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 - Parent lack the capacity and knowledge of how to support learning at home. 2. Reading Teachers are new to grade levels in 3rd and 4th Grades. - Teachers need additional support in providing differentiated instruction/interventions to both ELL and SWD students. 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. Through Parent Trainings/Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, vocabulary, and comprehension). Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

• 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. Parent Nights will focus on foundational reading skills, vocabulary and comprehension skill needed to read fluently and understand a variety of texts.

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. - Focus on foundational reading skills, vocabulary and comprehension skill needed to read fluently and understand a variety of texts.

• 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 - Practice activities and strategies at home that supports foundational reading skills, phonics, vocabulary and comprehension.

• Parents

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on ELA. - Use activities and strategies shared during parent workshops that focused on foundational reading skills, phonics, vocabulary and comprehension. - 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. Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night will focus on reading foundational skills -fluency, vocabulary development, and comprehension. The staff will provide strategies to support literacy at home.

• 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. We will work on strengthening how we partner with limited English proficiency families, migrant families, and homeless families to help them be more knowledgeable and engaged in their child's education. Continue to provide information to families in their native language to ensure parent engagement and support (BHP and Counselor will continue to do home visits to support parents as needed).

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. -Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning. -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

• 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. Parent trainings will provide strategies to improve student fluency and foundational skills (basic facts for addition, subtraction, multiplication and division) 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 - Focus on fluency (additional, subtraction, multiplication, division facts,) in grades K-5 to increase student proficiency (parent training and materials).

• 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 - Focus on fluency (additional, subtraction, multiplication, division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

• 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 - Focus on fluency (additional, subtraction, multiplication, division facts,) in grades K-5 to increase student proficiency (strategies to implement at home).

• 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. Teachers will be trained on how to build parent capacity during Math Night focusing on foundational skills (basic facts for addition, subtraction, multiplication, and division,)

• Accessibility

Forest Park Elementary will provide all directions, flyers and parent information in all three languages. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. BHP and ESOL counselor will also make home visits to support families. Continue to provide information to families in their native language to ensure parent engagement and support (BHP and Counselor will continue to do home visits to support parents as needed).

Science

1. List prioritized needs statements.

Fifth Grade Science Data from the FY26 Winter Diagnostics shows that thirty (30%) of the Fifth Grade Students are proficient in Science, as compared to 40% on the FY25 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 - Lack of reading stamina and the understanding of science vocabulary. 3. Lack of At Home Science Resources - Lack of parent capacity to support learning at home. 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 - Provide training to teachers to teach a systematic approach to scientific processes and vocabulary to support differentiated learning.

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. -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. -Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

• Parent Training

Forest Park will host a Science Parent Night and provide strategies to help students be able to demonstrate mastery in Science. -Science trainings that are grade level specific focusing on science vocabulary and scientific method to support learning at home. .

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 - Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parent training and materials).

• 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 - Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

• Parents

Parents/Guardians of Forest Park Elementary will: - Attend trainings that focus on Science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home). - 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. -Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (science vocabulary, scientific method, etc.).

- Accessibility

Forest Park will provide all directions and information in all languages. Translation will be available at Science Parent Night. -We will work on strengthening how we partner with limited English proficiency families, migrant families, and homeless families to help them be more knowledgeable and engaged in their child's education. BHP and ESOL counselor will also make home visits to support families as needed.

Action Step: Classroom Instruction

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

Budget Total: **$95,344.00**

Acct Description	Description

Non-Certified Tutorial

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Non-certified staff will provide tutorials after school for K-5 students performing below grade level and enrichment in ELA/Math/Science based on the students' needs. (Starting in October).	2	$15.00	2	1.5	18	Non-Certified	Original	$1,620.0

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<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Online subscription</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr>
<tr><td>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.</td><td>1</td><td>$7,525.00</td><td>Original</td><td>$7,525.0</td></tr>
<tr><td>Scholastic Literacy Pro student licenses ELA, K-5</td><td>600</td><td>$7.00</td><td>Original</td><td>$4,200.0</td></tr>
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<tr><td>Out-of-system Tutors</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Certificate teacher will provide tutorial support during small group instruction to build foundational knowledge to first and second grade students. (Tentatively starting September 2026).</td><td>1</td><td>$37.00</td><td>2</td><td>3.5</td><td>30</td><td>Certified</td><td>Original</td><td>$7,770.0</td></tr>
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<tr><td>Certified Tutorial</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Certified teachers will provide tutorials for K-5 students performing below grade level and enrichment in ELA/Math/Science based on the students' needs. (Starting in October)</td><td>17</td><td>$37.00</td><td>2</td><td>1.5</td><td>15</td><td>Certified</td><td>Original</td><td>$28,305.0</td></tr>
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<tr><td>Supplies</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>J & J Bootcamp - Drill Book and Speed Bag (5th Grade)</td><td>1</td><td>$5,000.00</td><td>Instructional Materials</td><td>Original</td><td>$5,000.00</td></tr>
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Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Composition books/Spiral notebooks	1	$341.00	General Supplies	Original	$341.00
General Classroom Supplies: Copy paper (white and multi colors), chart paper, pocket folders, composition books, whiteboards, book baggies, laminating film, poster paper, ink, card stock, binders, post it notes, markers, staplers/staples, pencils, pencil sharpeners	1	$23,000.00	General Supplies	Original	$23,000.0
Grades 2-5 Magnetic Readers - iReady	1	$4,500.00	Instructional Materials	Original	$4,500.00
Math Manipulatives: Fraction tiles, place value mats, decimal bars, etc	1	$1,400.00	Manipulatives	Original	$1,400.00

