated information is located in SIS. The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website.

- **Parent Training**

Parent and family Math education will be conducted by specialists and teacher leaders. Parent training on reading comprehension, problem solving strategies for Math, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. Provide ELL and ESE parents with training in the areas of reading comprehension and Math content and problem solving strategies and Math academic vocabulary. Parents trainings will be focused on foundational skills (basic math facts) and using manipulatives to build parent capacity to help at home.

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

- **School**

The school will continue to provide a conducive learning environment, individual instruction, continue to implement data chats, and schedule parent conferences (regular parent conferences as well as Parent Conference Day with teachers). Focus on vocabulary development and comprehension K-5 to increase student proficiency (parent trainings and materials) PK through 5th grade to increase reading comprehension, develop vocabulary and make text connections. School staff will support student learning by providing information and resources focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5, and on foundational skills (basic math facts)

- **Students**

Students will set personal goals for new learning and student achievement. Students will participate in the school wide Attendance Initiative. Focus on vocabulary development and comprehension K-5 to increase student proficiency, and on foundational skills (basic math facts) (strategies to work on at school and home)

- **Parents**

Attend parent trainings and promote literacy by encouraging students to read at home. Parents will receive a copy of the School-Parent Compact during Open House, Parent Teacher Conference Day, and after any meeting concerning academics or behavior. Parents will also ensure a quiet place for their children to read books and use the question stems provided by the school to ask questions such as what happened at the beginning, middle, and end of the book. Support learning at home focus on vocabulary development and comprehension K-5 to increase student proficiency, and on foundational skills (basic math facts) During our School Advisory Council meeting, parents have the opportunity to provide feedback and input for the development and implementation of the School-Parent Compact for the upcoming school year. Our council consists of all stakeholders, including parents, students, Bridges of Riviera Beach, business partners, community members, and retirees, all stakeholder groups are represented and participate in decision making. More than 50% of the SAC is composed of non-school employees such as parents and community members who are elected by their peers. Parent Feedback/Input Forms will be utilized to gather parent feedback. The data from the surveys will be used to develop engaging activities to be implemented during the parent/guardian meetings and trainings.

- **Staff Training**

Providing teachers with training on having difficult and meaningful conversations with parents about academics, social emotional learning and pupil progression to improve student learning and growth. Providing teachers with training on using strategies such as using Productive Struggle Math techniques to help support student understanding. Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (basic math facts) . Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards.

- **Accessibility**

School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and times. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **Science**

### **1. List prioritized needs statements.**

Based on the data from FY25 Science Diagnostics, 39% of our current 5th grade students are making progress towards meeting grade level level mastery. Our 5th grade Science results show an decrease of 5 points; comparing our last year 5th grade performing at 44% proficiency on the FY24 Science Diagnostic to our current 5th grade performing at 39% on the FY25 Winter Science Diagnostic. Grade 5 Science Unit Assessments data shows a decrease when compared to the District with exception of the last 2 FSQ we were at least 10 points away: Unit 1 FSQ1: 46%, Unit 1 FSQ2: 44%, Unit 2 FSQ3: 53%, Unit 2 USA: 49%, Unit 3 FSQ4: 58%, Unit 3 USA: 62%, Unit 4 FSQ5: 46%, Unit 4 FSQ6: 55%, Unit 4 FSQ7: 52% Unit 4 USA: 59% , Unit 5 FSQ8: 59%, Unit 5 FSQ9: 59%, Unit 5 FSQ10: 65%, Unit 6 FSQ11: 65% Students need to continue to work on science vocabulary, the scientific process and apply it to all areas of science.

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

\*Science instructional time is limited in grades 3rd-5th due to the time needed for teachers to effectively deliver ELA & Math curriculum \*Teachers are learning how to use New science curriculum McGraw Hill and not effectively delivering standard's based science instruction. \*Lack of stamina & motivation when being assessed on science content \*Lack of Science based non-fictional text \*Lack of Reading comprehension skills \*Lack of science academic vocabulary, limited ability to transfer knowledge in hands on experiences and limited prior knowledge with poor real life connections. \*Daily school attendance is not evident. \*Lack of teacher content knowledge of standards & benchmarks assessed and lack of ability to provide individualized instruction \* Lack of parent knowledge and ability to support learning at home \*Students already below or significantly grade level in reading foundational skills.

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

\* Ensure science instructional time is being implemented with fidelity in grades K - 5. \* Science based non-fictional text and standards based resources will be used in small group instruction, tutorial and whole group instruction. \* Teachers and professionals will receive professional development in Science standards, resources, hands on and virtual labs. \* Provide online learning (Penda) will be available to grades 3-5 to build student Science standards knowledge and increase academic vocabulary of the human organs, comparison of the structure and/or function of plants and animals, force/motion, interdependence and describe structures in plants and their roles. \* Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.) \* Teachers and paraprofessionals will participate in Science Common Planning and PLCs. \* Grades 3-5 will receive Science texts to read at home from Readworks. \* Provide standards based resources, materials, subscriptions and consultants to provide hands-on experiences to support student learning, increased attendance, achievement and engagement. \* Provide opportunities for tutorial for 5th grade after school, mornings, Spring Break, and Summer to support student learning \* Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. \* The SSCC, District Science Resource Personnel and Literacy Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. \* Provide opportunities for students to use hands-on experiences/practice to support student learning (LearnSmart, manipulatives, classroom libraries, kits, etc.) \* Support student learning through small group instruction with paraprofessionals, resource teachers and academic tutors

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

- **Communication**

\*Continue to provide advanced notification to parents for Parent/family Science events. Notification will be provided via student agenda, Parentlink, SIS Gateway, Classroom dojo, text messages, marquee, website and monthly parent calendar. \*The weekly newsletter will feature tips for parents to help their child make Science real life connections through shopping, cooking, gardening, monitoring the weather, and etc. \*Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning. \*Strengthen communication with ELL families by securing translators or using on campus language facilitator. \*Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA/Science; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA/Science initiatives to help the student become college and career ready. \*The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. \*During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark & McGraw Hill curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. \*We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. \*Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website. \*Share the school parent compact with parents so they will know what the expectation of responsibility for the school, child, and parent.

- **Parent Training**

\*Parents have access to Science content videos produced by the school via the weekly newsletter and Parentlink. \*Parent and Family Science Night will be held once a year where parents will be trained in making real life Science connections through cooking, measuring, talking about and dressing for the weather and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. \*Parent training on reading comprehension, problem solving strategies for Science, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. \*Provide ELL and ESE parents with training in the areas of informational text reading comprehension and Science academic vocabulary. Parents trainings will be focused on foundational skills (science vocabulary and scientific method) to build parent capacity to help at home.

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

- **School**

\*We will strengthen our compact by ensuring teachers communicate the academic and social emotional needs of each child to increase student learning and growth. \*Be a resource for the information and support needed by the family to assist them in the nurturing of their children. \*Communicate with the parent/guardian about their student's progress on a regular basis. \*The school will offer opportunities for parents to support their child in participating in the Science Fair, science vocabulary, Science experiments, PENDA/Learn Smart on the computer and virtual labs in order for students to make the home school connection. School staff will support student learning by providing information and resources focused on science vocabulary and the scientific method in grades PreK-5 to work with at school and home.

- **Students**

\*Students will set and work toward goals; remain positive and arrive to school on time with materials, homework and student agenda daily. \*Students will show respect for self, classmates, and school property and staff members. \*Students will gain a genuine interest in and build their Science knowledge and vocabulary via: Science labs Science Spirit Week Lego Club SECME \*Students will use activities and resources focused on science vocabulary and the scientific method to increase their learning at school and home.

- **Parents**

\*Parents will support their student's learning by ensuring that their child attends school regularly on time ready to learn. \*Additionally, parents will provide a quiet time and place for their child to complete homework and read books. \*Parents will be actively engaged in school activities, including but not limited to: Title I annual meeting, School Advisory Council, programs, workshops, Open House, Family Literacy, Science events - science vocabulary, experiments, Math Nights, field trips, student programs and/or parent teacher conferences while communicating regularly with school staff regarding their student's needs and circumstances. \*Parents will support student learning through the use of activities and resources provided focused on science vocabulary and the scientific method in grades K-5.

- **Staff Training**

\*Provide teachers with training on how to engage parents in making real life Science connections at home through cooking, measuring and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, adaptations, force/motion, Earth Space Science and reproduction. \*Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (science vocabulary and scientific method) . \*Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards. \*School staff will engage parents by hosting a science family night and do a science week to focus on engaging parents and students at home/school.

- Accessibility

\*Parent conferences, parent report card events and workshops will be offered at different times of the day (morning, afternoon and evening) to meet the needs of parent's schedules. \*Native language translators will be provided for ELL parents during parent conferences, parent report card events and workshops. \*Individual and/or Small group meetings, parent conferences, parent report card events and workshops will be offered to ESE parents. \*Meetings, trainings and conferences via Google Meet and video recordings will be available to make trainings and meetings accessible for all parents. \*We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. \*Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## 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: \$192,591.00**

Acct Description	Description								
Paraprofessional	The paraprofessional I will work with struggling 4-5 students in reading, math, and science through push-small group and science lab rotations.								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will support student learning through tutorial (Spring Break) in ELA, Math and Science for students in grades 3-5 (focusing on low 25% and students who have dropped levels) to remediate classroom concepts. March 2026	9	\$37.00	3	5	1	Certified	Original	\$4,995.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Certified Teachers will support student learning through tutorial (Afterschool) in ELA, Math and Science for students in grades 2-5 (focusing on low 25% and students who have dropped level) to remediate classroom concepts. Tentative start date is December 2025.	7	\$37.00	2	1.5	13	Certified	Original	\$10,101.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Copy paper to support delivery of instruction and student learning K-5	10	\$45.00	General Supplies		Original	\$450.00			
	Pencils/pens	1	\$9.00	General Supplies		Original	\$9.00			
	Adjustment - benefits credit and final allocation	1	\$21,555.00	General Supplies		Other	\$21,555.00			
Paraprofessional	The paraprofessional I will work with lowest 25% and/or bubble Kindergarten to 3rd grade students in reading and math through push-in small group rotations.									
Paraprofessional	The paraprofessional I will work with lowest 25% and/or bubble 3rd and 4th grade students in reading, math, and science through push-in small group rotations.									
Classroom Teacher	0.5 ESE VE Teacher will work with students with disabilities providing support with ELA, Math and Science according to their individual educational plan in grades K-5 through a push-in/pull-out model of support.									

