
Title I Comprehensive Schoolwide Plan
FOREST PARK ELEMENTARY SCHOOL (0831)

ELA

1. List prioritized needs statements.

Based on mid-year data (FAST PM2), only 26% of the students in Grades 3-5 are proficient and on grade level in Reading. According to PM2, only 20% of 3rd graders are proficient, and 29% of 4th and 5th graders are proficient. Based on CP3, SWD Females are performing at 36% proficient and SWD Males are performing at 19% proficient, far below the goal of 41%. Similarly ELL Females are performing at 31% and ELL Males are performing at 18% proficient. For K-2, they scored slightly higher for PM, with Kindergarten at 38%, 1st Grade at 52% and Second Grade at 42%.

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

1. Lack of access to literature at home that matches individual reading levels 2. Reading Teachers are new to grade levels in 3rd and 4th Grades. 3. Gaps in foundational reading skills, vocabulary and comprehension skill needed to read fluently and understand a variety of texts 4. Large percent of English Language Learners who are acquiring oral language and emergent reading skills 5. Increased fidelity and skill needed for Reading Interventions and Progress Monitoring

3. Share possible solutions that address the root causes.

1. Provide Teacher Training, Workshops and Collaboration to increase foundational skills, vocabulary, and comprehension 2. Increase access to Tutorials by recruiting additional teachers and non-certified tutors 3. Provide Parent Trainings centered on building better readers at school and at home 4. Purchase additional supplemental materials including high-quality low level texts and adaptive technology programs 5. Train teachers on high-quality interventions and increase fidelity with progress monitoring

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

• Communication

Forest Park Elementary will send home books and differentiated homework as well as provide tips and materials to support families with literacy.

• Parent Training

Forest Park will provide Literacy Night and ongoing reading related training to support parents on simple reading strategies to try at home. Data chats will be held with families in conjunction with each trimester.

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

- **School**

Forest Park Elementary will: - Provide extended learning opportunities that support Reading - Provide Literacy Night, Curriculum Night and other reading related parent trainings including data chats and parent conferences.

- **Students**

Students of Forest Park Elementary will: - Engage in ELA Lessons, Small Groups and Extended Learning Opportunities - Share all ELA information, flyers and information to parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on ELA - Partner with the school to be sure that their child is prepared for teaching and learning

- **Staff Training**

Forest Park will allow teachers to attend Reading Trainings, Workshops and/Conferences that focus on Reading.

- **Accessibility**

Forest Park will provide all directions and information in all languages. Free take home books will be provided to parents who need to create at- home libraries.

Math

1. List prioritized needs statements.

Based on mid year data (FAST PM2), 20% of the students are proficient and on grade level in Math. According to PM2, only 11% of 3rd graders are proficient, and 25% of 4th graders are proficient, and 24% of 5th graders are proficient. Based on CP3, SWD Females are performing at 36% proficient and SWD Males are performing at 36% proficient, below the goal of 41%. Similarly ELL Females are performing at 29% and ELL Males are performing at 36% proficient. For K-2, they scored slightly higher for PM, with Kindergarten at 42%, 1st Grade at 58% and Second Grade at 45%.

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

1. Limited foundational knowledge of basic facts and vocabulary 2. Lack of teacher capacity to teach higher multi-step Math Problems 3. Lack of parent involvement and homework support in Math 4. Need for increase in foundational knowledge and place value

3. Share possible solutions that address the root causes.

Staff Possible Solutions: 1. Provide opportunities for peer teaching, modeling, double down, and professional development to increase teacher capacity 2. Provide Math Trainings and Workshops to build parents' capacity to help at home 3. Provide additional time for Math Practice through Extended Learning Opportunities such as tutorial with Certified teachers and non-certified tutors 4. Provide high-quality, ongoing PLCs for teachers 5. Provide supplemental materials that are paper-based, manipulatives, and adaptive technology programs

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

• Communication

Forest Park Elementary will send home basic facts and simple Math Sheets to build foundational knowledge in Math.

• Parent Training

Forest Park Elementary will provide Math Curriculum Nights and/or other Math related parents trainings to build parents' ability to help students at home.

