
Title I Comprehensive Schoolwide Plan
BARTON ELEMENTARY SCHOOL (0741)

ELA

1. List prioritized needs statements.

- PM2 ELA FY25 FAST is 16% proficiency in grades 3-5 (Increase from 10% on PM1) and below PM3 ELA FY24 FAST which was 24% - SWD subgroup is at 8% proficiency for grades 3-5 on PM2 FY25 FAST ELA - ELL Male subgroup is at 15% proficiency in grades 3-5 on CP3 - ELL Female subgroup is at 18% proficiency in grades 3-5 on CP3 - large number of retainees in FY24 (73) and projected for FY25 at 151 as of PM2 - K-2 Literacy is at 6% proficiency (FY25 PM2) - K-2 Reading is at 11% proficiency on (FY25 PM2)

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

- students in grades K-2 show deficiency in early literacy skills (phonological awareness, decoding, and encoding) - non-systemized and not efficient process of early identification of student deficiencies in Reading in grades K-2 - SBT/Rtl process at the school is not efficient - SWD students require implementation of accommodation as support - SWD curriculum gap between what is taught and what is required - large number of teachers new to the school, new to the content, and to the country (18 ESP, 23 EPI, 19% 0-3 years of experience)

3. Share possible solutions that address the root causes.

- teachers require hands-on practices, and coaching support - planning for standards-based instruction with lead teachers, coaches, and veteran teachers - training to identify and address student reading deficiencies in grades K-3 (MTSS) - professional development and planning for explicit instruction in ELA - post-school and prior to the pre-school PD and planning for new teachers (ESP, EPI) - provide continuous year-long PD sessions (once a a month) for new teachers - offering after school planning and collaboration - collaboration and trainings with ESOL and ESE departments and classroom teachers

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

- **Communication**

Communication will focus on ensuring continuous, diligent, and positive engagement with the families by promoting literacy as a key to academic success. - communication will be available in all language (English, Spanish, Creole) to ensure literacy information is communicated properly - CLFs will assist with translations to make parent phone calls and assist during parent conferences while discussing student reading outcomes - regular parent conferences highlighting student success and home support - school will hold regularly school events focused on ELA - provide reports on student academic progress in ELA - communicate school needs and track overall ELA academic success in SAC meetings - notify parents about community opportunities involving literacy engagement - school will use ParentLink, Talking Points, ClassDojo, phone calls, text messages, marquee, and flyers to notify parents and community about event supporting ELA

- **Parent Training**

Parent trainings will focus around positive engagement and support of students at home building up parents' knowledge of school and curriculum expectations in ELA Reading, Writing, and Early Literacy Skills - curriculum nights with defined ELA expectations for each trimester and the school year - literacy nights for each grade level - Dual language nights - digital immersion if families to support literacy at home

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

- **School**

- welcome family and community partner to support students and families - provide rigorous, standards-based, and explicit instruction in each classroom - provide safe and conducive to learning classroom and school environment - respect and value cultural backgrounds - support and grow ELL student as learners in each classroom - provide students with appropriate homework and opportunities to complete digital assignments - provide students with reading opportunities at home by sending books and/or sending links to digital books - communicate with parents regularly via ParentLink, ClassDojo focused around positive outcomes - hold parent conferences and communicate student progress

- **Students**

- attend school regularly, be prepared to learn - complete assignments to the best of the ability and also do more and better every day - follow the Charger's Way every day, in every situation, everywhere at the school - use conflict resolution and social skill as means to get along with others - be positive when communicating with others - take pride in own work and celebrate the work of others

- **Parents**

- make sure students come to school every day and on time - monitor homework completion - check backpacks every day and ask about the child's day - communicate with the school and the teacher regularly - volunteer and assist the school - ask for assistance from the school as needed - provide students with time and space to complete homework, and/or to read - sign students up for extracurricular activities when possible - promote positive values and support teachers

- **Staff Training**

School will focus on positive communication of specific supports established at the school and in the classroom. communication of student skills, and opportunities to grow students as better learners in ELA - positive interactions and messaging - focus on assistance at school - building student and parent rapport - communicating regularly about the positive outcomes, support provided in the classroom, and next step in assisting students in the classroom - holding informative, data driven, and progress informed parent conferences - differentiating messaging, notifications, and conferences

- **Accessibility**

School will ensure accessibility for all families, community members, and stakeholders by putting in place and maintaining the following: - holding events in different times of the day - providing multiple opportunities for the events (days, weeks) - early notifications ("save the date") - scheduling events early in the evening - CLF assistance in home languages - appropriate space and visual support - audio enhancement - document availability in multiple languages - handicap access

Math

1. List prioritized needs statements.

- PM2 Math FY25 FAST is 18% proficiency in grades 3-5 (Increase from 4% on PM1) and below PM3 ELA FY24 FAST which was 41% - SWD subgroup is at 12% proficiency for grades 3-5 on PM2 FY25 FAST Math - ELL Male subgroup is at 47% proficiency in grades 3-5 on CP3 - ELL Female subgroup is at 35% proficiency in grades 3-5 on CP3 - K-2 Math is at 11% proficiency (FY25 PM2)