## 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: \$120,009.00**

Acct Description	Description																											
Single School Culture Coordinator	The Single School Culture Coordinator will provide ELA, Math, and Science professional learning to build teachers' and paraprofessionals' capacity to implement standards based instruction, disaggregate data, plan for instructional needs. She will share best practices, practice real-time coaching, mentoring, and co-teach for grades K-5. (260 days)																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="451 657 1024 734">Item</th> <th data-bbox="1024 657 1171 734">Quantity</th> <th data-bbox="1171 657 1297 734">Rate</th> <th data-bbox="1297 657 1392 734">Days</th> <th data-bbox="1392 657 1507 734">Hours</th> <th data-bbox="1507 657 1623 734">Weeks</th> <th data-bbox="1623 657 1770 734">Certified</th> <th data-bbox="1770 657 1906 734">Type</th> <th data-bbox="1906 657 2022 734">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 734 1024 1252">3-5 teachers will participate in collaborative planning to plan lessons using the BEST standards, analyze data, identify needs of students, create action plans, instructional calendar, create lesson plans and develop instructional strategies to improve learning outcomes in all content areas (ELA, Math, and Science) to increase student achievement. After school outside contract hrs. / Tentative start date January 2026</td> <td data-bbox="1024 734 1171 1252">13</td> <td data-bbox="1171 734 1297 1252">\$25.00</td> <td data-bbox="1297 734 1392 1252">1</td> <td data-bbox="1392 734 1507 1252">1</td> <td data-bbox="1507 734 1623 1252">4</td> <td data-bbox="1623 734 1770 1252">Certified</td> <td data-bbox="1770 734 1906 1252">Original</td> <td data-bbox="1906 734 2022 1252">\$1,300.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	3-5 teachers will participate in collaborative planning to plan lessons using the BEST standards, analyze data, identify needs of students, create action plans, instructional calendar, create lesson plans and develop instructional strategies to improve learning outcomes in all content areas (ELA, Math, and Science) to increase student achievement. After school outside contract hrs. / Tentative start date January 2026	13	\$25.00	1	1	4	Certified	Original	\$1,300.00
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Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="451 1284 1150 1360">Item</th> <th data-bbox="1150 1284 1297 1360">Quantity</th> <th data-bbox="1297 1284 1413 1360">Rate</th> <th data-bbox="1413 1284 1518 1360">Days</th> <th data-bbox="1518 1284 1623 1360">Hours</th> <th data-bbox="1623 1284 1749 1360">Weeks</th> <th data-bbox="1749 1284 1906 1360">Certified</th> <th data-bbox="1906 1284 2022 1360">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1360 1150 1526">Substitutes will cover classrooms for teachers in grades K-5 to participate in half day professional learning around benchmark, ELA, Math, Science,</td> <td data-bbox="1150 1360 1297 1526">13</td> <td data-bbox="1297 1360 1413 1526">\$21.00</td> <td data-bbox="1413 1360 1518 1526">1</td> <td data-bbox="1518 1360 1623 1526">4</td> <td data-bbox="1623 1360 1749 1526">2</td> <td data-bbox="1749 1360 1906 1526">Non-Certified</td> <td data-bbox="1906 1360 2022 1526">\$2,132.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Total	Substitutes will cover classrooms for teachers in grades K-5 to participate in half day professional learning around benchmark, ELA, Math, Science,	13	\$21.00	1	4	2	Non-Certified	\$2,132.00		
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Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Total</b>	
	and BEST standards. / Tentative start date is October 2025 and February 2026								

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$3,777.25**

Acct Description	Description								
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Community Language Facilitator (CLF) will support parents, trainings, meetings after school hours (K-5) to support parent engagement	1	\$27.00	12	2	1	Non-Certified	Original	\$636.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Kindergarten Kick-off materials (Take home books, manipulatives, chart paper)	1	\$300.00	Program Supplies		Original	\$300.00		
	Reams of color paper (blue, yellow, pink) to support school-home communication	15	\$10.00	General Supplies		Original	\$150.00		

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Copy Paper - case to support student learning and delivery of instruction	5	\$45.00	General Supplies	Original	\$225.00
	Materials and resources for Parent Trainings to support ELA, Math, and Science for grades K-5. (manipulatives, folders, flashcards, ink pens)	1	\$392.95	Manipulatives	Original	\$392.95
	Agendas/planners to support school-home communication (K-5)	1	\$1,028.50	Program Supplies	Original	\$1,028.50
	Adjustment - benefits credit and final allocation	1	\$20.50	General Supplies	Other	\$20.50
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Purchase stamps to mail information to families sharing student progress and upcoming parent events. (550 students x 2 mailings - 1,110 x 0.73 = \$810.30)	1	\$810.30	Original	\$810.30	

## Mission Statement

## 1. Mission Statement

The mission of Dr. Mary McLeod Bethune Elementary School, an International Baccalaureate Primary Years Programme (PYP) school, is to create an authentic commitment to engage our students and their families in the educational process. We believe parents are essential partners in their child's educational journey. Our Parent and Family Engagement Plan is designed to: Equip parents with the knowledge and resources to understand the Florida B.E.S.T. standards in reading, math and science. Empower parents to interpret their child's data and actively participate in parent conferences and communication with teachers. Provide parents with the tools to support their child's social-emotional well-being through Skills for Life and Living, and foster a love for lifelong learning and good citizenship. Through collaboration and open communication, we can help children make real-world connections to their academic pursuits, fostering a passion for discovery and a growth mindset. Parent's consistent engagement and support will make all the difference in their child's success. Title I Parent and Family Engagement Plan is a key requirement that outlines how the school will involve Dr. Mary McLeod Bethune families in their children's education. We will strengthen the home-school connection through building bridges between families and the school, fostering a collaborative environment that supports student learning. Our primary goal is to boost student achievement. Parental involvement is a major predictor of academic success, especially for students from low-income backgrounds. Our Parent and Family Engagement Plan provides strategies to achieve this. Regular parent/family workshops and translated materials, will increase parent understanding of the school's curriculum, academic goals, and how they can support their child's learning journey at home. We empower families with strategies to equip parents with the knowledge and resources they need to participate effectively in their child's education. We believe, together, we create a thriving learning community where every child excels!

## Involvement of Stakeholders

<b>Name</b>	<b>Title</b>
Katrina W. Granger	Principal
Debra Wilson	Director of Bridges of Riviera Beach
Sherrita Crummell	Single School Culture Coordinator
Genay Mitchell	Regional Literacy Specialist
Erica Medina	Assistant Principal
Vermala Narine	ITSA and parent
Kendra Wester	Magnet Coordinator
Tricia Williams	Parent
April Lewis	Parent
Tricia McKenzie	Teacher
Paul Patete	ESE Contact
Makela Brinson	Math Resourcce
Jacki Holroyd	Media Specialist
Anita Stout	ESE teacher and Parent

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

All parents and guardians are invited to attend through the school website, marquee, parent call outs, weekly newsletters, ParentLink, flyers to encourage participation from all stakeholders. At the first SAC meetings parents are provided the information and encouraged to join. Members are selected by the principal to reflect the diversity of the community served by the school. Volunteers providing services and support to families are invited to participate. SAC members are selected to reflect the diverse community that the school serves.

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

Meeting notices were placed on the school's calendar, marquee, placed in the weekly newsletter and launched during parent call-outs to encourage participation from all stakeholders in the CNA/SWP/PFEP process for FY26. January 14, 2025 at 9:00 am (Leadership), January 24, 27,28,29,30,31, 2025 at 8:10 am (Faculty/Staff), February 18, 2025 at 5:15 PM (SAC/Community). Stakeholders had opportunity to share feedback/input with discussion being captured through the Recording Template.