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

- **School**

Forest Park Elementary will: - Provide all flyers and parent information in all three languages - Provide/Offer teacher trainings that focus on the K-5 Math Curriculum - Purchase additional supplemental materials to support ELLs and all students in Math - Hire Academic Tutors to support classrooms and provide small group instruction

- **Students**

Students at Forest Park Elementary will: - Engage in all Math Lessons transferring skills being taught to district and state assessments - Share all Math related flyers, homework, and information to parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend training that focus on Math - Assist their child with homework and Math related assignments - Partner with the school to ensure that their child is prepared for teaching and learning each day

- **Staff Training**

Forest Park Elementary will provide staff trainings on relevant Professional Developments to build teachers' knowledge of Math Standards, Pacing and appropriate Math Resources to support K-5 Students in the summer, PreSchool and/or afterschool. Teachers will participate in ongoing PLCs to review data and plan for data-driven instruction.

- **Accessibility**

Forest Park Elementary will provide all directions, flyers and parent information in all three languages.

Science

1. List prioritized needs statements.

Fifth Grade Science Data from the FY24 Winter Diagnostics shows that thirty (30%) of the Fifth Grade Students are proficient in Science, as compared to 35% on the FY24 Winter Diagnostic.

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

1. Limited Science Instruction prior to 5th Grade 2. Limited number of students reading on grade level 3. Lack of At Home Science Resources 4. Limited Teacher Capacity in the knowledge of Science Standards 5. Lack of experience and/or exposure to Science Activities, Labs and Experiments

3. Share possible solutions that address the root causes.

Staff Solutions: - Increase hands on activities, labs, field trips - Purchase Science based reading materials (J & J Bootcamp) and adaptive technology programs - Provide Afterschool/Saturday Tutorials - Hire Academic Tutors for Small Group Instruction

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

• Communication

Forest Park Elementary will send home monthly Science Sheets with details and information about monthly science projects/experiments.

• Parent Training

Forest Park will host a Science Parent Night and provide strategies to help students be able to demonstrate mastery in Science.

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

• School

Forest Park Elementary will: - Provide all directions and information in all languages - Use parent conferences to instruct families about the importance of increasing science content knowledge

- **Students**

Students at Forest Park Elementary will: - Engage in Science Lessons, hands - on activities, labs and/ experiments - Share all Science related flyers, information, etc with parents

- **Parents**

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on Science - Partner with the school to be sure that their child is prepared for teaching and learning

- **Staff Training**

Forest Park will teach teachers on how to embed Science throughout the entire school day. The school will also provide more Professional Development opportunities in Science, including ongoing Science PLCs.

- **Accessibility**

Forest Park will provide all directions and information in all languages. Translation will be available at Science Parent Night.