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

- students on grades K-2 show deficiency in early Math skills (basic calculations, place values, and number recognition) - new teachers are not comfortable with Math subject content - teacher reliance on resources rather than on subject content - ELL strategies are not implemented - SWD students require implementation of accommodation as support - SWD curriculum gap between what is taught and what is required - large movement of teachers in grades 3-5 due to the lack of teacher retention in upper grade levels - teachers in grades 3-5 struggle with subject content due to the complexity of the content - large number of teachers new to the school, new to the content, and to the country (18 ESP, 23 EPI, 19% 0-3 years of experience)

3. Share possible solutions that address the root causes.

- teachers require hands-on practices, and coaching support - planning for standards-based instruction with lead teachers, coaches, and veteran teachers - training to identify and address student reading deficiencies in grades K-3 (MTSS) - professional development and planning for explicit instruction in Math - post-school and prior to the pre-school PD and planning for new teachers (ESP, EPI) - provide continuous year-long PD sessions (once a a month) for new teachers - offering after school planning and collaboration - collaboration and trainings with ESOL and ESE departments and classroom teachers

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

• Communication

Communication will focus on ensuring continuous, diligent, and positive engagement with the families by promoting Math skills as a key to future careers. - communication will be available in all language (English, Spanish, Creole) to ensure literacy information is communicated properly - CLFs will assist with translations to make parent phone calls and assist during parent conferences while discussing student reading outcomes - regular parent conferences highlighting student success and home support - school will hold regularly school events focused on Math - provide reports on student academic progress in Math - communicate school needs and track overall Math academic success in SAC meetings - notify parents about community opportunities involving Math skills and Math workshops - school will use ParentLink, Talking Points, ClassDojo, phone calls, text messages, marquee, and flyers to notify parents and community about events supporting Math - encourage better participation in Math related events

- **Parent Training**

Parent trainings will focus around positive engagement and support of students at home building up parents' knowledge of school and curriculum expectations in Math - curriculum nights with defined Math expectations for each trimester and the school year - Math engagement nights for each grade level - digital immersion if families to support Math fluency and Math Practices at home

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

- **School**

- welcome family and community partner to support students and families - provide rigorous, standards-based, and explicit instruction in each classroom - provide safe and conducive to learning classroom and school environment - respect and value cultural backgrounds - support and grow ELL student as learners in each classroom - provide students with appropriate homework and opportunities to complete digital assignments - provide students with reading opportunities at home by sending relevant Math assignments and/or sending links to digital Math practices - communicate with parents regularly via ParentLink, ClassDojo focused around positive outcomes - hold parent conferences and communicate student progress

- **Students**

- attend school regularly, be prepared to learn - complete assignments to the best of the ability and also do more and better every day - follow the Charger's Way every day, in every situation, everywhere at the school - use conflict resolution and social skill as means to get along with others - be positive when communicating with others - take pride in own work and celebrate the work of others

- **Parents**

- volunteer and assist the school - ask for assistance from the school as needed - provide students with time and space to complete homework, and/or to complete Math Assignments - sign students up for Math extracurricular activities when possible - promote positive values and support teachers with Math at home and Math related activities for school

- **Staff Training**

School will focus on positive communication of specific supports established at the school and in the classroom. communication of student skills, and opportunities to grow students as better learners in Math - positive interactions and messaging - focus on assistance at school - building student and parent rapport - communicating regularly about the positive outcomes, support provided in the classroom, and next step in assisting students in the classroom - holding informative, data driven, and progress informed parent conferences - differentiating messaging, notifications, and conferences

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School will ensure accessibility for all families, community members, and stakeholders by putting in place and maintaining the following: - holding events in different times of the day - providing multiple opportunities for the events (days, weeks) - early notifications ("save the date") - scheduling events early in the evening - CLF assistance in home languages - appropriate space and visual support - audio enhancement - document availability in multiple languages - handicap access

Science

1. List prioritized needs statements.

- FY25 Science Diagnostic is at 19% proficiency in grade 5 compared to 21% in FY24 - FY25 Science Diagnostic is at 14% for the SWD subgroup

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

- large number of teachers new to the school, new to the content, and to the country (18 ESP, 23 EPI, 19% 0-3 years of experience) - new teachers are not comfortable with Science subject content - teacher reliance on resources rather than on subject content

3. Share possible solutions that address the root causes.

- teachers require hands-on practices, and coaching support - planning for standards-based instruction with lead teachers, coaches, and veteran teachers - professional development and planning for explicit instruction in Science - post-school and prior to the pre-school PD and planning for new teachers (ESP, EPI) - offering after school planning and collaboration - increase use of manipulatives and project based learning

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

- **Communication**

Communication will focus on ensuring continuous, diligent, and positive engagement with the families by sharing Science subject content. - communication will be available in all language (English, Spanish, Creole) to ensure literacy information is communicated properly - CLFs will assist with translations to make parent phone calls and assist during parent conferences - regular parent conferences highlighting student success and home support in Science - school will provide opportunities for the events focused on Science - provide reports on student academic progress in Science - school will use ParentLink, Talking Points, ClassDojo, phone calls, text messages, marquee, and flyers to notify parents and community about event supporting Science

- **Parent Training**

Parent trainings will focus around positive engagement and support of students at home building up parents' knowledge of school and curriculum expectations in Science - curriculum nights with defined Science expectations for each trimester and the school year - Science nights for each grade level