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

Stakeholders were invited to and attended the Annual Title 1 meeting on October 15, 2024 at 5:00 PM, SAC meetings throughout the year, and the FY26 CNA meeting in February 2025. Stakeholders were given the opportunity to give input to improve our school's delivery of support and instruction and to develop the parent and family engagement plan. Parents asked that funds be utilized for supplies for parent trainings that will aid parents in understanding the material being taught to students, Kindergarten Kick-Off Trainings, staff to support parents, Postage and agendas to support school-home communication. . Additionally, parents would like more "Family ELA/Math/Science Nights" to increase family and community engagement in the instructional process. Parents would like the school to offer Science Tutoring to help support/improve student learning. Parents asked that parent engagement funds be used for supplies for trainings, Kindergarten Round-up training, and parent/school agendas to support school-home communication. The activities for parent engagement that Title I funds will be used include:

Item	Quantity	Rate	Supply Type	Type	Total
White copy paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention lessons) for grades K-5	62	\$46.00	General Supplies Original		\$2,852.00
Sharpie Flip Chart Markers, Assorted, Pack Of 8 - to support student learning and delivery of instruction K-5 in ELA, math, and science (classroom and tutorial)	30	\$7.00	General Supplies Original		\$210.00
Pre-Sharpended Wooden Pencil, 0.7mm, #2 Medium Lead, 144/Box to support student learning and delivery of instruction in grades K-5 for ELA, math, and science (classroom and tutorial)	64	\$23.00	General Supplies Original		\$1,472.00
Expo Markers - black box of 12 to support learning and delivery of instruction in grades K-5 for ELA, math and science(classroom and tutorial)	18	\$9.00	General Supplies Original		\$162.00
Shipping	1	\$2.60	General Supplies Original		\$2.60
Student dry erase markers	36	\$26.24	General Supplies Original		\$944.64
Colored pencils	303	\$2.70	General Supplies Original		\$818.10
BIC Pens, Black Ink, Pack of 50 to be used to support parent trainings/meetings in grades K-5	7	\$4.31	General Supplies Original		\$30.17
Word Building Magnetic Letters - Upper case / Materials for parent trainings as described in the PFEP for grades K-5	60	\$12.00	Program Supplies Original		\$720.00
Color copy paper (blue, yellow, pink) to use for school-home communication and parent trainings/meetings for grades K-5	13	\$9.37	General Supplies Original		\$121.81
Parent/family engagement agendas for continued home-school communication (600 at \$2.00) for grades K-5	1	\$1,092.00	General Supplies Original		\$1,092.00
8-1/2 white Copy Paper for handouts, flyers and notices for parent trainings/meetings for grades K-5	5	\$44.61	General Supplies Original		\$223.05
Parent ELA and Math Event materials (flashcards for parent trainings in the PFEP) for grades K-5	60	\$12.00	Program Supplies Original		\$720.00
Avery 2-Pocket Folders, Letter Size, Green, Pack Of 25 to support 2 Parent Report Card events to support parent engagements for increased student achievement in grades K-5 for all content areas	5	\$18.23	General Supplies Original		\$91.15
Shipping	1	\$2.07	General Supplies Original		\$2.07

<b>Name</b>	<b>Title</b>
Sherrita Crummell	Single School Culture Coordinator
Katrina W. Granger	Principal
Erica Medina	Assistant Principal
Tricia Williams	Parent
Debra Pickens	Community Member/Bridges of Riv. Beach
Kendra Wester	Magnet Coordinator
Genay Mitchell	Specialist ELA\Literacy
Kimberly Holley	District Science Specialist
Tiffiney Reeg	ESE Teacher
Dana DiCarlo	SAI Teacher
Monica Ordonez	Foreign Language Teacher
Jacki Holroyd	Media Specialist

## **Annual Parent Meeting**

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

The Title 1 Annual Parent Meeting will held on Tuesday, October 2025 at 5:15 pm in person.

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

Information for this meeting will be posted on school website, sent home to parents via student backpacks, posted on the marquee, communicated via Class DoJo, in the weekly newsletter and ParentLink.

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

Invitation in all languages ParentLink Script Agenda Sign in sheet Annual Meeting PowerPoint Parent input survey Electronic devices for parents Flat Panel Screen Folders Anchor chart paper Chart markers Paper Pens Schoolwide Plan Copy of the Parent and Family Engagement Plan Copy of the Attendance Plan/Program Copy of the School-Parent Compact Flyers and brochures describing the resources available for special programs such as Migrant Education and McKinney-Vento, Parent's Right-to-Know, Bridges iPad to take pictures Annual Meeting Exit Survey Google Meet link Interpreters for all home languages represented

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effectively Communicate Data and Behavior Chats with Parents

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

Dr. Mary McLeod Bethune Elementary designated trainers will lead this comprehensive staff training to delve into data analysis from FAST/PM, FSQ/USA, iReady, and behavior data. We'll explore strategies for aggregating, disaggregating and interpreting this information to create clear and actionable goals for students and parents using various platforms including but not limited to Renaissance, FAST PM, iReady, PM Unify, & Parent SIS Gateway. Additionally, we'll equip staff with engaging activities and resources across ELA, Math, and Science that you can share with parents to empower them as partners in their child's education. Training Objectives: Data Analysis and Interpretation: Gain expertise in aggregating, disaggregating and interpreting data from various assessments (FAST/PM, FSQ/USA, iReady) and behavior data sources. Data Communication with Parents: Learn effective strategies for presenting student progress and learning goals to parents through Parent Gateway, FAST PM Portal and SIS reports. Home Learning Activities: Discover engaging and adaptable activities for parents to utilize at home to support their child's learning in ELA, Math, and Science. Building a Collaborative Partnership: Develop strategies for fostering communication and collaboration between teachers and parents to ensure a well-rounded learning experience for students.

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

This staff training on data analysis and home learning strategies is expected to have a positive impact on family engagement in several ways: Improved Communication: By equipping teachers with skills to aggregate, disaggregate and interpret data effectively, they can communicate student progress more clearly to parents. This leads to more meaningful conversations about learning goals and areas for improvement. Increased Transparency: Utilizing FAST PM Portal, Parent SIS Gateway and other reports to allow parents to access their child's data and learning progress conveniently. This transparency fosters trust and strengthens the partnership between teachers and families. Empowering Parents: The training equips teachers with engaging home learning activities suitable for different learning styles and academic needs. This empowers parents to actively participate in their child's education at home, fostering a sense of ownership and responsibility for learning. Collaborative Learning Environment: The focus on building collaboration throughout the training encourages teachers to develop communication strategies and action plans for ongoing engagement with parents. This fosters a more collaborative learning environment where both teachers and parents work together to support student success. Enhanced Student Motivation: When parents understand their child's strengths, challenges, and learning goals, they can provide targeted support and encouragement at home. This can boost student motivation and improve their academic performance. This training is designed to bridge the gap between home and school by empowering teachers to effectively communicate with parents and equip them with tools to support their child's learning journey. By fostering collaboration, transparency, and a shared understanding of student progress, the training is expected to lead to a significant increase in family engagement, ultimately benefiting student achievement and overall well-being.

- What will teachers submit as evidence of implementation?

Handouts, copy of Powerpoint or Google Slides presentation, data. Teachers will provide administration with a parent data chat form outlining the discussion regarding goals set based on where the student is currently, provide next steps for students progress, strategies/activities, and resources parents will use at home to support student learning. Samples of emails, Class Dojo messages or letters sent to parents that effectively communicate student progress and learning goals based on data analysis. Communication Logs: Maintain the SIS log that documents communication with parents (e.g., emails, phone calls, conferences). Include dates, topics discussed, and any resources shared. Lesson Plans with Home Learning Integration: Integrate home learning activities aligned with classroom lessons into lesson plans. Highlight these activities and how they connect to classroom learning goals. Parent Feedback on Activities: Collect anonymous feedback from parents regarding the usefulness and effectiveness of the recommended home learning activities.

- Month of Training

September 2025

- Responsible Person(s)

Ms. Holroyd, Ms. Wester, Ms. Crummell, Ms. Brinson

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

- Name of Training

Making the School Home SLL (Skills for Learning & Life) Connection

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

Training Objectives: Deepen understanding of the SLL 5 Competencies: Gain a comprehensive understanding of the five core SLL competencies and their importance in student success. Learn Effective SLL Strategies/Character NOW Pillars: Explore practical and engaging strategies to integrate SLL practices into your classroom routines and lessons for at home learning to include Book of the Quarter, character NOW engagement and SLL at home engagement activities. Communicate with Parents on SLL: Develop skills for effectively communicating the importance of SLL to parents and collaborating with them on fostering these skills at home. Identify Resources and Tools: Discover valuable resources and tools to support your own professional development and equip parents to use SLL strategies at home. This staff training delves into the five core competencies of Social for Learning and Life (SLL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We'll explore evidence-based strategies and resources to help staff build these essential skills to empower parents to become active partners in their child's social and emotional development.

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

The impact of this training on family engagement: Shared Understanding: By equipping teachers with a deeper understanding of the five core SLL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making), they can effectively communicate the importance of these skills to parents. This fosters a shared understanding between teachers and families about student development. Collaboration for SLL Development: The training encourages teachers to develop strategies for collaboration with parents on fostering SLL skills at home. This can involve sharing resources, suggesting activities, and creating a communication plan for discussing students' social and emotional development. Empowering Parents: By providing parents with resources and tools, such as handouts and online resources, the training empowers them to become active participants in their child's social and emotional learning journey. This can lead to increased confidence and effectiveness in supporting their child at home. Improved Communication: The training emphasizes communication strategies for teachers to effectively discuss SLL with parents. This leads to more open and productive conversations about each child's needs and progress in developing social and emotional skills. Collaborating with teachers and utilizing the recommended resources, parents can reinforce the SLL skills being taught in the classroom, creating a consistent and cohesive learning experience for the child.

- What will teachers submit as evidence of implementation?

-Communication Logs: Maintain a log that documents communication with parents regarding SLL topics (e.g., emails, conferences). Include dates, topics discussed, and any resources shared related to specific SLL competencies. Photos of students engaging in morning meetings, photos of messages to parents on school and classroom class dojo story, class or school newsletters that include SLL home/school connection. -Copies of parent handouts, newsletters, or website content that explain the importance of SLL and offer suggestions for fostering these skills at home.

- Month of Training

October 2025

- Responsible Person(s)

Ms. Edwards and Ms. Holroyd

## Parent Trainings

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

- Name of Training

Fostering a Love for Reading through Authentic Experiences

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

This interactive training session will equip parents with the knowledge and tools to support their child's reading development at home. Parent will learn: The Fundamentals: Gain a clear understanding of phonics and phonological awareness, the building blocks of strong reading skills. Explicit Instruction: Learn practical strategies and activities to reinforce letter sounds, blending, and phonemic awareness at home. Home Learning Resources: Discover how to utilize the school's online resources and the letters and writing folder to continue learning beyond the classroom. Leveled Independent Reading: Understand the concept of leveled reading and how to select appropriate books for your child's reading level. Question Power: Learn effective question stems to guide your child's thinking about the text and develop their comprehension skills. Benefits for the Child: Stronger Foundational Skills: Reinforce phonics and phonological awareness for improved reading fluency. Increased Confidence: Provide a supportive and engaging learning environment at home. Enhanced Comprehension Skills: Develop your child's ability to understand and analyze text. A Love of Reading: Foster a lifelong love for reading through positive and interactive experiences.