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: \$154,222.00

Acct Description	Description																																									
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="428 217 963 293">Item</th> <th data-bbox="963 217 1110 293">Quantity</th> <th data-bbox="1110 217 1234 293">Rate</th> <th data-bbox="1234 217 1331 293">Days</th> <th data-bbox="1331 217 1444 293">Hours</th> <th data-bbox="1444 217 1568 293">Weeks</th> <th data-bbox="1568 217 1715 293">Certified</th> <th data-bbox="1715 217 1900 293">Type</th> <th data-bbox="1900 217 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 293 963 490">Out of system tutor (certified) to support small group instruction in gr 1 and 2 to build foundational knowledge and improve reading achievement.</td> <td data-bbox="963 293 1110 490">1</td> <td data-bbox="1110 293 1234 490">\$37.00</td> <td data-bbox="1234 293 1331 490">2</td> <td data-bbox="1331 293 1444 490">3.5</td> <td data-bbox="1444 293 1568 490">36</td> <td data-bbox="1568 293 1715 490">Certified</td> <td data-bbox="1715 293 1900 490">Amendment</td> <td data-bbox="1900 293 2024 490">\$9,324.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Out of system tutor (certified) to support small group instruction in gr 1 and 2 to build foundational knowledge and improve reading achievement.	1	\$37.00	2	3.5	36	Certified	Amendment	\$9,324.00																							
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Social Service Facilitator	To support students with behavior/academic concerns, providing small group instruction in grades K-3 with life skill/character education to build foundational knowledge and improve reading achievement as well as organizational strategies to be successful in class.																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="428 695 1157 771">Item</th> <th data-bbox="1157 695 1304 771">Quantity</th> <th data-bbox="1304 695 1478 771">Rate</th> <th data-bbox="1478 695 1707 771">Supply Type</th> <th data-bbox="1707 695 1892 771">Type</th> <th data-bbox="1892 695 2024 771">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 771 1157 885">Literacy Manipulatives - Magnetic Letters, cookie sheet/tray for magnetic letters</td> <td data-bbox="1157 771 1304 885">1</td> <td data-bbox="1304 771 1478 885">\$2,500.00</td> <td data-bbox="1478 771 1707 885">Manipulatives</td> <td data-bbox="1707 771 1892 885">Original</td> <td data-bbox="1892 771 2024 885">\$2,500.00</td> </tr> <tr> <td data-bbox="428 885 1157 998">2 -5 Magnetic Readers - iReady</td> <td data-bbox="1157 885 1304 998">1</td> <td data-bbox="1304 885 1478 998">\$4,500.00</td> <td data-bbox="1478 885 1707 998">Instructional Materials</td> <td data-bbox="1707 885 1892 998">Original</td> <td data-bbox="1892 885 2024 998">\$4,500.00</td> </tr> <tr> <td data-bbox="428 998 1157 1112">J & J Bootcamp - Drill Book and Speed Bag (5th Grade)</td> <td data-bbox="1157 998 1304 1112">1</td> <td data-bbox="1304 998 1478 1112">\$5,000.00</td> <td data-bbox="1478 998 1707 1112">Instructional Materials</td> <td data-bbox="1707 998 1892 1112">Original</td> <td data-bbox="1892 998 2024 1112">\$5,000.00</td> </tr> <tr> <td data-bbox="428 1112 1157 1347">General Classroom Supplies - paper, pencils, chart paper, pocket folders, composition books, whiteboards, book baggies, laminating film, poster paper, ink, card stock, binders, post it notes, markers, staplers/staples, pencil sharpeners</td> <td data-bbox="1157 1112 1304 1347">1</td> <td data-bbox="1304 1112 1478 1347">\$23,120.00</td> <td data-bbox="1478 1112 1707 1347">General Supplies</td> <td data-bbox="1707 1112 1892 1347">Original</td> <td data-bbox="1892 1112 2024 1347">\$23,120.00</td> </tr> <tr> <td data-bbox="428 1347 1157 1453">Adjustment - benefits credit and final allocation</td> <td data-bbox="1157 1347 1304 1453">1</td> <td data-bbox="1304 1347 1478 1453">\$4,083.00</td> <td data-bbox="1478 1347 1707 1453">General Supplies</td> <td data-bbox="1707 1347 1892 1453">Other</td> <td data-bbox="1892 1347 2024 1453">\$4,083.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Literacy Manipulatives - Magnetic Letters, cookie sheet/tray for magnetic letters	1	\$2,500.00	Manipulatives	Original	\$2,500.00	2 -5 Magnetic Readers - iReady	1	\$4,500.00	Instructional Materials	Original	\$4,500.00	J & J Bootcamp - Drill Book and Speed Bag (5th Grade)	1	\$5,000.00	Instructional Materials	Original	\$5,000.00	General Classroom Supplies - paper, pencils, chart paper, pocket folders, composition books, whiteboards, book baggies, laminating film, poster paper, ink, card stock, binders, post it notes, markers, staplers/staples, pencil sharpeners	1	\$23,120.00	General Supplies	Original	\$23,120.00	Adjustment - benefits credit and final allocation	1	\$4,083.00	General Supplies	Other	\$4,083.00					
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	BT 516201 Amendment 18 - Paper	20	\$50.00	General Supplies	Amendment	\$1,000.00
	BT 516201 Amendment 18 - Foundations	1	\$3,000.00	Instructional Materials	Amendment	\$3,000.00
	BT 516201 Amendment 18 - Composition books/spiral notebooks	1	\$400.00	General Supplies	Amendment	\$400.00
	BT 516201 Amendment 18 - Hands on science materials - items vary by lesson plan	1	\$500.00	General Supplies	Amendment	\$500.00
	BT 516201 Amendment 18 - Multipack (all colors)	6	\$78.00	Technology	Amendment	\$468.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Headphones- To optimize performance on adaptive learning platforms	1200	\$5.99	Original	\$7,188.00	
Online subscription	Item	Quantity	Rate	Type	Total	
	IXL Online Adaptive Program for Math & Science Grades 3-5 to provide students with supplemental Math & Science task related to core instruction. Program will also be used to provide remediation on foundational skills in Math and/or Fairgame Standards.	1	\$7,525.00	Original	\$7,525.00	
	BT 516201 Amendment 18 Added - Scholastic Literacy Pro student licenses K-5	600	\$7.00	Amendment	\$4,200.00	