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

- **School**

- welcome family and community partner to support students and families - provide rigorous, standards-based, and explicit instruction in each classroom - provide safe and conducive to learning classroom and school environment - respect and value cultural backgrounds - support and grow ELL student as learners in each classroom - provide students with appropriate homework and opportunities to complete digital assignments - provide students with reading opportunities at home by sending books and/or sending links to digital books - communicate with parents regularly via ParentLink, ClassDojo focused around positive outcomes - hold parent conferences and communicate student progress

- **Students**

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- **Parents**

- make sure students come to school every day and on time - monitor homework completion - check backpacks every day and ask about the child's day - communicate with the school and the teacher regularly - volunteer and assist the school - ask for assistance from the school as needed - provide students with time and space to complete homework, and/or to read - sign students up for extracurricular activities when possible - promote positive values and support teachers

- **Staff Training**

School will focus on positive communication of specific supports established at the school and in the classroom, communication of student skills, and opportunities to grow students as better learners in Science - focus on assistance at school in Science - communicating regularly about the positive outcomes, support provided in the classroom, and next step in assisting students in the classroom - encouraging project based learning at home - holding informative, data driven, and progress informed parent conferences - differentiating messaging, notifications, and conferences

- **Accessibility**

School will ensure accessibility for all families, community members, and stakeholders by putting in place and maintaining the following: - holding events in different times of the day - providing multiple opportunities for the events (days, weeks) - early notifications ("save the date") - scheduling events early in the evening - CLF assistance in home languages - appropriate space and visual support - hands-on manipulatives and examples of project-based learning - audio enhancement - document availability in multiple languages - handicap access

Action Step: Classroom Instruction

Support Staff will provide differentiated, personalized, small group instruction (push-in/pull-out) to support struggling students using Intervention strategies or programs selected based on student data.

Budget Total: \$239,341.75

Acct Description	Description																																																																												
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="430 207 995 293">Item</th> <th data-bbox="995 207 1150 293">Quantity</th> <th data-bbox="1150 207 1272 293">Rate</th> <th data-bbox="1272 207 1371 293">Days</th> <th data-bbox="1371 207 1484 293">Hours</th> <th data-bbox="1484 207 1608 293">Weeks</th> <th data-bbox="1608 207 1755 293">Certified</th> <th data-bbox="1755 207 1885 293">Type</th> <th data-bbox="1885 207 2022 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 293 995 457">Certified teachers will provide students in grades 3-5 with ELA and Math tutoring. September - April - After school</td> <td data-bbox="995 293 1150 457">20</td> <td data-bbox="1150 293 1272 457">\$37.00</td> <td data-bbox="1272 293 1371 457">2</td> <td data-bbox="1371 293 1484 457">1.5</td> <td data-bbox="1484 293 1608 457">25</td> <td data-bbox="1608 293 1755 457">Certified</td> <td data-bbox="1755 293 1885 457">Original</td> <td data-bbox="1885 293 2022 457">\$55,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide students in grades 3-5 with ELA and Math tutoring. September - April - After school	20	\$37.00	2	1.5	25	Certified	Original	\$55,500.00																																																										
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Resource Teacher	Math Resource Teacher will provide 3rd-5th grade students push-in and pull-out mathematics instructional support. Math Grades 3-5																																																																												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 597 1094 683">Item</th> <th data-bbox="1094 597 1255 683">Quantity</th> <th data-bbox="1255 597 1430 683">Rate</th> <th colspan="2" data-bbox="1430 597 1755 683">Supply Type</th> <th data-bbox="1755 597 1885 683">Type</th> <th data-bbox="1885 597 2022 683">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 683 1094 760">iReady Magnetic ELA Reading 3-5</td> <td data-bbox="1094 683 1255 760">580</td> <td data-bbox="1255 683 1430 760">\$12.75</td> <td colspan="2" data-bbox="1430 683 1755 760">Instructional Materials</td> <td data-bbox="1755 683 1885 760">Original</td> <td data-bbox="1885 683 2022 760">\$7,395.00</td> </tr> <tr> <td data-bbox="430 760 1094 836">Measuring Up - Reading workbooks</td> <td data-bbox="1094 760 1255 836">1</td> <td data-bbox="1255 760 1430 836">\$3,855.00</td> <td colspan="2" data-bbox="1430 760 1755 836">General Supplies</td> <td data-bbox="1755 760 1885 836">Original</td> <td data-bbox="1885 760 2022 836">\$3,855.00</td> </tr> <tr> <td data-bbox="430 836 1094 912">Shipping</td> <td data-bbox="1094 836 1255 912">1</td> <td data-bbox="1255 836 1430 912">\$494.15</td> <td colspan="2" data-bbox="1430 836 1755 912">General Supplies</td> <td data-bbox="1755 836 1885 912">Original</td> <td data-bbox="1885 836 2022 912">\$494.15</td> </tr> <tr> <td data-bbox="430 912 1094 989">Composition Notebooks</td> <td data-bbox="1094 912 1255 989">400</td> <td data-bbox="1255 912 1430 989">\$3.00</td> <td colspan="2" data-bbox="1430 912 1755 989">General Supplies</td> <td data-bbox="1755 912 1885 989">Original</td> <td data-bbox="1885 912 2022 989">\$1,200.00</td> </tr> <tr> <td data-bbox="430 989 1094 1065">Copy Paper</td> <td data-bbox="1094 989 1255 1065">43</td> <td data-bbox="1255 989 1430 1065">\$35.00</td> <td colspan="2" data-bbox="1430 989 1755 1065">General Supplies</td> <td data-bbox="1755 989 1885 1065">Original</td> <td data-bbox="1885 989 2022 1065">\$1,505.00</td> </tr> <tr> <td data-bbox="430 1065 1094 1141">AVID Binders</td> <td data-bbox="1094 1065 1255 1141">600</td> <td data-bbox="1255 1065 1430 1141">\$5.00</td> <td colspan="2" data-bbox="1430 1065 1755 1141">Program Supplies</td> <td data-bbox="1755 1065 1885 1141">Original</td> <td data-bbox="1885 1065 2022 1141">\$3,000.00</td> </tr> <tr> <td data-bbox="430 1141 1094 1218">Spiral Notebooks</td> <td data-bbox="1094 1141 1255 1218">600</td> <td data-bbox="1255 1141 1430 1218">\$3.00</td> <td colspan="2" data-bbox="1430 1141 1755 1218">General Supplies</td> <td data-bbox="1755 1141 1885 1218">Original</td> <td data-bbox="1885 1141 2022 1218">\$1,800.00</td> </tr> <tr> <td data-bbox="430 1218 1094 1294">Alphabet Cards & Addition Cards</td> <td data-bbox="1094 1218 1255 1294">500</td> <td data-bbox="1255 1218 1430 1294">\$2.00</td> <td colspan="2" data-bbox="1430 1218 1755 1294">Instructional Materials</td> <td data-bbox="1755 1218 1885 1294">Original</td> <td data-bbox="1885 1218 2022 1294">\$1,000.00</td> </tr> <tr> <td data-bbox="430 1294 1094 1354">Adjustment - benefits credit and final allocation</td> <td data-bbox="1094 1294 1255 1354">1</td> <td data-bbox="1255 1294 1430 1354">\$8,042.00</td> <td colspan="2" data-bbox="1430 1294 1755 1354">General Supplies</td> <td data-bbox="1755 1294 1885 1354">Other</td> <td data-bbox="1885 1294 2022 1354">\$8,042.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type		Type	Total	iReady Magnetic ELA Reading 3-5	580	\$12.75	Instructional Materials		Original	\$7,395.00	Measuring Up - Reading workbooks	1	\$3,855.00	General Supplies		Original	\$3,855.00	Shipping	1	\$494.15	General Supplies		Original	\$494.15	Composition Notebooks	400	\$3.00	General Supplies		Original	\$1,200.00	Copy Paper	43	\$35.00	General Supplies		Original	\$1,505.00	AVID Binders	600	\$5.00	Program Supplies		Original	\$3,000.00	Spiral Notebooks	600	\$3.00	General Supplies		Original	\$1,800.00	Alphabet Cards & Addition Cards	500	\$2.00	Instructional Materials		Original	\$1,000.00	Adjustment - benefits credit and final allocation	1	\$8,042.00	General Supplies		Other	\$8,042.00						
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Adjustment - benefits credit and final allocation	1	\$8,042.00	General Supplies		Other	\$8,042.00																																																																							
Resource Teacher	Resource teacher will provide small group push-in instruction for remediation to the students in ELA Reading grades K-5																																																																												