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

Some of the interactive hands-on components of the training are: Activity 1: Rhyme Time Relay Materials: Index cards with words written on them (half with rhyming words, half without) Instructions: Divide parents into teams and line them up. Place the index cards face down in a row at the front of each team. Activity: On "Go!", the first person from each team flips over the first card. If it rhymes with a word their teammate can think of and say, they earn a point. The first team to finish their pile of cards wins. This activity reinforces phonemic awareness and rhyming skills in a fast-paced and competitive environment. Activity 3: Decoding Detectives Materials: Short passages with highlighted words, markers (different colors) Instructions: Divide parents into small groups and provide each group with a short passage and different colored markers. Activity: Each group is tasked with identifying the sounds within highlighted words in the passage. They can use different colored markers to circle the consonants and vowels. Then, they discuss how the sounds blend together to make the word. This activity reinforces blending skills and phonemic analysis. Activity 4: Question Champs Materials: Children's book (age-appropriate for your grade level) Instructions: Gather parents in a circle and choose a volunteer to read a short children's book aloud. Activity: After reading, ask parents to take turns coming up with different question stems related to the story. This can include questions about the characters, plot, setting, or making predictions. Encourage higher-order thinking questions that go beyond simple recall. This activity demonstrates how parents can use question stems to guide their child's comprehension skills. The parents will engage in activities in which they will be grouped by primary K-2 or intermediate 3-5 to participate in interactive, hands on exploration of using foundational skills and strategies, using the home-school connection components of Benchmark Advance, and parents will engage in activities and practice using sample question stems to ask appropriate questions that lead to comprehension and understanding.

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

This training will help promote students' progress to proficiency in reading and writing. Students will learn and implement strategies to answer questions from texts to demonstrate their understanding of the text. This training on phonics, phonological awareness, and home learning strategies is expected to have a positive impact on student achievement in several ways: Stronger Foundational Skills: By equipping parents with the knowledge and tools to reinforce phonics and phonological awareness at home, students will benefit from consistent practice outside the classroom. This can lead to improved letter recognition, sound-symbol relationships, and overall reading fluency. Increased Engagement: When parents understand how to support their child's reading development, they are more likely to be actively involved in the process. This creates a positive learning environment at home and fosters a love for reading in children. Enhanced Comprehension Skills: The training emphasizes the use of question stems to guide children's thinking about text. This equips parents to ask questions that promote deeper understanding and critical thinking skills, leading to improved comprehension. Targeted Practice: Parents will learn how to utilize the school's online resources and leveled reading materials. This allows them to tailor practice activities and reading selections to their child's specific needs and reading level, maximizing the effectiveness of their support. Boosted Confidence: As children experience success with reading due to the combined efforts of parents and teachers, their confidence in their reading abilities will grow. This positive self-image can motivate them to continue learning and tackle new challenges.

- **Date of Training**

October 2025

- **Responsible Person(s)**

Ms. Reeg, Ms. Medina, Ms. Holroyd, Ms. Mitchell, Ms. Wester, Ms. Townsel, Select Classroom Teachers

- **Resources and Materials**

Word work Materials (magnetic letters, whiteboards) Laptop Writing folder Benchmark Advance Resources PowerPoint Presentation that explains the importance of phonics, phonological awareness, and home learning strategies. Charts, diagrams, and short video clips to enhance understanding will be used. Interactive Activity Materials: Playdough and Cookie Cutters (uppercase & lowercase): For Activity 1: Phonics Play (reinforces letter recognition and sound association). Index Cards with Words (rhyming & non-rhyming): For Activity 2: Rhyme Time Relay (reinforces phonemic awareness and rhyming skills). Short Passages with Highlighted Words & Markers: For Activity 3: Decoding Detectives (reinforces blending skills and phonemic analysis). Children's Book (age-appropriate): For Activity 4: Question Champs (demonstrates using question stems to promote comprehension) Online Resources Leveled Reading Materials List of Recommended Websites and Apps Whiteboard or Flipchart: For displaying key points and facilitating discussions during the training. Interactive flat panel screen Small Prizes for participating in activities or completing surveys to incentivize engagement.

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

\$0

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

- **Name of Training**

Mastering Meaningful Math with Fluency

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

An interactive workshop designed to equip parents with the knowledge and strategies to help their children develop math fact fluency, solving math problems, understanding math curriculum, developing reasoning strategies, constructing number sense & creating critical thinkers. This workshop will benefit parents of children at all grade levels. Parent Will Learn: The Importance of Math Fact Fluency: Understand how fluency with basic addition, subtraction, multiplication, and division facts lays the foundation for future mathematical success. Building a Strong Foundation: Explore the role of subitizing (recognizing small quantities instantly) and mental math strategies in developing fact fluency. Engaging Activities and Games: Learn fun and interactive ways to practice math facts at home, making learning enjoyable for both parent and child. Technology Tools and Online Resources: Discover educational apps, websites, and games that can supplement learning and boost math fact mastery. Effective Communication Strategies: Learn tips on creating a positive and supportive learning environment at home when practicing math facts. Common Challenges and Solutions: Address common concerns parents face regarding math fact fluency and explore solutions to overcome these challenges. This training is designed to foster parents' ability to assist their scholars with basic math fact fluency, solving word problems, constructing number sense, and developing reasoning strategies. Parents will learn how to help build their scholar's math fact fluency by using flashcards and basic math skills/strategies.

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

We will explore grade-specific, hands-on activities that utilize flashcards, math discourse, and manipulatives to make practicing math facts fun and effective for both the parent and the child. Materials: Math Fact Flashcards (divided by grade level): We'll provide flashcards with addition, subtraction, multiplication, or division problems relevant to your child's grade level. Math Manipulatives (age-appropriate): Counters, place value blocks, fraction strips, or other manipulatives that correspond to the grade level's math concepts. Deck of playing cards Large chart paper and markers (optional): For creating visual representations during math discourse activities. Activities: Making 10 strategies: Divide parents into small groups based on their child's grade levels. Each group will engage in activities that will help develop number sense and they can do at home. Making Doubles: Divide parents into small groups based on their child's grade levels. Each group will engage in activities that will help develop fluency. Making Near Squares: Divide parents into small groups based on their child's grade levels. This activity will help to develop reasoning strategies and math fact fluency. Wrap-Up (5 minutes): Open the floor for questions and discussion. Share additional tips for using flashcards, manipulatives, and math discourse effectively at home. We will provide a handout summarizing the activities and key takeaways.

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

This training is designed to empower parents to become active participants in their child's math education. By providing practical strategies and fostering a supportive learning environment at home, the workshop is expected to lead to significant improvements in student achievement, math fact fluency, and overall confidence in math skills. This math fact fluency workshop for parents is expected to have a positive impact on student achievement in several ways:

- **Date of Training**

November 2025

- **Responsible Person(s)**

Ms. Brinson, Ms. Dawkins

- **Resources and Materials**

Math Fact Flashcards: Divided by grade level (addition, subtraction, multiplication, division) with problems appropriate for each grade. Consider double-sided flashcards with the problem on one side and the answer on the other. Math Manipulatives: Age-appropriate manipulatives that correspond to the grade level's math concepts. Here are some examples: Lower Grades (K-2): Counters, counters, connecting cubes, ten frames, number lines. Upper Grades (3-5): Place value blocks (cubes, rods, flats), fraction strips, multiplication boards, pattern blocks. Large Chart Paper and Markers: For creating visual representations during math discourse activities. Decks of playing cards Dice Online Resources, dice, fraction/decimal dominoes, 10 frames and bi-colored counters, Family Engagement Materials, Handouts

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

0

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

- **Name of Training**

Science Rocks

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

An interactive workshop designed to introduce you to K-5th Grade Science Standards and equip parents with the tools to bring science learning to life at home! Through engaging activities and experiments, parents will explore the scientific process, key science vocabulary, and discover how to use everyday materials to create exciting science labs with their child. What Parents Will Learn: The Scientific Process: Understand the fundamental steps of scientific inquiry, from asking questions and making observations to conducting experiments, analyzing data, and drawing conclusions. Florida K-5th Grade Science Standards: Explore key concepts covered in the Florida K-5th Grade Science curriculum, including forces and motion, matter and energy, Earth systems, organisms and environments, and scientific investigation. Science Vocabulary in Action: Learn and practice using essential science vocabulary words related to the K-5th grade standards through interactive activities. At-Home Science Labs: Discover the magic of everyday materials! We'll guide you through a series of fun and engaging science experiments that you can easily recreate at home using common household items. Engaging Your Child in Science: Learn practical tips and strategies to encourage your child's curiosity and participation in science exploration at home.