Acct Description	Description																	
Resource Teacher	K-5 Resource Teacher will provide individualized, small group and/or whole group instruction to students with learning gaps in math and ELA.																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 342 997 418">Item</th> <th data-bbox="1012 342 1159 418">Quantity</th> <th data-bbox="1159 342 1281 418">Rate</th> <th data-bbox="1281 342 1379 418">Days</th> <th data-bbox="1379 342 1493 418">Hours</th> <th data-bbox="1493 342 1614 418">Weeks</th> <th data-bbox="1614 342 1772 418">Certified</th> <th data-bbox="1772 342 1902 418">Type</th> <th data-bbox="1902 342 2024 418">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Starting in October, certified teachers will provide tutorials for K-5 students performing below grade level and enrichment in ELA/Math/Science based on the students' needs.	8	\$37.00	2	1.5	10	Certified	Original	\$8,880.00									
Starting in October, non-certified certified teachers will provide tutorials for K-5 students performing below grade level and enrichment in ELA/Math/Science based on the students' needs.	2	\$15.00	2	1.5	20	Non-Certified	Original	\$1,800.00										

Action Step: Professional Learning

Provide teachers and instructional support personnel with job-embedded professional learning.

Budget Total: \$180,763.00

Acct Description	Description
LTF	Learning Team Facilitator will serve all teachers in grades K-5 across all content areas to lead school-based team, positive behavioral support initiatives (including professional learning), coordinate intervention efforts to build teacher instructional capacity; coordinate PLCs; observe instruction, provide feedback, and

Acct Description	Description																	
	implement an ongoing coaching cycle; provide professional learning to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.																	
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers in grades K-5 across all content areas to lead school based team, positive behavioral support initiatives (including professional learning), coordinate intervention efforts to build teacher instructional capacity, coordinate PLCs, observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional learning to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program. (206 DD)																	
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	Item	Quantity	Rate	Supply Type	Type	Total												
General Supplies- paper, ink, post its, chart paper, pens	1	\$1,000.00	General Supplies	Original	\$1,000.00													

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: \$11,147.50

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Kindergarten Roundup Materials	1	\$2,000.00	General Supplies			Original	\$2,000.00		
	Ink	1	\$500.00	Technology			Original	\$500.00		
	Copy Paper	5	\$100.00	General Supplies			Original	\$500.00		
	Agendas & Take Home Folders - parent to school communication materials	625	\$2.98	General Supplies			Original	\$1,862.50		
	General Supplies- Paper, colored paper, chart paper, folders, pens, pencils	1	\$1,000.00	General Supplies			Original	\$1,000.00		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teachers for Report Card Parent Nights- Teachers will provide parents the opportunity to learn more about the standards based report card, grade level standards/performance indicators as well as provide tips on how to assist their child at home in all content areas.	40	\$25.00	1	1.5	2	Certified	Original	\$3,000.00	
2 CLF's will provide translation services during Report Card nights, Data chat nights, Literacy nights to discuss student weaknesses in all content areas. Parents will leave with a folder of ELA & Math Activities & Strategies to try at home in order to	2	\$27.00	6	3	1	Non-Certified	Original	\$954.00		

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	improve performance, confidence and/or competence. Outside of contracted hours									

Mission Statement

1. Mission Statement

Forest Park's mission is to continue to create a strong and effective parent engagement program that meets the needs of all of our parents. Our goal is to form a partnership to increase student achievement. Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