Acct Description	Description										
Resource Teacher	SBT Resource Teacher will support teachers with school-based team process and procedures.										
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Write Score - Grades 4-5</td> <td>1</td> <td>\$7,826.60</td> <td>Original</td> <td>\$7,826.60</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Write Score - Grades 4-5	1	\$7,826.60	Original	\$7,826.60
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Write Score - Grades 4-5	1	\$7,826.60	Original	\$7,826.60							

Action Step: Professional Learning

Teachers and instructional leaders will be providing job embedded professional learning for the purpose of data review, curriculum planning, instructional practice based upon the needs of the school. In addition, build teacher's capacity to provide rigorous, standards based instruction is differentiated to meet the needs of all students.

Budget Total: \$345,826.00

Acct Description	Description
Coach	ELA Coach will support grades K-5 ELA PLC facilitation, teacher coaching and collaboration, EPI support
Coach	Math Coach will serve K-5 grade mathematics teachers by: observing instructional practices and providing teacher feedback, instructional support, and coaching.
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers by planning and leading professional learning (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support Writing instruction in K-5.

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	KG-5 ELA and Math teachers - collaborate for classroom instruction - Week before pre-school - Ongoing	30	\$25.00	3	3.25	2	Certified	Original	\$14,625.00
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers by planning and leading professional learning (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support ELA literacy instruction in grades K-5.								