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

Welcome and Introduction (10 minutes): Introduce the workshop theme, Florida K-5th Grade Science Standards, and workshop objectives. The Scientific Process in Action (20 minutes): Present a clear and engaging explanation of the scientific process using visuals and relatable examples. Facilitate a group activity where parents work together to identify the scientific process steps in a real-world scenario. Demystifying Science Vocabulary (20 minutes): Introduce key science vocabulary terms from the Florida 5th Grade Standards through interactive games and activities (e.g., matching games, charades). Encourage discussion and context-based understanding of the vocabulary words. Hands-on Science Labs (40 minutes): Divide parents into small groups and rotate them through three mini-science labs, each focusing on a different area of the K-5th grade science curriculum: Lab 1: Forces and Motion (Focus: Friction): Materials: Books, toy cars, sandpaper, different textured surfaces. Activity: Parents experiment with how friction affects the movement of toy cars on different surfaces. They discuss how this relates to forces and motion concepts. Lab 2: Matter and Energy (Focus: States of Matter): Materials: Ziploc bags, water, food coloring, stovetop (optional). Activity: Parents observe water going through different states of matter (solid, liquid, gas) by heating and freezing it. They discuss the vocabulary related to these changes. Lab 3: Earth Systems (Focus: Weather): Materials: Water, dish soap, food coloring, clear container with lid (optional). Activity: Parents create a mini model to demonstrate the concept of weather patterns, including cloud formation and precipitation. Wrap-Up and Q&A (10 minutes): Open the floor for questions and discussion. Briefly summarize key takeaways from the workshop. Provide a handout with a list of science vocabulary terms, experiment instructions for the at-home labs, and additional resources for science learning activities.

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

This hands-on science workshop for 5th-grade parents is expected to have a positive impact on student achievement in several ways: **Increased Science Literacy:** By familiarizing parents with the scientific process, key science vocabulary, and the Florida 5th-grade science standards, they can better understand and support their child's learning in the classroom. **Enhanced Engagement at Home:** Learning fun and engaging science experiments using everyday materials empowers parents to create exciting learning opportunities at home. This fosters a love for science and motivates children to explore scientific concepts further. **Improved Communication and Collaboration:** The workshop encourages parents to use scientific vocabulary in conversation with their children. This strengthens communication and allows parents to ask insightful questions about their child's science studies. **Supportive Learning Environment:** When parents feel confident about science and actively participate in their child's learning, it creates a more supportive learning environment at home. This motivates children and encourages them to take ownership of their science education. **Stronger Partnership between Parents and Teachers:** The workshop aligns with the Florida 5th-grade science standards, fostering communication between parents and teachers. Parents gain insight into classroom learning, allowing them to reinforce concepts at home, and teachers benefit from knowing parents are actively engaged in supporting science education. This workshop equips parents with the knowledge and tools to become active partners in their child's science education. By fostering a love for science at home, improving communication, and creating a supportive learning environment, the workshop is expected to lead to significant improvements in student achievement, science literacy, and overall scientific curiosity in 5th graders.

- **Date of Training**

January 2026

- **Responsible Person(s)**

Ms. Crummell, Ms. McKenzie, Mr. Paddyuman, Ms. Gordon, Ms. Dawkins, Mr. Selleck

- Resources and Materials

Hands-on Science Labs: Lab 1: Forces and Motion (Friction): Materials (per group): 2-3 Books of varying sizes/weights Toy cars (with wheels that roll freely) Sandpaper (different grits if possible) Felt or other textured fabric scraps Measuring tape (optional) Lab 2: Matter and Energy (States of Matter): Materials (per group): Ziploc bags (gallon size) Water Food coloring (different colors) Optional: Bowls with ice water for freezing Lab 3: Earth Systems (Weather): Materials (per group): Clear container with a lid (e.g., large plastic tub) Water Dish soap Food coloring (2-3 colors) Spray bottle (optional) All materials are clearly labeled and safe for adult use. Disposable gloves and paper towels available for the labs. Adapt the complexity of the experiments to match the parents' comfort level and available time. Instructions and safety guidelines for each science lab. Pre-packaged science kits available parents to recreate the experiments at home with their children.

- Amount (e.g. \$10.00)

0

## Coordination and Integration

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

- Name of Agency

Palm Beach School District McKinney-Vento Program (MVP) - Homelessness

- Describe how agency/organization supports families.

The McKinney-Vento Program (MVP) - Homelessness Department team is made up of social service and education professionals who work to address problems often faced by families experiencing homelessness and children enrolling, attending, and succeeding in school. The District's Homeless Liaison coordinates the efforts of the MVP team and ensures compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. The McKinney-Vento Homeless Assistance Act ensures educational stability for children and youth experiencing homelessness. Through the program, parents enroll their child for immediate school attendance, even if they lack copies of immunization records, transcripts, or proof of residency. Parents can choose to stay in their school of origin (the school they attended before becoming homeless) or enroll in the school located near their current shelter or temporary living situation. To assist parents with getting their child to school, the school district provides transportation to their school of origin if it's feasible, considering distance and educational needs. Parents can rest assured that their homeless child qualifies for free breakfast and lunch regardless of their family's income. Additionally, we offer support services to address the unique challenges homeless families face, such as school clothes, supplies, academic support, counseling, and referrals to health services. We accept the responsibility to inform parents experiencing homelessness about their children's educational rights and available resources. We offer a school based McKinney-Vento Liaison. This person should be readily available to answer parents' questions, explain their rights, and guide them through the enrollment process. We also, provide registration packets in multiple languages that clearly explain the McKinney-Vento Act, enrollment procedures, school choice options, and available support services. During Parent-Teacher Conferences, teachers discuss the impact of homelessness on learning and explore strategies to support the child's education at home, even with mobility. We dedicate space on our school website & newsletters for resources and information related to McKinney-Vento and supporting children experiencing homelessness.

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

Flyers, calendars, weekly newsletters, conference notes, and emails. McKinney Vento flyers of services provided (all languages)

- Frequency

Ongoing, as needed throughout the year. {Parent workshops, weekly newsletters, parent conferences, monthly ParentLink callouts, during registration (housing form and informational flyers).}

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

- Name of Agency

Palm Beach School District Behavioral and Mental Health Department

- Describe how agency/organization supports families.

Skills for Learning and Life (SLL) Family & Caregiver Unit Letters The resources below were designed to share the Skills for Learning & Life (SLL) Themes from each unit with families and caregivers. Each unit letter provides information about the themes that are being addressed in that unit. Then, for each theme, it provides possible ideas for discussion questions and family activities to reinforce these skills at home. Behavioral and mental Health school staff teach parents how to use the Mood Meter at home. We believe the Mood Meter can be a great start for family conversations around feelings that help build emotional skills. While having breakfast or before leaving for school, parents are encouraged to ask their child where he/she finds themselves on the meter and share your own feelings. Check in again in the evening at dinner or before bed. The Mood Meter is one tool that can support parents to precisely identify how their child is feeling. For example, the Mood Meter has four different color quadrants to reflect different emotional states. The top right quadrant is purple. This quadrant represents emotions that have high levels of energy and are more pleasant. The purple emotional state represents feeling happy, excited, hopeful, or optimistic. Family & Caregiver Resources Resilience Guide for Parents and Teachers (American Psychological Association) This guide includes useful tips for parents to help children develop skills of resilience. Family Emotional Safety Plan (Confident Parents, Confident Kids) A resource for creating a plan for strategies for parents to use when their child get in a high emotional state. How to Practice Belly Breathing (NeMours Children's Health System) Diaphragmatic breathing (also called "belly breathing") is a deep breath that tells the nervous system to calm down. You can practice this with your child to de-stress and help manage strong emotions. Boys Town Well-Managed Schools- Well-Managed Schools (WMS) provides practical strategies to address behavior within a structured school-wide behavior management system which creates more positive and calmer classrooms. This evidence-based intervention program is known to reduce challenging behavior, improve students' physical and emotional safety and increase student and teacher satisfaction all while motivating both students and educators to engage in positive interactions and prosocial behaviors.

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

Resources provided by Palm Beach School District Behavioral and mental Health Department: Copies of the SLL Family & Caregiver Unit Letters that will be sent home each trimester: The letters in all languages are designed to share the Skills for Learning & Life (SLL) Themes from each unit with families and caregivers. Each unit letter provides information about the themes that are being addressed in that unit. Then, for each theme, it provides possible ideas for discussion questions and family activities to reinforce these skills at home. Resources provided by Well Managed Schools: Lesson Plans, Skill of the Week Program, Access to Well Managed Schools on Demand.

- Frequency

Ongoing, as needed throughout the year.

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

- Name of Agency

Palm Beach School District ESE Department

- Describe how agency/organization supports families.

Special Ed Connection® - A web-based resource that parents can use to gain an understanding of what special education is and how it works, as their child enters, progresses through and exits the world of special education requirements. From legal rights to practical application and from student referrals to IEPs, Special Ed Connection® explains specific procedures and provides real-world application strategies so parents can learn the complexities surrounding special education supports and services. Parents are provided with tools that can help them learn how to be more actively involved in meeting the special education needs of their child. Smart Starts provides parent with a quick way to gain a better understanding of almost 450 special education topics, federal regulations, case law, assistive technology, and how the special education law applies to your family member. A Special Ed Online Dictionary that lists more than 1400 widely-used terms with straightforward, easily-understood definitions is available to all parents. Special Ed Round-Ups that offer a fast and easy way for parents to quickly access best practices on hundreds of special education issues from autism to bullying to postsecondary transition and more. The ESE Parent Book is for the parents of children in Florida who have special learning needs because of a disability. This book explains the ESE process and key ideas in the state and federal laws about ESE. It provides basic information only. It helps parents of children receiving learn to work with the school as an important member of the education team. We provide parents with information about their child's rights under IDEA and how to be involved in their education. The district ESE Advisory Committee advises and assists the ESE Director and the Superintendent in reviewing the current status of Exceptional Student Education, identification of strengths and weaknesses, development of goals and objectives, by recommending priorities for the provision of a free and appropriate public school education in all areas affecting Exceptional Student Education. Disseminate exceptional student education information to parents

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

Invitational flyers about the annual ESE (parent) meeting. Information about parent support groups for parents to connect with other parents to be sent home with ESE students Electronic newsletters with links to services. Copies of conference notes where the school's ESE Contact provided parents with information about their child's rights under IDEA and how to be involved in their education. Parent-teacher conference notes discussing the IEP and progress. Parent support groups: Connecting with other parents can be a valuable source of information and emotional support.