Involvement of Stakeholders

Name	Title
Alexis Valentin	Assistant Principal
Jennifer Mandel	Single School Culture Coordinator
Jessy Canton	School Counselor
Rebecca Green-Blucher	SAC Chairperson/ Magnet Coordinator
Sharonda Alleyene	Principal

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

Invitations are given out to parents to join our SAC via Google Classroom, ParentLinkcallouts, ClassDojo, and backpack flyers. Grade chairs are also invited to join as well as any other staff members via email and mailbox flyers. Community members are invited via email and also by reaching out via telephone to our business partners. We also utilize our marquee to advertise and solicit interest.

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

Stakeholders will assist in developing the CNA by discussing each part as a small group, and sharing out in the whole group. All questions will be answered and all suggestions discussed. The faculty meeting for the CNA for FY26 was held February 17, 2025 and the meeting for stakeholders was held February 18, 2025. All stakeholders had a chance to provide input regarding the PFEP. All information shared from stakeholders was copied on to meeting feedback templates and used to inform creation the SWP and Schoolwide budget. Also, ongoing SAC meetings are used as feedback opportunities, held on the first Wednesday of every other month, as applicable, throughout the school year.

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

Each section was discussed at the SAC meeting, and the stakeholders had a chance to ask questions. There were no questions. Leadership meeting was held February 7, 2025. Faculty meeting was held Feb 17, 2025. Parents and Community Stakeholder meeting was held February 15, 2025.

Name	Title
Alexis Valentin	Assistant Principal
Rebecca Blucher	Magnet Coordinator/ SAC Chairperson
Jessy Canton	School Counselor
Sharonda Alleyne	Principal

Annual Parent Meeting

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

Wednesday, September 17, 2025 from 5:00-6:00pm in the School Media Center.

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

School website, ClassDojo; Marquee; ParentLink Call out; invitations (Backpack

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

Resources that will be prepared for the Annual Meeting include District Title I slide decks, school documents such as relevant schedules, agendas, evaluations, computer, microphone, translation ear pieces; copies of the PFEP Summary; and copies of School Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Having Effective Data Meetings with Parents

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

Staff will learn how to effectively present student data, goals, and next steps for parents to be able to be informed and help their child become successful at home. This will deepen their knowledge from the previous year and ensure that this skill is integrated into the school system.

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

Families will be more informed about their child's progress and will be able to work with the teacher to help them improve. This will increase family engagement in teacher conferences and helped teachers have a more informed meeting.

- What will teachers submit as evidence of implementation?

Evidence of parent conferences that presented are prefilled parent conference notes in preparation of conferences, student data report(s) to show preparation, and parent sign-up sheet of dates.

- Month of Training

September 2025

- Responsible Person(s)

Simone Green

3. Staff Training for Parent and Family Engagement #2

- Name of Training

What is the process of MTSS and what impact can it have on student achievement?

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

Teachers will be trained on the process of MTSS. They will learn how to effectively communicate with families, various interventions that will be used, how to collect and maintain accurate data and next steps. This will increase family communication between the home and school. This will deepen their knowledge from the previous year and ensure that this skill is integrated into the school system.

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

Teachers will increase capacity and form a partnership with families to work on various academic/behavioral needs at home in conjunction with the goals at school. There will be increased communication between the school and home.

- What will teachers submit as evidence of implementation?

3 copies of SBT meeting notes, with student identifying information redacted

- Month of Training

September 2025

- Responsible Person(s)

Carla Fusco

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

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

Families will learn grade-appropriate strategies to support their child in literacy achievement at home. Teachers will provide hands-on opportunities to model for families to increase literacy skills in phonics, vocabulary, fluency and comprehension.

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

Teachers will provide modeling and hands-on opportunities to demonstrate to families how to increase mastery of literacy skills in phonics, vocabulary, fluency, and comprehension.

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

Increased engagement and confidence of families to partner with the school in literacy achievement and increased student mastery in phonics, vocabulary, fluency, and comprehension.