Action Step: Professional Learning

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

Budget Total: **$180,679.00**

Acct Description	Description
LTF	The Learning Team Facilitator will serve all teachers in grades K-5 across all content areas to lead school by leading Professional Learning Communities(PLCs) positive behavioral support initiatives (including professional learning), coordinate intervention efforts to build teacher instructional capacity; coordinate PL observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional

Acct Description	Description
	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	The Single School Culture Coordinator will serve all teachers in grades K-5 across all content areas, suppor positive behavioral initiatives (including professional learning), coordinate intervention efforts to build teach instructional capacity, coordinate Professional Learning Communities (PLCs), observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional learning to the team; analyze an respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** General Supplies: Paper, ink, post-its, chart paper, pens, etc / 1 / $1,000.00 / General Supplies / Original / $1,000.0

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: **$7,861.00**

Acct Description	Description
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** General Supplies: Paper, colored paper, chart paper, folders, pens, pencils / 1 / $500.00 / General Supplies / Original / $500.00

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Ink - Parent letters, flyers, activities	1	$500.00	Technology	Original	$500.00
Agendas & Take Home Folders - Parent to school communication materials	625	$3.00	General Supplies	Original	$1,875.0
Kindergarten Kick-Off Materials	1	$1,000.00	Program Supplies	Original	$1,000.0

Certified Parent Support by School Staff

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Parent Support by School Staff - Report Card Night	40	$25.00	1	1.5	2	Certified	Original	$3,000.0

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
Matthew Cousins	Single School Culture Coordinator
Jessy Canton	School Counselor
Rebecca Green-Blucher	SAC Chairperson/ Magnet Coordinator
Sharonda Alleyne	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, ParentLink callouts, 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 9, 2026 and the meeting for stakeholders was held February 11, 2026. 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 of 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 6, 2026. Faculty meeting was held Feb 9, 2026. Parents and Community Stakeholder meeting was held February 11, 2026.

Name	Title
Alexis Valentin	Assistant Principal
Rebecca Blucher	Magnet Coordinator/ SAC Chairperson
Jessy Canton	School Counselor
Sharonda Alleyne	Principal
Matthew Cousins	Single School Culture Coordinator
Gary Benoit	Parent

Annual Parent Meeting

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

Wednesday, September 9, 2026 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 in various languages (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 2026

- Responsible Person(s)

Matthew Cousins

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 2026

- 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 2026

- Responsible Person(s)

Simone Green

- Resources and Materials

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

• 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 2026

• 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

• 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/ McKinney Vento

• Describe how agency/organization supports families.

Safe Schools supports families with issues such as safety and threats. The McKinney Vento program provides resources, information, transportation, and others to help the family. School staff connects families with McKinney Vento for support as needed.

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

Sample of Monthly Threat Assessment Notes, Completed SHQ with student name(s) redacted, Correspondence from Safe Schools

• 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; 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). We will also inform parents through Title I Annual Meeting, SAC meetings, and parent trainings.

- 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 *School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers

- 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. Also during Curriculum Night.

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

Conference notes will be provided (when applicable - Google Meet invitation for conference), curriculum night presentation, invitations, and/or handouts.

- 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 Other evidence - progress report / report cards

• 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. Translated Compacts and PFEP Summary

- 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

Exempted

• Brief Description

Exempted

2. Activity #2

• Name of Activity

Exempted

• Brief Description

Exempted

3. Activity #3

• Name of Activity

Exempted

• Brief Description

Exempted

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. Data is reviewed frequently, including weekly at Leadership Meetings and monthly at Faculty Meetings. Measures include the amount of positive behavior rewards, frequency of room calls, and ratios of office discipline referrals. 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 show academic deficits based on multiple sources of data (FAST, STAR, i-Ready, classroom assessments), 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 (FAST, STAR, i-Ready, classroom assessments) 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.

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 Inform (computer diagnostics) and state assessment STAR/ 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, 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 frequent 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 September from 2:15-3:45 for students considered our lowest 25 percentile 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 Reading, Math and Science, and teach clear strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition.

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. 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 Enrichment 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 Kickoff with translation to accommodate families.nWe also provide on-site tours for new kindergarten families. We offer a 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 and through PLCs.

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 clasrooms. 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.