- Frequency

Annually and 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

Dr. Mary McLeod Bethune Elementary can ensure parents and families are well-informed about Title I programs, meetings, and activities through a multi-pronged approach that emphasizes clear communication and accessibility: Website: A dedicated Title I webpage on the school website <https://mmbe.palmbeachschools.org/> provides a central hub for information. Here, parents can find descriptions of Title I programs (tutoring, mentoring, parent trainings), meeting schedules, translated materials, and contact information for further inquiries. Flyers and Brochures: Distribute informative flyers and brochures in both English, Spanish and Haitian Creole. These will be sent home with students, displayed on bulletin boards, and included in welcome packets for new families. Email and Text Messaging via Parentlink and Classroom Dojo for important announcements and reminders about Title I meetings and activities. During open houses, back-to-school events, new student orientation and parent-teacher conferences, allocate time to explain Title I programs and upcoming events. Prioritizing Clarity and Accessibility: Language: Utilize plain language that is easy to understand by parents with varying education levels. Translation Services: Offer translated versions of key documents and presentations in the most common languages spoken at the school. Visual Aids: Incorporate visuals like charts, graphs, and pictures in flyers and presentations to enhance understanding. Accessibility: Ensure meetings are held in accessible locations and offer interpretation services for families who require them. Encouraging Parent Participation: Two-way Communication: Welcome questions and feedback from parents at meetings and through designated communication channels. Parent Advisory Committee: Involve parents in a Title I Parent Advisory Committee to discuss concerns and program effectiveness. Success Stories: Showcase success stories of students who have benefited from Title I programs to motivate other families to participate. Parent/School/Community Stakeholder communication is at the core of our school's success. Our goal is to provide timely notification and extend invitation to participate to all families. Therefore, the school will provide flyers in English, Spanish & Creole; Parent link; School newsletter; School Website; Monthly Parent/Community Calendar; Social media-Twitter, Class Dojo, during parent conferences & other platforms.

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

Copies of the Parent link report; school newsletter; Class Dojo, PFEP summary, Compact, & other platforms forwarded to the parents.

- Description

Curriculum Night: In the fall and Winter, we will host an annual Curriculum Night to explain the core subjects, learning objectives for each grade level, and the resources used. School Website: We will create a dedicated webpage outlining the curriculum for each grade level. Downloadable materials, pacing guides, and links to relevant learning standards will be available. Regular Communication: Teachers/school will send out monthly updates via email and in back packs outlining what students are currently learning, upcoming assessments, and how parents can support learning at home. During parent/teacher conferences, we will use clear language to explain the learning goals and proficiency levels expected for each subject and grade level. "Standards Nights" where parents can learn about the specific learning standards used in the school district or state will be offered. Progress Reports with an explanation of the learning goals covered during the reporting period and the student's progress towards meeting them. Curriculum documents and information about learning standards in Spanish and Haitian Creole. We will provide a glossary of educational terms used in communication with parents, particularly when discussing learning standards and proficiency levels. Maintain an open-door policy where parents feel comfortable approaching the principal with questions about the curriculum or proficiency levels. Organize and host workshops that demonstrate how parents can support their child's learning at home based on the curriculum and learning goals. Provide parents with a list of recommended resources (books, websites) that align with the curriculum and can be used for home learning activities at that time. Explore a Parent Advisory Committee where they can provide feedback on curriculum communication and suggest ways to improve understanding. Benchmark Parent/Home Reports will be sent home in the students backpacks Parent/Family Huddles.

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

Sample copies of iReady, Benchmark and Saavas parent/home reports and diagnostic assessment results; Family Huddle PowerPoint and handouts, photos of parent engagement in the planned events, and conference notes shared with parents will be uploaded as evidence.

- Description

Dr. Mary McLeod Bethune Elementary will inform parents about the academic assessments used to measure student progress and achievement of State academic standards as follows: Assessment Information Page: A dedicated webpage on the school website will explain the different types of assessments used throughout the year. This page will detail the purpose of each assessment, how it aligns with State standards, and how the results are used. Teacher-Parent Communication: Teachers will be encouraged to discuss upcoming assessments with students and parents during class and through regular communication channels--Dojo, email, newsletters. Parent Information Segments: We will organize information sessions specifically focused on explaining State academic standards and the assessments used to measure them. "Assessment Night": We will host an "Assessment Event" where parents can learn about the different types of assessments used, how they are scored, and what the results mean for their child's learning. Sample Assessments: Provide parents with examples of questions or tasks from different assessments to familiarize them with the format and expectations. As provided on the FLDOE website Making Information Accessible: Offer key information about assessments and State standards in all languages--Spanish, English and Haitian Creole. During conferences, teachers use clear language to explain how recent assessments inform the student's progress towards meeting State standards. Diagnostic assessment parent conferences/Parent Huddles (iReady and district diagnostics) in person, phone, or google link.

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

Letters to parents about iReady diagnostics, state assessments and District diagnostics, sample report cards and mid-term reports; Parent trainings agendas, Powerpoints, handouts and google meet recording links.

- Description

A dedicated section on our school website outlining opportunities for parent involvement in decision-making on committees, councils, and specific projects where parent input is valued. We will utilize multiple channels like email newsletters, social media posts, and school announcements to highlight upcoming decision-making opportunities and how parents can get involved. We will also use online surveys and suggestion boxes. Childcare Support during evening meetings or events to remove barriers to parent participation. Showcase examples of how parent input has positively impacted school decisions and student learning. We will begin to share testimonials from parents who have participated in the decision making process. Publicly acknowledge and appreciate the contributions of parents who actively participate in decision-making committees and projects. The school will inform parents about opportunities to participate in decision-making related to the education of their children through parent-teacher conferences, 504 conferences, IEP conferences SBT conferences, SAC meetings, the school's website and weekly newsletter.

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

IEP, 504, SBT, ELL meeting invitations and notes; Parent conference notes, SAC meeting invitations and meeting minutes; snapshot of the website, a copy of the newsletter.

- Description

We will offer the same training/activity at different times throughout the week or month. This caters to parents with varying work schedules or childcare commitments. Some events will be scheduled in the early mornings or evenings to accommodate parents who work during the day. We will begin to consider hosting occasional workshops or events on weekends to provide another option for busy parents. Most training sessions will be recorded and will be made available online for parents who cannot attend in person. This will be supplemented with online resources and materials available on our school's website. Google meet options for meetings or events will be available, allowing parents to participate virtually from home. One-on-One Meetings: Offer individual meetings with teachers, the principal and/or relevant staff to discuss topics typically covered in group sessions. We will conduct surveys among parents to gauge their preferred times and formats for meetings and activities by placing suggestion boxes in the main office for parents to anonymously share their preferred schedules for events. Use the automated reminder systems via Dojo to keep parents informed about upcoming events.

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

Invitations/flyers showing meetings, links to virtual meetings, trainings, activities and parent conferences during the morning, lunchtime, evenings and Saturdays.

## 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**

District and school based interpreters for all languages, will provide translation during the events. Flyers will be translated in all languages represented by the population served. If school based interpreters are not available, district CLFs will be secured.

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

The following evidence will be uploaded in multiple languages: Copies of flyers Invitations and handouts in all languages represented by the population served PFEP Parent/School Compact Copy of PBSO 1944 requesting a CLF for Spanish and Haitian Creole speakers

- **Description**

Assistance will be provide to parents and families with disabilities, including audio enhancement equipment, designated handicapped parking spaces, elevator and large print ehandouts. The school is ADA Compliant to meet the needs of the disabled. District will be contacted if additional support is needed for families.

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

Copies of enlarged print flyers and ehandouts Photos of designated handicapped parking spaces and audio enhanced equipment being used. Emails

- **Description**

School will make sure families feel welcome, will survey families to determine needs, and provide the necessary information for student success as well as available resources. School staff will seek the assistance of the Welcoming and Inclusive Schools Department for assistance with home visits and resources (attire, supplies, etc). The following evidence will be uploaded: Photos of donations. Copies of Thank You letters for school clothes, shoes, school supplies and other donations Photos of children receiving school clothes and school supplies, Emails, Log of distributed resources Migrant Brochures of services provided (in all languages) Communication via emails requesting food, clothes, etc.

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

Emails/communication with the Welcoming and Inclusive Schools Department, log of resources distributed, Migrant brochures of services provided (in all languages).

- **Description**

The school prioritizes overcoming barriers that hinder families' experiencing homelessness to foster parent's full participation in school meetings, trainings, activities and events. School will make sure families feel welcome, will survey families to determine needs, and provide the necessary information for student success as well as available resources. School staff will contact District for additional support as needed for families.

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

The school will work with community partners and businesses to provide families of Prek-5th grade students with groceries, school clothes and school supplies. The following evidence will be uploaded: Photos of donations. Copies of Thank You letters for school clothes, shoes, school supplies and other donations Photos of children receiving school clothes and school supplies, Emails, Log of distributed resources McKinney Vento flyers of services provided (in all languages) Communication via emails requesting food, clothes, school transportation and beds. Request school transportation to/from school to overcome truancy barriers.

## **Other Activities**

### **1. Activity #1**

- **Name of Activity**

Best Buddies International Partnership

- **Brief Description**

The school will partner with Best Buddies International to connect experienced parents of children with IDD and other disabilities. with new parents. This endeavor will provide emotional support, share valuable resources, and offer guidance on navigating the journey of raising a child with IDD and other disabilities. The school will organize workshops or webinars focused on topics relevant to parents raising children with IDD and other disabilities.