- Date of Training

October 2025

- Responsible Person(s)

Simone Green

- Resources and Materials

copy paper, chart paper, laminating, markers, sticky notes, laptops

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding the Report Card

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

Families will receive a hands on training on the report card. They will learn how to access it and learn what the various codes mean as well as the standards listed. The practice will be hands-on for their specific student. This will deepen their knowledge from the previous year and ensure that families new to Forest Park gain valuable insights and information.

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

Families will use laptops for a guided hands-on activity to pull up the child's personal report card and understand their current levels and how to find resources to help.

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

Parents will have immediate access to monitor their child's progress throughout the year on unit assessments and report cards.

- Date of Training

November 2025 (specific date TBD)

- Responsible Person(s)

Matthew Cousins

- Resources and Materials

pens, markers, laminating, colored paper, sticky notes, chart paper, student data reports

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Enrichment Night

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

Families will be introduced to the rigor and expectations of the enrichment classes. The parents will have a hands on experience in the life of an Enrichment students, using the programs and learning lessons in an advanced curriculum setting as their students do. This will deepen their knowledge from the previous year and ensure that families new to Forest Park gain valuable insights and information.

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

Families will be able to practice and follow along with the teacher through rigorous programs as they are introduced to iReady, Benchmark, etc. They will be able to learn assignments using the standards that their students are learning and will be able to ask questions and learn the skills.

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

Parents and teachers will be able to work together to help the students progress through the advanced curriculum. The parents will be more informed of the current expectations and standards.

- Date of Training

February 2026 (Specific date TBD)

- Responsible Person(s)

Matthew Cousins

- Resources and Materials

copy paper, chart paper, laminating, markers, sticky notes, laptops

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Safe Schools supports families with issues such as safety and threats.

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

3 samples of Monthly Threat Assessment Notes

- Frequency

Annually

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

- Name of Agency

VPK

- Describe how agency/organization supports families.

VPK works to help families enroll students in programs to facilitate Kindergarten Readiness.

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

VPK flyers and information for families 1 Email communication with VPK staff regarding program implementation 1 Sample VPK-related flyer sent home to parents 1 Sample VPK-related newsletter entry or letter sent home to parents

- Frequency

Annually

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

- Name of Agency

Boynton Beach Police Department

- Describe how agency/organization supports families.

This agency provides mentoring to our students and help families with resources including assisting families by providing opportunities for students to shop for family members because of there financial needs.

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

Photos and correspondence from the program 1 Photo of Police shopping with student(s) 1 Email or other written communication with Boynton Beach Police Department evidencing planning of event

- 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

We will be informing parents through messages on ClassDojo; Twitter notifications; the school website; ParentLink callouts and marquee postings. We will send home backpack notices. Notices are sent home in all three applicable languages (English, Spanish, and Haitian Creole).

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

handouts; agendas; flyers (in appropriate language) 1 copy of Annual Title I meeting presentation 1 sample letter to parents inviting students to participate in tutorial 1 invitation to a parent training

- Description

Teachers will hold in person conferences as needed. Teachers will hold private Google Meet conferences and/or phone conferences to discuss academic improvements and concerns with parents. We will also hold data conferences with parents in November.

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

Conference notes will be provided. (When applicable - Google Meet invitation for conference)

- Description

The school will utilize ClassDojo, ParentLink and in-person meetings to give general information regarding academic assessments; private meetings will be held with parents to discuss individual student progress.

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

1 sample ClassDojo post describing/informing parents about a form of academic assessment. 1 copy of family communication notes specifically describing different forms of assessment

- Description

The school will utilize ClassDojo, ParentLink, parent flyers, and marquee to communicate with the parents about SAC Meetings or any opportunities to make decisions related to the education of their children.

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

1 SAC meeting invitation flyer 1 set of minutes from a SAC meeting 1 email communication soliciting nominations for SAC

- Description

The school will offer afternoon meeting dates for working parents; Utilizing 21st Century schedules, we will offer parents a convenient time to start meetings when they must pick up students from Afterschool program so that it is convenient for them as well. If phone conference is needed, it can be arranged.