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: \$51,539.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Student Agendas for parent/home communication	1200	\$2.50	General Supplies	Original	\$3,000.00
	Copy Paper	30	\$35.00	General Supplies	Original	\$1,050.00
	Color Paper	30	\$8.00	General Supplies	Original	\$240.00
	Cardstock	30	\$8.00	General Supplies	Original	\$240.00

Acct Description	Description																		
Community Resource Person	Community Resource Person will facilitate parent universities, coordinate parent meetings and trainings, provide community resources and referrals, conduct home visits, organize backpack drives and distribution, and ensure continuity of services between school and community for parents.																		
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="443 342 995 418">Item</th> <th data-bbox="995 342 1142 418">Quantity</th> <th data-bbox="1142 342 1262 418">Rate</th> <th data-bbox="1262 342 1362 418">Days</th> <th data-bbox="1362 342 1474 418">Hours</th> <th data-bbox="1474 342 1598 418">Weeks</th> <th data-bbox="1598 342 1782 418">Certified</th> <th data-bbox="1782 342 1915 418">Type</th> <th data-bbox="1915 342 2022 418">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Parent support outside regular work hours, including Summer	1	\$27.00	3	3	5	Non-Certified	Original	\$1,193.00											

Mission Statement

1. Mission Statement

Barton Elementary empowers families to become consistently proactive in their children's education. Together, we can foster relationships and bridge the gap between parents, school and community.

Involvement of Stakeholders

Name	Title
Ann Hembrook	Principal
Andrei Yamshchikov	Assistant Principal
Tracey Mullen	Assistant Principal
Chelsea Williams	Single School Culture Coordinator
Marie Boucard	Community Relations Coordinator
Tamika Solomon	ESE Coordinator
Johanne Jeanty	ESOL Coordinator
Patrick Orelus	ESOL Coordinator
Eugene Feky	Math Coach
Krystell Louis	Reading Coach
Jodi Harrell	Single School Culture Coordinator
TBD	Dual Language Coach

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

In order to capture the most information, to gather the most input, and to create a truly informed and involved community, the following was in place:
- the leadership representative of the administration, team leaders, and department chairs was holding the initial leadership session on 2/27/25 - the entire school staff was invite to participate in the staff meeting which was represented by the diversity of the school in culture, races, ages, personal and professional experiences at the school and beyond on 3/3/25 - the entire community was invited to collaborate on the CNA with an input with the representation of the entire community and the stakeholders on 3/17/25 During the meeting everyone had the opportunity to state the views, ideas, and share expectations. All of the information was taken into the consideration during the development of the SWP.

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

On 3/3/25 at 3:00pm, the staff gathered to hear the goals, the barriers, the opportunities, and the expectations derived from the school-wide data in order to drive necessary changes. The staff had the floor following the agenda which included academics, culture and climate, teaching and learning, and the parent family engagement (including the parent-school compact). The staff was asked to brainstorm and share the ideas on how to reach the goals of improvement in the above stated items. On 3/17/25, at 5:00pm, the community had the opportunity to hear key findings and to hold a discussion on current practices and root causes. The stakeholders were given the floor to share their ideas to strengthen the parent/family engagement, the school-parent compact, and how to be involved to provide community support.

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

1. All stakeholders had the opportunity to review the previous year's funding allocations, expenditures and the impact those carried. 2. All stakeholders were presented with the findings on what expenditures carried the most impact and helped drive students outcomes towards higher achievement. 3. All stakeholders were presented with the budget propositions to include old and to supplement new items within funding. 4. All stakeholders were open to share and to discuss the alignment of proposed funding to the school-wide goals. 5. All stakeholders' input was recorded and taken into consideration when finalizing the outcome of the meetings. 6. All stakeholders agreed to the proposed funding.

Name	Title
Andrei Yamshchikov	Assistant Principal
Ann Hembrook	Principal
Tracey Mullen	Assistant Principal

Annual Parent Meeting

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

The Annual Title I meeting will be held on September 17th 2025 at 5:00PM in the cafeteria.

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

Parents will receive information via a call out, text, email, a marquee post, teacher communication via ClassDojo and TalkingPoints, as well as pamphlets and brochures which will be sent home in advance. Teachers will receive a calendar invite and an email with a reminder about the invitation. All communication will be shared in multiple languages

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

- PPT - hand-outs - copies of the abbreviated info - agenda - Parent Compact Letter - PFEP (district and school) - evaluation - SWP and expectations for implementation

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Positive and Proactive Parent and Family Communication

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

School will focus on positive communication of specific supports established at the school and in the classroom, communication of student skills, and opportunities to grow students as better learners. Teachers and staff will communicate what is done at the school and in the classroom to support students and families. Teachers will share all steps being taken to advance student achievement and support improvement in the classrooms.

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

- positive interactions and messaging - focus on assistance at school - building student and parent rapport - communicating regularly about the positive outcomes, support provided in the classroom, and next step in assisting students in the classroom - holding informative, data driven, and progress informed parent conferences - differentiating messaging, notifications, and conferences

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

- parent conference notes - parent meetings should reflect specific interactions and student supports in place - communication of what actions are taken in class to help students - decrease of messaging to the parent about "how bad the student is" - increase of messaging about student improvement

- **Month of Training**

September

- **Responsible Person(s)**

Yamshchikov

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Cultural and behavioral tolerance and understanding

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

School will focus on growing positive interactions between parents, community based on growing knowledge of cultural upbringing, varied values, and generational views

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

- teachers and staff will grow an understanding of various cultural backgrounds - teachers and staff will have an exposure to personal values in different cultures in order to understand one's perspective - teachers and staff will become more tolerant to other people's upbringing - teachers and staff will become aware of ways to navigate multiple cultures in the classroom, common areas, and school in general - decrease in teacher-student conflicts - increase of positive expectations that students can meet

- What will teachers submit as evidence of implementation?

- parent conference notes reflecting positive behavior communication - use of CBIR forms - positive recognition of students - student meetings reflecting positive behavior interactions

- Month of Training

October

- Responsible Person(s)

Yamshchikov

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

Parent training will focus around positive engagement and support of students at home building up parents' knowledge of school and curriculum expectations in all subject areas: Math, ELA Reading and Writing, Science, Social Studies - Understanding the progression of student work throughout the school year - Homework support - Understanding of curriculum expectations - Understanding student achievement levels

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

- Teacher presentation of curriculum expectations - PPT of grade level expectations - classroom visits - samples of the textbooks - samples of the student work

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

- High expectations in student work and achievement - Parent support and engagement with student homework - Clarity of student progression and continuity of academic growth - Parent-teacher, school-family alignment of expectations

• Date of Training

September 2025

• Responsible Person(s)

Yamshchikov

• Resources and Materials

- grade level expectations - STAR and FAST achievement levels - subject materials and textbooks - Digital links - subject curriculum

• Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

• Name of Training

Literacy Night

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

Parent training will focus around positive engagement and support of students at home building up parents' knowledge of school and curriculum expectations in ELA Reading, Writing, and Early Literacy Skills - Understanding Reading as a process of continued growth - Understanding fluency and comprehension as a reading process - Understanding phonemic and phonological awareness in Early Literacy - Understanding selection of texts and reading interests - Appropriate home support

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

- teacher presentations - group work on reading samples - grade level reading samples review - coaches explanation of reading expectations - practice of reading skills

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

- increase of student reading interests - increase of student early literacy skills - increase of student comprehension and fluency - increase of reading homework completion - increase of parent understanding and support of reading and literacy at home

- Date of Training

October 2025

- Responsible Person(s)

Yamshchikov

- Resources and Materials

Reading samples: - variety of texts - samples of comprehension questions - samples of reading for fluency - samples of phonemic and phonological skills - examples of encouraging reading interests - digital links

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Parenting Classes and Student support at home

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

- Student responsibility at home and at school - Student behavior expectations - Children's mental health awareness - Parent support and engagement with a child - Cultural responsibility and expectations - Student health and healthy choices - conflict resolution

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

- guidance department presentation - pamphlets and brochures - video - discussions - Q&A

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

- student positive engagement - student conflict resolution - positive peer interactions - celebration of self and others - growth mindset - respect and responsibility

- Date of Training

November 2025

- Responsible Person(s)

Yamshchikov

- **Resources and Materials**

- conflict resolution strategies - phone line of support - videos on parent-child communication and engagement - brochures on parenting skills - samples of positive interactions - Charger's Way Expectations

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

\$0.00

Coordination and Integration

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

- **Name of Agency**

Palm Beach School Migrant Department, ESOL Department

- **Describe how agency/organization supports families.**

Migrant department supports families in ensuring that migrant families have the resources they need to help students be successful. ESOL department assists with ensuring support for ELL students and families.

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

Emails between the school and departments Powerpoint Presentations or other ways of sharing information during a faculty meeting describing services Planning emails with distribution of services provided to the students and families.

- **Frequency**

Annually

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

- Name of Agency

Palm Beach Sherriff's Office (PBSO)

- Describe how agency/organization supports families.

This organization provides mentoring to our students and resources to the families of students including but not limited to bicycles, food donations, clothing, and connecting them to community resources that assist with shelter.

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

Calendar of PBSO events/visits on campus, pictures of donations, and email communication.

- Frequency

Annually

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

- Name of Agency

Safe Schools, ESE and MTSS department

- Describe how agency/organization supports families.

Safe Schools department work closely with the school to address safety, security, and mental wellness. ESE and MTSS department assist with the tier processes and ESE services for identified students

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

Emails between the school and departments Powerpoint Presentations or other ways of sharing information during a faculty meeting describing services Planning emails with distribution of services provided to the students and families.

- Frequency

Annually

Communication

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

- Description

The school will inform parents about opportunities to partake in Title I programs, including the Annual Meeting, through the texts, call outs, phone calls home, teacher messages, agendas, newsletters and visitation information in the main office. If parents request a virtual meeting, the school will provide that option. All messaging and invitations will be in the 3 main languages spoken at Barton (English, Spanish, Creole).

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

Parent Family Engagement Plan (in all languages), School-Parent Compact (in all languages), SAC minutes documenting Title I programming.

- Description

The School will inform parents about curriculum and proficiency levels during Curriculum night, family engagement nights, and other school wide events. Teachers will send out report cards, progress reports, and share student progress regularly. Teachers will regularly conduct parent conferences to provide information to the parents about proficiency level expectations and curriculum.

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

Curriculum Night presentation Parent conference note Family engagement event agendas

- Description

The School will inform parents about curriculum, state assessments, district assessments, and student achievement levels on such assessments through SAC, curriculum nights, family engagement events, parent conferences, progress reports, and report cards. School will implement a "save the date" communication.

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

Redacted assessment results, progress reports and report cards communicated to the parents. SAC agenda Curriculum night and other family engagement event agendas

- Description

The School will inform parents about opportunities to participate in decision making through events such as Meet the Teacher, Open House/Curriculum Night, and SAC. All family events and meetings will held after invitations through call-outs, text messages, and brochures in 3 languages, specifically inviting parents to an opportunity to participate in decision-making regarding the education of their children.

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

Parent conference invites, parent conference notes, and Phone call-out transmissions/scripts.

- Description

Trainings, meetings dates and times will be offered at times that are convenient to parents such as the afternoons, or morning for the meetings with the same agenda. In addition, parent trainings and parent teacher conferences can be held over the phone to provide parents with the option to join by other means if they cannot get to the school.

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

Invites to attend parent trainings and meetings Agendas with times Parent conference invites Phone conference logs

Accessibility

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

- Description

All communication from the school will be provided in English, Creole, and Spanish. Parent conferences will be supported by the CLFs either in person, or over the phone. The CLFs will provide translation during all Family Involvement activities. All letters, brochures, and PowerPoint will be translated for the events and for communication. Translation devices for parents will be available when available. The PFEP and Compact will also be available in all languages.

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

Copies of ParentLink messages in three languages. Copies of brochures and/or PPTs. Copies of info being sent home in all three languages, parent conference notes documenting translation provision.

- Description

When attending school functions, parents and/or families with disabilities will be provided with appropriate accommodations to ensure that they can actively participate in their child's education. These accommodations will include interpreters, accessibility options, and home visits in lieu of actual attendance. Options will be advertised with flyers when invitations are sent home. The ESE department will be contacted when necessary.

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

Pictures of handicap ramp, handicap elevators and handicap accessible parking.

- Description

The guidance department will use Parentlink, newsletters, and phone calls to communicate with migrant families. Efforts will also include phone calls and home visits to migrant parents to increase their participation in school events. The guidance department will coordinate work with the migrant services office for additional support with the families.

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

Emails to migrant office, presentation from parent training that outlines referral process, SAC meeting minutes documenting sharing of this information.

- Description

The Homeless Field Coordinator for our region will be contacted. The program is titled the McKinney-Vento Homeless Assistance Act. The school will identify families based on the completion of the registration form and Student Residency Questionnaire. Parents will be put in contact with our on sight parent liaison who provides food, clothing, and school supplies to families in need. Families are also placed into contact with Homeless Support Office.

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

Community Liaison meetings and list of items provided, Emails to District McKinney-Vento team, SAC meeting minutes documenting sharing of this information.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Throughout the school year, teachers receive training on monitoring and encouraging students both academically, behaviorally, and socially. This is discussed at PLCs, during collaborative sessions, team meetings, and PD. School's guidance program provides students with opportunities to talk with counselors about issues they face inside or outside of school. Because our counselors are multilingual, all students have access to their services. Our counselors also conduct peer mediation with students who are struggling with peer interactions. Each teacher on campus is encouraged to work on student inclusiveness and resilience to negative impacts. Teachers are trained to implement behavior interventions in case of student misconduct in order to build a community based on understanding and conflict resolution. The new school's motto "Barton. A Place for Growing Excellence" is aimed to instill excellence and growth mindset into each student through expectations and support. Barton's Behavior Health Professional is available to work with students who need counseling services. Finally, we do have a mentoring program with the local sheriff's office where students learn to be leaders and prevent bullying. Boys Town, an outside agency, also provides services to our students. They specifically work with students in grades K-1. Finally, through AVID, students learn about college and career readiness including organizational skills.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Barton's School Based Team (SBT) is comprised of teachers, administrators, and intervention specialists. Each member of the team supports students by analyzing behavioral and academic data. Their analysis results in the identification of specific areas of strengths and/or weaknesses. Students who have areas of need in behavior and/or academics receive Supplemental Tier Interventions such as a behavior plan or targeted research-based instruction in small groups. These interventions are layered with Supplemental Tier Interventions and are implemented with fidelity for a minimum of 6 weeks. Data and interventions are monitored on an ongoing basis. A case liaison is assigned to every student who has a formalized SBT intervention plan. After the 6 week time span, student data is reevaluated. If there is minimal or no improvement at all, the student will receive formalized Intensive Intervention. This could be in the form of individualized instruction and/or referrals to outside agencies. Similar to Supplemental Intervention, these interventions must be implemented with fidelity for a minimum of 6 weeks. Academics: Core Instruction: A 90 minute standards-based reading block consisting of both whole group and small group differentiated instruction. Supplemental Intervention: (supplemental) Students with an identified reading deficiency receive 30 minutes of immediate intensive intervention (iii). Students receive daily Supplemental Intervention (iii) for 6-8 weeks prior to an SBT referral. If the supplemental instruction is unsuccessful, teachers continue with Core Instruction that is layered with formalized Supplemental Intervention (supplemental) instruction. Intensive Intervention (After 6 weeks of Supplemental Intervention): If formalized Supplemental Intervention is unsuccessful, then students receive Intensive Intervention. Behavior: Core Instruction: Teach behavioral expectations and praise/reward appropriate behavioral actions (fast passes, Barton Bucks, etc.) Supplemental Intervention: Students with consistent behavior and/or attendance problems are referred to SBT and Supplemental Interventions are put into place (group counseling, behavior contract, mentoring) Intensive Intervention (After 6 weeks of Supplemental Intervention): This includes referrals to outside agencies, FBAs, and coordinating with doctors and/or mental health professionals.