### **2. Activity #2**

- **Name of Activity**

Calming Corner

- **Brief Description**

All K-2nd grade classrooms will create a Calming Corner to provide students with a designated quiet space to reflect on self-regulation, breathing techniques and reengagement techniques. The school will provide parents with simple activities to practice self-regulation and breathing techniques at home with their children via handouts and online resources. The school will encourage parents to create a designated calming space at home with their children. We will provide a list of suggested materials and activities. We will invite parents to share their experiences with the Calming Corner at home through photos, drawings or videos.

### 3. Activity #3

- **Name of Activity**

Kiwanis Club of Riviera Beach K-Kids Club

- **Brief Description**

The Kiwanis Club of Riviera Beach sponsors the school's K-Kids for fourth and fifth grade students. The school will organize a special family service day where parents and children can work together on a K-Kids projects to fosters a sense of family involvement and teamwork. The school will establish a K-Kids Parent Advisory Committee where parents can provide input on projects, and overall program activities. Here are the key aspects of K-Kids clubs: Focus on Service Learning: K-Kids clubs provide a platform for young students to develop leadership skills and a sense of responsibility through community service projects. They plan and execute projects that address needs within their school or local community. Through participation in K-Kids, students have opportunities to take on leadership roles in various aspects of the club. This could involve planning meetings, organizing projects, or even serving as club president. By collaborating on service projects, students learn valuable teamwork and communication skills. They work together to achieve a common goal and learn to listen to and respect each other's ideas. Building Self-Confidence: The experience of planning and completing service projects can significantly boost self-confidence in young students. Seeing the positive impact of their work helps them feel empowered and capable. K-Kids clubs provide a fun and engaging way for 4th and 5th graders to develop important social and leadership skills while making a positive difference in the world around them.

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

**Beyond Academics: Nurturing the Whole Child** At our school, we believe true education goes beyond textbooks and test scores. We're dedicated to cultivating well-rounded individuals with strong social-emotional skills, unwavering character, and a global perspective. Our comprehensive approach ensures students are not just prepared for the next grade, but for life itself.

**Social-Emotional Learning & Character Development** We embed social and emotional learning (SEL) into every school day to help students build self-awareness, empathy, and positive relationships.

**Skills for Learning and Life (SLL):** Our homeroom teachers use daily Morning Meetings to establish a supportive class community. These research-based activities help students build essential life skills, from effective communication to problem-solving. This is where your child learns to connect with their peers and feel a sense of belonging.

**Targeted Support:** Our dedicated school counselor leads Weekly Life Skills Groups to address specific needs at different grade levels, from navigating friendships to managing emotions. For more personalized support, our Behavioral Health Professional provides confidential one-on-one and small group sessions to help students with their mental and well-being.

**Character Education Program:** In partnership with the District's "Character Now!" program, we focus on seven core pillars: respect, responsibility, kindness, self-control, honesty, perseverance, and citizenship. These values are reinforced through weekly discussions and fun activities. At our monthly International Baccalaureate (IB) Attitude assemblies, we celebrate students who exemplify these positive character traits.

**Mentorship & Positive Community** We foster a supportive community where older students serve as positive role models for younger learners, reinforcing a culture of kindness and respect.

**iMentors:** In this unique program, select high school students volunteer to mentor elementary students. This relationship provides younger students with academic support, a friendly ear, and a positive role model, while teaching our high schoolers valuable leadership and empathy skills.

**Bi-Wi:** Our on-campus mentorship program for girls in grades 3-5 provides a safe space for young girls to connect with caring adult mentors. These groups offer a platform for guidance on everything from self-esteem and friendship to academic goals.

**Safe, Supportive, & Inclusive Environment** Creating a secure and welcoming environment is fundamental to our mission. We have clear, school-wide expectations and a culture that values kindness and accountability.

**The Scholar Way:** This isn't just a set of rules—it's our school-wide expectation matrix that guides student behavior and promotes a positive learning environment. From the classroom to the playground, students know what's expected of them, leading to a safer, more productive space for everyone.

**Anti-Bullying Initiatives:** We maintain a zero-tolerance policy for bullying. We work with our Safe Schools partners to implement proactive anti-bullying programs and provide students with easy-to-use, anonymous reporting tools so they always feel safe speaking up.

**Character Building Assemblies:** We make character education fun and memorable. Fine arts and homeroom classes incorporate creative activities into our assemblies, allowing students to learn about character through performance, art, and collaboration.

**Developing Global Citizens** As an IB World School, we go a step further. We encourage students to think critically and consider their place in the world. The IB Primary Years Programme isn't just a curriculum; it's a mindset that promotes cultural awareness, responsible citizenship, and a commitment to making a positive impact on a global scale. We're not just preparing students for a successful career, but to thrive as compassionate, responsible citizens in a globalized world.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Our Multi-Tiered System of Support (MTSS): A Foundation for Student Success At Dr. Mary McLeod Bethune Elementary School, we believe every student deserves to thrive. We use a tiered model of support, also known as the School-Based Team (SBT) or MTSS, to ensure all students get the help they need to reach their full academic and personal potential. This comprehensive system addresses student needs in reading, math, and behavior with increasing levels of support. Our dedicated School Culture Coordinators lead this effort, with our team meeting every Monday to review student cases and plan next steps. The Three Tiers of Support Tier 1: High-Quality Core Instruction for All This is the foundation of our support system. All students receive high-quality, evidence-based core instruction. Our teachers use the district's curriculum and resources, including Benchmark Advance and the iReady program, to provide a strong educational experience for everyone. Within this tier, teachers also differentiate instruction to meet the diverse needs of learners in the classroom. We continuously monitor student progress through a variety of tools like iReady diagnostics, exit tickets, and daily observations to quickly identify any student who might need additional support. Tier 2: Targeted Interventions When a student needs a little extra help to grasp a concept, they move to Tier 2. This level provides targeted interventions in a small group setting. These sessions are led by a classroom or a pull-out teacher and use supplemental programs like FastBridge or See Say Move to address specific skill gaps. The effectiveness of these interventions is monitored frequently—either weekly or at the end of a unit—to ensure students are making progress. Tier 3: Intensive, Individualized Support For students who continue to struggle despite Tier 2 interventions, we provide intensive, one-on-one support. This is delivered by specialized teachers, including our SAI (Academic Intervention), ELL, and ESE teachers. Students at this level receive highly specialized instruction tailored to their unique needs. In some cases, a comprehensive psycho-educational evaluation is conducted to identify the root causes of learning difficulties and develop a highly personalized plan for success. How Students Are Identified and Supported We use a collaborative, data-driven process to identify students for our tiered support system. Universal Screening: We begin by conducting universal diagnostic screenings in reading and math for all students. Data Analysis: Our teachers and the School-Based/Multi-Tiered System of Support Team (SBT/MTSS) then analyze this data, along with classroom observations and other assessments, to pinpoint students who may need support. Teacher Recommendations: Teachers can also initiate a request for support by completing an SBT packet for students they feel may need Tier 2 or Tier 3 interventions. The School-Based Team uses the PBS decision-tree protocol to review the data, identify the student's strengths and weaknesses, and determine the most effective interventions. The SBT reconvenes regularly to review the effectiveness of these interventions and make adjustments as needed. Through this comprehensive and collaborative model, we ensure every student at Dr. Mary McLeod Bethune Elementary School receives the support they need to reach their academic goals.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

At Dr. Mary McLeod Bethune Elementary School, we believe in nurturing the whole child. Our students go beyond the classroom to become inquisitive learners, global citizens, and compassionate leaders. We achieve this by providing a dynamic environment where academics are seamlessly integrated with social-emotional learning, community engagement, and character development. Enriching the Learning Experience ????

We provide a variety of programs to spark curiosity and expand our students' horizons. Our curriculum is not confined to the classroom, extending learning into the community and beyond. Extended Learning Programs: Learning doesn't stop when the school day ends. Our after-school clubs offer a rich array of choices, from STEM and robotics to the arts and Lego League, allowing students to explore their passions. Our Safety Patrols and iB Ambassadors programs empower students to take on leadership roles, while Girls on the Run builds confidence and life skills. During the summer, our Summer Academy blends core curriculum with exciting, hands-on field trips to keep students engaged and learning. Hands-On Learning: We believe that the world is the best classroom. We organize field trips to local gems like the Kravis Center and the Mounts Botanical Gardens to provide students with firsthand experiences that connect with their studies. When a location isn't accessible, we use virtual field trips to explore the globe from our classroom. Additionally, our 4-H Club/Embryology Lab teaches students about the life cycle, and we're excited to announce our application for a new Butterfly Garden project for the upcoming school year. Community-Based Learning: We empower students to be active, compassionate members of society through service learning. Our students study the global issue of clean water scarcity and actively partner with the Farm Share-Student program to distribute water to those in need. This problem-based learning approach encourages students to research, analyze, and apply their knowledge to solve real-world problems. Specialized Instruction and Personalized Growth ?? Every student is unique, and our approach to instruction reflects that. We use data and specialized support to ensure every student reaches their full potential. Literacy and Academics: Our school is an IB Primary Years Programme school, and this philosophy guides everything we do. We have a dedicated 240-minute literacy block to provide focused instruction and practice, ensuring all students build a strong foundation in reading and writing. We use iReady assessments to diagnose student strengths and weaknesses, allowing us to personalize instruction and tailor support. Our curriculum includes daily science exploration to foster curiosity and scientific thinking, while a Fine Arts rotation in Spanish, Music, Media, and Physical Education allows students to explore their creativity and learn about diverse cultures. Targeted Support: We provide comprehensive support for all learners. Our ESE and ELL services offer both in-class and pull-out support to ensure students with special needs and English Language Learners receive the instruction they need. We also utilize adaptive technology to create individualized learning experiences for every student. The IB Learner Profile: As an IB school, we guide students to become more than just learners; we guide them to be inquirers, thinkers, communicators, and risk-takers. These principles are embedded in our daily instruction, fostering students who are knowledgeable and principled in their approach to the world. Mentorship and Social-Emotional Wellness ????

We recognize that strong minds are built on a foundation of character and well-being. We create a supportive environment where students feel safe, confident, and connected. Mentorship Programs: We connect students with positive role models through a variety of programs. Our partnership with Suncoast High School's iMentor Program pairs high school students with our elementary students for academic and social support. We also collaborate with community organizations like Project FACT and the Bi-Wi Girls mentoring program to provide students with real-world expertise and guidance. These relationships build a sense of community and foster a supportive environment. Skills for Learning and Life: Our school provides students with the tools to navigate challenges and build emotional resilience. The "Skills for Learning and Life" (Kinder-5th grade) and KiWi Corner (K2nd grade) curriculum provides students with strategies to overcome emotional, social, and even traumatic experiences, ensuring they have the confidence and character to succeed both in and out of the classroom.

# Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

We believe education is about reading and math, and it's about preparing students to be future leaders, innovators, and compassionate citizens. Our school is a community dedicated to building strong minds, fostering big dreams, and creating a supportive environment where every student can thrive.

**Career & College Readiness** We expose our students to a world of possibilities from a young age, helping them connect their learning to future career paths and inspiring them to aim for higher education. **Think Big Career Day:** Every fall, we host more than 40 professionals from diverse fields—including doctors, lawyers, law enforcement officers, and entrepreneurs—who visit our 3rd through 5th graders. This isn't just a day of guest speakers; it's an opportunity for students to ask questions, learn about different career paths, and be inspired by real-world journeys. **Graduation Walk Celebration:** During graduation season, we fill our halls with pride and purpose. Seniors from Suncoast High School, wearing their caps and gowns, walk through our school in a celebratory procession. Our students line the hallways, cheering them on, creating a powerful full-circle moment that reminds our future graduates of the exciting path ahead. **5th Grade Completion Ceremony:** We honor our graduating 5th graders with a special ceremony designed to mirror the significance of a high school graduation. Complete with speeches, a guest speaker, and a procession, this event celebrates their achievements and marks a proud transition to middle school. **College & Workforce Ready Fridays:** Every Friday, our faculty and staff wear college gear or motivational t-shirts to school. Our hallways become a walking showcase of college pride and spirit, inspiring students to start thinking about their own academic and career goals. Teachers even decorate their classroom doors with their alma mater's colors and crests, creating a visual reminder that hard work in the classroom can lead to a bright future.

**Building a Caring Community Beyond academics,** we are dedicated to fostering a school culture rooted in empathy, respect, and compassion. We empower our students to be positive contributors to the world, ensuring they graduate not only with knowledge but also with strong character and a sense of responsibility. We actively promote diversity and inclusion, celebrating what makes each of us unique while focusing on what unites us. By creating a caring and supportive environment, we give our students the foundation they need to become kind and successful individuals.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

**Kindergarten Round-Up: Your First Step** Our Kindergarten Round-Up events are the perfect way to get to know our school. We host these informative sessions twice each spring and summer. You'll learn all about our curriculum, school expectations, and the many opportunities we offer. Best of all, you'll meet our dedicated team of specialists, including our school psychologist and speech therapist, who will be available to answer your questions and even screen your child for kindergarten readiness. This is a great opportunity to connect with us and get a feel for our caring school community.

**Learning at Home & Over the Summer** We provide you with tools to help your child learn and grow, even before they officially start school. **Home Kits:** We've partnered with the district to bring you special kindergarten readiness kits! Packed with fun activities and weekly video tutorials, these kits are designed to help your child blossom in key areas like reading, writing, math, and social skills. **Summer Learning Fun:** The learning doesn't stop with the kits! We provide additional activities and a special packet filled with materials and manipulatives to help your child practice essential skills. They'll work on everything from letter recognition and counting to name writing, ensuring they stay sharp and are excited for their first day.

**From VPK to Kindergarten: A Seamless Transition** For families in our Voluntary Prekindergarten (VPK) program, we ensure a seamless transition. Our VPK curriculum is play-based and focused on kindergarten readiness. Throughout the year, we host events like meet-the-teacher sessions to help your child feel comfortable and confident. At the end of the year, each VPK student receives a Summer Transition Backpack filled with books, activities, and a parent guide to continue the learning journey at home.

**Building Community Together** We believe in partnering with our families to build a strong foundation for success. We work with organizations like Bridges of Riviera Beach to connect you with family activities, summer programs, and valuable parent workshops. Additionally, all incoming kindergarten families are invited to our special new student orientation in July, where you can meet other families and feel even more prepared for the first day of school.

## Professional Development

## 1. Professional Development

Our comprehensive professional development program is designed to equip every teacher and staff member with the knowledge, skills, and support they need to provide an exceptional learning experience for every child. We foster a culture of continuous learning and collaboration, ensuring our team is always at the forefront of educational best practices.

**Targeted Support for Every Teacher** We provide specialized support to meet the unique needs of our educators, from new hires to, to International Teachers (EPI) to seasoned veterans.

**Mentorship and Coaching:** New teachers are welcomed into a robust mentorship program where they are paired with veteran teachers who provide one-on-one guidance and support. Our grade-level chairs and instructional specialists offer ongoing, in-the-moment coaching to all teachers. This ensures that no teacher is left to navigate challenges alone and that everyone has a trusted resource to turn to.

**Dedicated Specialists:** Our on-site literacy specialists provide continuous professional development specifically for K-3 teachers, ensuring our youngest learners get the strongest possible start. A dedicated North Region specialist offers regular, personalized support in both literacy and math, bringing district expertise directly to our school.

**Support for International Teachers:** We recognize the unique journey of our EPI/International teachers. Our professional development offers tailored sessions, monthly "huddles," and direct Google Meet check-ins with the principal to ensure they have the resources and support to thrive in our school and community.

**High-Fidelity Curriculum & Instruction** Our training is meticulously designed to align with state standards and our core curriculum, guaranteeing that our instructional practices are both consistent and highly effective.

**Unpacking B.E.S.T. Standards:** Our faculty and staff engage in professional development led by district, regional, and school-based experts. We focus on unpacking Florida B.E.S.T. Standards and implementing our Benchmark Advance curriculum with fidelity across all subjects—reading, math, science, social studies, and writing. This ensures our instruction is rigorous and aligned from one classroom to the next.

**Leveraging Technology:** Teachers learn to effectively integrate powerful tools like iReady, Penda, and SAVVAS using its adaptive technology to personalize learning and provide targeted reading and math instruction in small groups. This data-driven approach allows us to pinpoint student needs and deliver individualized support.

**Collaborative Growth & Accountability** Our professional development is built on a foundation of collaboration and shared responsibility for student outcomes.

**The Educator Support Program:** A team of leaders, including the principal, assistant principal, Single School Culture Coordinator, and teacher leaders, work together to facilitate a robust Educator Support Program. This program provides a framework for support, feedback, and shared growth.

**Deep Deliberate Planning:** Professional development/PLC sessions are interactive forums that foster "deep deliberate planning," encouraging ongoing conversation and collaboration among teachers. This collaborative environment promotes continuous reflection and refinement of instructional practices, ensuring we are always growing and learning as a team.

**Essential School-Wide Training:** Our faculty and staff receive comprehensive training on all essential school and district initiatives, from Well Managed School, PBIS, The Scholar Way's behavior protocols and the MTSS/RTI process to effective assessment procedures and the implementation of behavior interventions. This ensures we are all on the same page, working together to create a positive and supportive learning environment for every child.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

At Dr. Mary McLeod Bethune Elementary, we know that great schools are built by great teachers. We are dedicated to attracting and retaining top educators who are passionate about making a real difference in the lives of our students. We invest in our teachers and staff, support their growth, and celebrate their success. We use a multi-faceted approach to build a team of highly qualified and diverse educators. Our recruitment process is designed to find individuals who are not only skilled and deliver best practices but also align with our school's mission and values. We're proud to be a part of the EPI/International Teacher program, which allows us to recruit exceptional educators from around the world. We've streamlined our interview process using Zoom to efficiently connect with top talent, ensuring our classrooms reflect a global perspective. We believe in investing in our local community. We actively mentor and support our substitute teachers and academic tutors as they work toward their teaching certifications. This "grow-your-own" pipeline ensures we have a continuous supply of dedicated, high-quality faculty who already know and love our school's culture. Our principal and current teachers are our best recruiters. We leverage social media, attend job fairs, and highlight our vibrant learning environment in our school newsletter to attract candidates who are a great fit for our team. Investing in Our Educators Once a teacher joins our team, our commitment to them only grows. We've created a supportive and empowering environment where they can thrive professionally and personally. Every educator is part of our Educator Support Program, a collaborative initiative led by our principal, assistant principal, and teacher leaders. This program provides ongoing guidance, mentorship, and a clear path for professional growth. Continuous Professional Development: Our teachers have access to comprehensive professional development facilitated by district, regional, and school-based experts. These sessions focus on high-fidelity curriculum implementation, effective technology integration, and the latest instructional best practices, ensuring our educators are always at the top of their game. Leadership Opportunities: We don't just want our teachers to teach; we want them to lead. We encourage them to take on leadership roles as grade-level chairs, department leads, and club coordinators, empowering them to make a broader impact on our school community. Growth and Recognition: We believe in celebrating every win. We recognize achievements through weekly "BBB Scholarmaker" announcements and regular shout-outs in meetings and newsletters. This culture of appreciation ensures that hard work and dedication never go unnoticed. Work-Life Balance and Appreciation: We understand that a happy teacher is an effective teacher. We support a healthy work-life balance with flexible work arrangements, opportunities for part-time pay, and compensatory time. We also show our appreciation through gestures like monthly refreshments, a teacher snack cart, and other thoughtful incentives that make our staff feel valued.