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

1 printed invitation to an after-school meeting 1 set of minutes for an after-school meeting 1 email invitation to a virtual meeting

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

Community Language facilitator will translate at parent conferences/meetings as needed, whether in person; phone or google meet. All communication will be done in 3 languages (English, Spanish, Creole). Phone Calls are also translated by facilitators or the Language Line if needed. On campus meetings: Facilitators will use audio headsets to translate. For Parents unable to meet in-person, there will be a virtual option to have parent conferences.

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

1 copy of one SIS Comment Log noted by a CLF 1 copy of a parent training flyer invitation in all languages 1 photo of CLFs and families utilizing audio headsets during a parent training or parent meeting.

• Description

Our school is handicap accessible (ADA approved facility that allows for easy access for disabled individuals to navigate the school). Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. We have handicap accessible parking in the front of the school. We have created extra parking spaces to accommodate parents who may need close access. All of our meetings use audio enhanced technology.

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

1 School map of rooms used during an event, labeling the event date and time and rooms used, documenting use of the first floor only 1 Paper agenda for trainings to proactively support parents and families who are deaf or hard of hearing 1 photo of accessible parking

- Description

Once our Guidance Department is aware of the needs; we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed for school).

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire

- Description

Our ESOL Guidance counselor reaches out to the identified families to provide support (I.E. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation.) This is done as needed. We provide uniforms to homeless students from our uniform closet, free of charge. Also, we provide free supplies to these students at Meet the Teacher Night, at other events, and on a walk-in basis, as needed.

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire 1 Uniform closet picture

Other Activities

1. Activity #1

- Name of Activity

na

- Brief Description

na

2. Activity #2

- Name of Activity

na

- Brief Description

na

3. Activity #3

- Name of Activity

na

- Brief Description

na

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

We build non-academic skills by promoting Skills for Life and Learning in every classroom for social/emotional needs. We have two school counselors; a Behavioral Health Professional (BHP) and a co-located therapist to work with our students as needed. The counselor and BHP are proactive, and work with students to build character; growth mindset, and to promote positive behavior. The positive behavior is in conjunction with our school-wide PBS, in which we work on character and growth mindset. Since we are an International Baccalaureate (IB) school, we also teach the students about developing a sense of service to others.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically, the teacher/instructional coaches may refer that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. A team convenes and studies the child and their progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Students identified to receive Tier 3 instruction are provided individualized support and one-on-one intervention. Students who continue to struggle at Tier 3 are considered for referral to the Exceptional Student Education/Child Study Team for a potential psychoeducational evaluation. Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed, or the team may decide that the child requires a more intensive system for intervention. This is an ongoing process. The team would then consider the child for Tier 3 interventions, which would require a minimum of 30 additional minutes daily using a Curriculum Based Measure (CBM). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE), or requires further interventions in the MTSS process. Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. This is an ongoing process. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system. As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE) or requires further interventions in the MTSS process.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Our students' academic proficiency is tracked aggressively so that if remediation is needed, we are able to provide it in the areas needed. We use data from unit assessments, iReady (computer diagnostics) and FAST Testing PM 1, PM 2, and PM3 to determine instructional needs and support. We also provide weekly Tutorials which focus on our struggling readers in grades 3, 4, and 5 as well as Saturday tutorial which focuses on levels 2 & 3 based on need and academic level. We are an IB school, so we focus on certain IB Traits and Characteristics that teach the students their place in the world and teach the students to be critical thinkers. We offer Fine arts courses aside from our traditional academic courses. This includes Media, Music, Art, PE, and Spanish. Our Guidance is also on the Fine Arts rotation for all grade levels. We have several Clubs after school that focus on Behavior, self esteem, interpersonal skills, and being Good Citizens such as the Ladies' Club, Drama, Music Club, IB Ambassadors, and Men of Honor. We ensure that our instruction is aligned to the standards by holding weekly PLCs (Professional Learning Communities) where the teachers meet and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to the standards. The teachers are able to work in grade level teams to plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal (scheduled) and informal observations (unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorials for Reading and Math on Tuesdays beginning in October from 2:15-3:45 for students considered our lowest 25% based on test results. We have 6 teachers; one for reading and math for each grade level in 3rd, 4th, and 5th. We serve approximately 60 students each week. The school connects the classroom learning to the "real world" by demonstrating hands-on activities during Parent Training. Teachers are available to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth such as We offer Fine arts courses aside from our traditional academic courses. This includes, Media, Music, Art, PE and Spanish. Our guidance is also on the fine arts wheel. They provide education for 2 grade levels per trimester. We have several Clubs after school that focus on Behavior...self esteem...and interpersonal skills....being Good Citizens such as the Ladies Club.... DramaMusical Club.... and IB Ambassadors....and gentleman's club. We ensure that our instruction is aligned to the standards by holding weekly PLC's (professional learning communities...where the teachers come together and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to he standards. he teachers are able to work in grade level teams to again plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal(scheduled) and informal observations(unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorial for Reading and Math on Tuesdays from 2:15-3:45 for students considered our lowest 25% based on test results. WE have 6 teachers ..one for reading and one for math in grades 3rd ..fourth,..and 5th. We serve approximately 60 students each week. The school connects the classroom learning to real world by doing Math and Science Night where the teachers are on hand to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth..such as a disease or water crisis. They are able to present this project to their peers.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