Provision of a Well-Rounded Education

1. Well-Rounded Education

The school uses data from the previous year's state testing [lag data] and district/classroom assessment [leading data] such as iReady and district assessments (USAs, FSQs, Diagnostic) to determine core instructional needs. Data is brought to PLCs for data analysis and data-informed decision making. We ensure that our teachers provide standards based instruction by leading coaching sessions and PD for teachers to follow the district scope and sequence, to plan standards-based lessons, and to use approved standards based resources. Teachers are also encouraged to hold weekly collaborative sessions to plan and discuss pedagogy and standards based tasks/resources. This planning and an implementation of the lessons is geared towards real world application of knowledge by the students. Students are provided extended learning time through an after school tutorial in grades 3-5, which covers the subjects of Math, ELA, and Science. Through AVID we provide students with real world opportunities such as college visits and goal setting for future real-world success. Barton Elementary holds a variety of after school clubs which relate to real world application of learned skills, such as SECME (science and engineering), Art Club (freedom of artistic expression), Teachers of Tomorrow, and others. Students at Barton receive 30 minutes of Fine Arts daily. The Fine Arts rotation includes art, music, guidance, and physical education. Barton also has a French World Language Program where students learn French and have the ability to continue in French after elementary school. Each area is taught by a certified teacher and includes the state approved curriculum.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

In order to support the academic needs and enrichment of students. AVID (Advancement Via Individual Determination) strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders. Finally, we offer a French World Language and Spanish Dual Language program for students to compete in the global workplace when adults. Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choices at an early age. Exposure to the college atmosphere is provided by visiting local college campuses. Students also engage in goal-setting opportunities where they set 1-year, 3-year, and 5-year goals in order to prepare them for the upcoming grade levels and college/career paths. Lake Worth Middle and Lantana Middle visit Barton's fifth-grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth-grade students are provided the opportunity to visit local middle schools at the end of the year with their families. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice program applications for middle schools, Barton offers support to fifth-grade students' families. Guidance counselors and CLFs help with the application process. Fifth-grade teachers also support students by recommending courses and programs based on students' needs and interests. We also host a Career Day so that students can learn about the different careers that they can pursue in the future. Local guests from different fields are invited to attend.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program at Barton Elementary, we engage in various kindergarten transition activities. Every student registering for KG receives a district provided Reading and Math "KG Readiness" kit, every child also receives a backpack with supplies and books to encourage preparation to KG, every family receives a booklet which outlines important information about the school, and a parent guide for enrolled VPK students (provided by the Dept. of Early Childhood Education). We invite families of incoming kindergarten children, we distribute community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten, and we provide home learning activities to families to help them prepare children for kindergarten entry. At the end of the school year, we hold a Kindergarten Kick Off event. This event informs parents of what they need to do in order to get their child ready for Kindergarten. This provides families with an opportunity to learn about the school, tour the school, and get immersed into the learning environment.

Professional Development

1. Professional Development

Professional development at Barton includes professional development through PLCs, Collegial and Collaborative Planning, common planning, afterschool, and PD days. Professional development meets teachers' immediate needs by providing support and coaching in the areas of standards-based instruction, data analysis and research based instructional strategies. PLCs, Collegial Planning, and Common Planning are supported by our Single School Culture Coordinators and instructional coaches. Teachers also receive professional development from regional and district specialists in the areas of ELA, Math, Writing, and Science. SSCCs and Coaches at the school work to ensure the curriculum alignment is in place in each classroom through modeling and coaching sessions. The school works closely with the Multicultural Department to support out ESOL teachers in leading small group instruction and to reach individual learners. The school is engaged with MTSS/ESE department into collaboration around Tier instruction/intervention, SBT, and SLL. Our new teachers participate in ESP (employee support program) which provides them with online and face-to-face training around the Palm Beach Model of Instruction, classroom management, and various other topics that are relevant to new teachers. Outside agencies such as Curriculum Associates also provides support in iReady. Support from the FLDOE also provides training and conducts lab sites with teachers in the area of phonics instruction. Finally, the regional and district support team will provide ongoing professional development for all areas of need including interventions, standards alignment, increasing student attendance, and progress monitoring.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

At Barton, we aim to recruit and retain passionate, dedicated, and highly effective teachers who strive to help students reach their potential. We recruit teachers through district sponsored job fairs and colleges of education at local universities including Florida Atlantic University in Boca Raton, Florida. We also remain in constant contact with human resources and the regional office to ensure that we have priority when it comes to hiring and placement. Additionally, the hiring process has taken place outside of Florida in search effective and highly effective educators. Through the ESP (Employee Support Program), we provide teachers with a face-to-face training around the Palm Beach Model of Instruction, classroom management, and various other topics that are relevant to new teachers which increases teacher success and build them up for higher evaluation through best instructional practices. Teachers who are a part of the ESP program are paired with a mentor and receive additional coaching support. We retain teachers in many ways including having an open door policy which allows teachers to stay in direct contact with school leaders when concerns arise. Teachers are also able to engage in weekly job-embedded professional development through their participation in PLCs and Common Planning. They are also supported by instructional coaches, regional support , and district personal. We also provide additional support in the form of academic tutors and language facilitators to provide additional support in the classrooms, our classroom teachers feel supported in their efforts to reach their goals.