We are actively helping our K-2 students with all academics to promote proficiency by 3rd grade; we offer Enrichment classes in every grade level 2nd-5th, and Advanced Math Placement (AMP) in 3rd Grade, 4th Grade, and 5th Grade. We provide career days and guest speakers to help our students gain appropriate college planning and conceptualization of skills needed for careers they would like to hold. Our IB and AMP programs provide acceleration and advancement opportunities for our students.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

We have a VPK on campus and 3 ESE Pre-k classes. We partner with our local Bridges program to help support our families. We host Kindergarten Roundup with translation to accommodate families. We also provide on-site tours for new kindergarten families. We offer staggered start for Kindergarten and the Meet the Teacher event. Our PreK students also participate in "Kindergartner for the Day."

Professional Learning

1. Professional Learning

New teachers are provided mentoring from a teacher who is a Clinical educator, which is a state certification. They go through the Educator Support Program (ESP) at the school, the mentor and mentee meet a minimum of 10 times, and the mentor does multiple observations throughout the year. SSCCs/Instructional coaches work with teachers weekly in PLC to analyze testing data, plan group lessons, and work through planning lessons. The expected impact is that the teachers are able to plan differentiated whole and small group instruction. Teachers are updated on current multicultural strategies and ESE knowledge by attending Professional Development sessions several times a year at school on designated Professional Development Days.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Administration attends Job fairs in the district in hopes to recruit and retain highly qualified and effective educators. We collaborate with HR and the Regional Office, use word of mouth, and pay-for-performance to help recruit and retain. We utilize the district's Educator Support Program which trains new teachers and provides them with a mentor to support them through their beginning years. The teachers are assigned a clinical educator as their mentor from the school. This person observes the teacher and gives feedback on instructional practices. We also work with the universities to place pre-service teachers in our classrooms. We also utilize academic tutors to support small group instruction which provides valuable school experience for potential permanent hires. We offer classroom management training for our teachers, part time pay for tutoring, and compensatory time for extra duties. We have Academic coaches that work with the new teachers to provide continuous growth that develops teacher skill sets. This assists with retaining new teachers at our school. We have common planning in addition to our PLCs once a week, where the teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate, which lessens isolation. The PLC Leader and SSCC helps to prepare materials and facilitate PLCs K-5. Our Professional Development Initiatives help keep teachers at our school because we try to tailor them to their specific needs. Before we plan Professional Development, we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee. This committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities on and off campus. Our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy. We are here early, and we stay late to give teachers opportunities throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers. We have Academic coaches that work with the new teachers to provide continuous growth that develops teacher skill sets. This assist with retaining new teachers at our school. We have common planning in addition to our PLCs once a week, where they teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate with each other so that nobody feels isolated. The PLC Leader helps to prepare materials and facilitates PLCs K-5. Our Professional Development Initiatives help keep teachers at our school because we try to tailor them to their specific needs. Before we plan professional development, we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee. This committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities off and on campus. We offer incentives to teachers for Teacher and Staff member of the month. Our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy and we are here early and we stay late to give teachers an opportunity anytime throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers.