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

ELA

1. List prioritized needs statements.

* Based on the 2025 results from the Florida Assessment of Student Thinking (FAST) PM3, 35% of students in grades 3-5 achieved proficiency in English Language Arts. * 33% of these students entered 3rd grade reading on grade level. * 55% of students entered 3rd grade mastering phonics skills in 2024-2025. * Results from the 2025 Florida STAR Literacy assessment indicate that 40% of the students entering grades KG-2nd had mastered phonics skills.

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

* Insufficient foundational literacy skills ("Learning to read; reading to learn") * Limited targeted interventions for struggling readers * Parents need guidance to effectively use literacy strategies at home to support and extend their child's learning. * Many students require additional support with foundational skills in order to close identified learning gaps. * Students need additional support developing background knowledge to make meaningful connections with the content due to limited exposure and access to community resources.

3. Share possible solutions that address the root causes.

* Utilize additional personnel, such as an academic tutor, to deliver supplemental and intensive instruction. * Facilitate professional learning experiences that model differentiation strategies within small group settings. * Targeted parent training sessions designed to reinforce the instructional content and support the use of reading strategies at home. * Students may take part in experiential learning trips with real world experiences that connects to the curriculum and strengthen background knowledge. * Delivering targeted instruction via after school tutorial and in-school push-in support in the FALL (September – December) for primary K-2 students. * Implement the Ron Clark House System schoolwide to help students feel a sense of belonging. * Please add "supplies, resources, and programs to assist with small group differentiated instruction."

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

• Communication

*The school will provide parents with guidance on scheduling parent conferences. * Parents will receive information from the school on how to arrange their conferences. * To support meaningful conversations about ELA, the school will give parents a guide with suggested questions for parent conferences, so they can actively participate and stay informed.

- Parent Training

* Offer hands-on ELA workshops for parents that focus on Reading strategies, enhancing vocabulary and comprehension skills to encourage reading at home. * Offer multiple formats to accommodate families by including in-person and virtual training sessions during flexible hours. * Using technology or literacy apps for practice via a digital Literacy workshop to help parents better understand how to read the report card for ELA grade level skills ELA iready data reports * Promotes family engagement in ELA with a Family Literacy Night to provide tools for daily reading/writing practices. * Encourage discussion and modeling reading habits through a parent book club/Reading circle.

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

- School

*The school will provide teachers with professional development in literacy instruction, ensuring access to high-quality reading materials, and creating opportunities to develop a joy for reading. * The school will share ELA resources, reading strategies, and activities families can use at home to reinforce literacy skills. * The school will provide after school tutorial as well as push-in support to help with closing learning gaps.

- Students

* Students will actively participate in ELA lessons, completing reading assignments, and reading regularly at home. * Students will ask questions when they need help and work toward improving their reading comprehension skills. * Students will attend assigned after school tutorial and push-in support sessions with the parent permission.

- Parents

* Parents will encourage daily reading at home, monitor homework, and practice vocabulary and comprehension strategies with their child. * Parents will stay in communication with teachers, attend parent conferences, and participate in family literacy events and workshops offered by the school. * Parents will ensure students are in school daily and attend after-school tutorial on assigned days.

- Staff Training

* Provide professional development so teachers and staff understand strategies for communicating academic expectations to families in accessible ways (ie. parent conferences - in-person, via phone, and/or virtual) so that all parents feel welcome. * Ensuring staff know how to explain and understand ELA standards, report card performance codes, and assessments to parents.

- Accessibility

The school will provide flexible meeting dates, in-person and virtual conferences with interpreters when needed, translation support, and distribution of information in all languages using multiple communication platforms (email, apps, phone calls, Tuesday folders, Class Dojo, Social Media, Parent Links).

Math

1. List prioritized needs statements.

* Based on the 2025 results from the Florida Assessment of Student Thinking (FAST) PM3, 69% of students in grades 3rd-5th achieved proficiency in Mathematics. * Based on the 2025 results from the Florida Assessment of Student Thinking (FAST) PM3, 24% of students in grades 3rd-5th are proficient with Number Sense Additive Reasoning. * Based on the 2025 results from the Florida Assessment of Student Thinking (FAST) PM3, 76% of 3rd graders are below or near the standard on Number Sense and Additive Reasoning. * Results from the 2025 Florida STAR Math assessment indicate that 24% of the students in grades KG-2nd met proficiency. * 14% of students in grades K-2 demonstrated mastery in Number Sense and 18% of K-2 students demonstrated mastery in Operations.

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

* Insufficient foundational math skills when identifying, reading, and writing numbers. * Multi-step problem solving. * Parents need guidance to effectively use math strategies at home to support and extend their child's learning. * Many students require additional support with foundational skills in order to close identified learning gaps. * Students need additional support with the application of math concepts to real-world situations. * Emphasis on procedural fluency over conceptual understanding. * Teachers need guidance providing effective instruction (ie reteach standards, small group)

3. Share possible solutions that address the root causes.

* Utilize additional personnel, such as an academic tutor, to deliver supplemental and intensive instruction. * Facilitate professional learning experiences that model differentiation strategies within small group settings. * Targeted parent training sessions designed to reinforce the instructional content and support the use of mathematical strategies at home. * Students may take part in experiential learning trips with real world experiences that connects to the curriculum and strengthen background knowledge. * Delivering targeted instruction via after school tutorial and in-school push-in support in the FALL (September – December) for primary K-2 students. * Implement the Ron Clark House System schoolwide to help students feel a sense of belonging. * Provide professional learning on the effective use of a math block to support all learners. * Please add "supplies, resources, and programs to assist with small group differentiated instruction."

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

• Communication

* The school will provide parents with guidance on scheduling parent conferences. * Parents will receive information from the school on how to arrange their conferences. * To support meaningful conversations about Mathematics, the school will give parents a guide with suggested questions for parent conferences, so they can actively participate and stay informed.

• Parent Training

* Offer hands-on Math workshops for parents that focus on Math strategies, enhancing vocabulary and fluency skills to encourage at home. * Offer multiple formats to accommodate families by including in-person and virtual training sessions during flexible hours. * Using technology or Math apps for practice via a digital Math workshop to help parents better understand how to read the report card for Math grade level skills, along with Math iready reports. * Promotes family engagement in Math with a Family Math Night to provide tools for daily math practices. * Encourage discussion and modeling math habits through a parent book club.

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

• School

* The school will provide teachers with professional development in math instruction, ensuring access to high-quality standards-based math materials, and creating opportunities to develop a love for math. * The school will share math resources, math strategies, and activities families can use at home to reinforce math skills. * The school will provide after school tutorial as well as push-in support to help with closing learning gaps.

- **Students**

* Students will actively participate in math lessons, completing math assignments, and doing math homework regularly at home. * Students will ask questions when they need help and work toward improving their math computational skills. * Students will attend assigned after school tutorial and push-in support sessions with the parent permission.

- **Parents**

* Parents will encourage daily math practice at home, monitor homework, and practice vocabulary and math basic skill strategies with their child. * Parents will stay in communication with teachers, attend parent conferences, and participate in family math events and workshops offered by the school. * Parents will ensure students are in school daily and attend after-school tutorial on assigned days.

- **Staff Training**

* Provide professional development so teachers and staff understand strategies for communicating academic expectations to families in accessible ways (ie. parent conferences - in-person, via phone, and/or virtual) so that all parents feel welcome. * Ensuring staff know how to explain and understand Math standards, report card performance codes, and assessments to parents. * Increase instruction emphasizing conceptual understanding in the area of Math. * Expand differentiated instruction for struggling students. * Offer EOY and Summer planning strategies - round table discussion to collaborate and share best practices. *Vertical planning & data review

- **Accessibility**

The school will provide flexible meeting dates, in-person and virtual conferences with interpreters when needed, translation support, and distribution of information in all languages using multiple communication platforms (email, apps, phone calls, Tuesday folders, Class Dojo, Social Media, Parent Links).

Science

1. List prioritized needs statements.

* Based on the Winter 2025 Diagnostic Science assessment 17% is the overall proficiency rate for 5th grade students. * The Fall Science Diagnostic Assessments results show 4% proficiency for 5th grade students. * 83% of 5th grade students are performing below or near grade level on the fair games Life standards.

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

* Increase the use of visual activities to help better comprehend the science content. * Students need remediation support with fair game standards due to lack of background knowledge. * Parents need guidance to effectively use science strategies at home to support and extend their child's learning. * Many students require additional support with fair game standards in order to close identified learning gaps. * Students need additional support with science experiments to help make science connections to real-world situations. * Emphasis on vocabulary development. * Teachers need guidance providing effective science instruction (ie reteach standards, small group). * Students have learning gaps due to content not being covered consistently in primary grades.

3. Share possible solutions that address the root causes.

* Utilize additional personnel, such as an academic tutor, to deliver supplemental and intensive instruction. * Facilitate professional learning experiences that model differentiation strategies within small group settings. * Targeted parent training sessions designed to reinforce the instructional content and support the use of science strategies at home. * Students may take part in experiential learning trips with real world science experiences that connects to the curriculum and strengthen background knowledge. * Delivering targeted instruction via after school tutorial and in-school push-in support. * Implement the Ron Clark House System schoolwide to help students feel a sense of belonging. * Have access to materials to help increase vocabulary and utilize materials for science experiments to help increase knowledge.

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

• Communication

*The school will provide parents with guidance on scheduling parent conferences. * Parents will receive information from the school on how to arrange their conferences. * To support meaningful conversations about Mathematics, the school will give parents a guide with suggested questions for parent conferences, so they can actively participate and stay informed.

- Parent Training

* Offer hands-on Science engaging workshops for parents that focus on science strategies with a showcase of visual science boards, enhancing vocabulary where parents can interact with projects and engage with the science content to encourage at home practice. * Offer multiple formats to accommodate families by including in-person and virtual training sessions during flexible hours. * Using technology or Science apps for practice via a digital science workshop to help parents better understand how to read the report card for Science grade level skills, along with Performance Matters reports. * Promotes family engagement in science with a Family Science Night to provide tools for daily science practices.

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

- School

*The school will provide teachers with professional development in science instruction, ensuring access to high-quality standards-based science materials, and creating opportunities to develop a love for science. * The school will share science resources, science strategies, and activities families can use at home to reinforce science skills. * The school will provide after school tutorial as well as push-in support to help with closing learning gaps. * The school will provide opportunities for parents to engage in science curriculum by creating events for parents to interact hands-on with science content.

- Students

* Students will actively participate in science lessons, completing science assignments, and doing science homework regularly at home. * Students will ask questions when they need help and work toward improving their science knowledge. * Students will attend assigned after school tutorial and push-in support sessions with the parent permission.

- Parents

* Parents will encourage daily science practice at home, monitor homework, and practice vocabulary and make use of science strategies with their child. * Parents will stay in communication with teachers, attend parent conferences, and participate in family science events and workshops offered by the school. * Parents will ensure students are in school daily and attend after-school tutorial on assigned days.

• Staff Training

* *The school will provide parents with guidance on scheduling parent conferences. * Parents will receive information from the school on how to arrange their conferences. * To support meaningful conversations about science, the school will give parents a guide with suggested questions for parent conferences, so they can actively participate and stay informed. * The school will provide events related to the science curriculum that engage parents in understanding the science content.

• Accessibility

The school will provide flexible meeting dates, in-person and virtual conferences with interpreters when needed, translation support, and distribution of information in all languages using multiple communication platforms (email, apps, phone calls, Tuesday folders, Class Dojo, Social Media, Parent Links).

Action Step: Classroom Instruction

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

Budget Total: \$49,692.12

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Color Copy Paper (Case)	24	\$64.38	General Supplies	Original	\$1,545.12
	Zip Lock Bags Gallons (100 in a pack)	8	\$22.99	General Supplies	Original	\$183.92
	AVID Supplies	1	\$1,130.29	Program Supplies	Original	\$1,130.29

Acct Description	Description									
	Item		Quantity	Rate	Supply Type			Type	Total	
	Card Stock		20	\$30.79	General Supplies			Original	\$615.80	
	File Folders		25	\$9.70	General Supplies			Original	\$242.50	
	Black Magnetic Dry Erase Markers with Eraser Cap		40	\$9.99	General Supplies			Original	\$399.60	
	Sharpies		10	\$13.99	General Supplies			Original	\$139.90	
	Dry Erase Markers (8 pack)		50	\$6.52	General Supplies			Original	\$326.00	
	Zip Lock Bags Quarts (300 in a pack)		5	\$37.70	General Supplies			Original	\$188.50	
	Copy Paper (Case)		151	\$30.99	General Supplies			Original	\$4,679.4	
	BT 543576 Top Score Printed Materials GR 1		1	\$932.00	Instructional Materials			Budget Transfer	\$932.00	
Computer HW; non-cap	Item		Quantity		Rate		Type		Total	
	Headphones		155		\$7.00		Original		\$1,085.00	
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified tutor will provide small group push-in/pull-out support during the day to K-5 students who are below grade level in ELA & Math. Will begin in September.		1	\$37.00	5	1	25	Certified	Original	\$4,625.0
	Certified tutor will provide small group push-in/pull-out support during the day to		1	\$37.00	5	3	25	Certified	Original	\$13,875.0

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 students who are below grade level in ELA & Math. Will begin in September.								
Online subscription	Item					Quantity	Rate	Type	Total
	Top Score will be used by students in grades 1–5 to develop foundational essay writing skills through structured, scaffolded strategies that build writing proficiency. (site license - 250 students)					1	\$1,671.00	Original	\$1,671.00
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide after school tutoring in ELA, Math, & Science in grades 3 -5, for students in need of iremediation. Will begin in February.	7	\$37.00	2	1.5	12	Certified	Original	\$9,324.00
	BT 543576 Certified teachers will provide after school tutoring in ELA, Math, & Science in grades 3 -5, for students in need of iremediation. Will begin in February.	4	\$37.00	2	1.5	2	Certified	Budget Transfer	\$888.00
	BT 543576 Certified teachers will provide after school tutoring in ELA, Math, & Science in grades 3 -5, for students in need of iremediation. Will begin in February.	1	\$37.00	2	0.75	1	Certified	Budget Transfer	\$56.00

Action Step: Parent & Family Engagement

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

Budget Total: \$5,406.44

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink Colored	10	\$89.00	Technology	Original	\$890.00
	Tuesday Folders	18	\$42.23	General Supplies	Original	\$760.14
	Chart Paper	5	\$106.00	General Supplies	Original	\$530.00
	Card Stock	10	\$30.79	General Supplies	Original	\$307.90
	Refreshments for Parent Trainings	300	\$3.00	Program Supplies	Original	\$900.00
Online subscription	Item	Quantity	Rate	Type	Total	
	BT 543576 Ron Clark Academy Appl for Parent Messaging & Communication will be used to communicate with K-5 parents and notify them of their student successes, schoolwide parent trainings and family events.	1	\$1,800.00	Budget Transfer	\$1,800.00	
Postage	Item	Quantity	Rate	Type	Total	
	Postage to mail notification of parent events to 280 families for 1 mailing.	280	\$0.78	Original	\$218.40	

Action Step: Professional Learning

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

Budget Total: \$110,612.44

Acct Description	Description										
Supplies	Item	Quantity	Rate	Supply Type			Type	Total			
	Ink	2	\$275.72	Technology			Original	\$551.44			
Single School Culture Coordinator	The Single School Culture Coordinator (226 DD) will help implement strong systems of support for reading instruction by leading Professional Learning Communities (PLCs), coaching, and facilitating professional learning opportunities across all content areas.										
Travel out-of-state	Item						Quantity	Rate	Type	Total	
	The Ron Clark Conference will focus on creating a sense of belonging for students and families by igniting a passion for learning and a positive climate and culture where all students can thrive. The information and training will help create a house system within our school to help focus on best practices for learning. (4 attendees- Registration - \$1,075, Transportation - \$300, Lodging - \$530, Per Diem - 97.50) Atlanta GA, November.						4	\$2,002.50	Original	\$8,010.00	
Teacher Collaboration	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	REMOVED Lead teachers in grades K–5 will meet July 29–30 to develop the annual focus calendar, plan PLCs, and coordinate implementation of the Ron Clark House System.			10	\$25.00	2	6	1	Certified	Original	\$3,000.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	REMOVED BT 543576 - collapsing teacher collaboration	-10	\$25.00	2	6	1	Certified	Budget Transfer	-\$3,000.00

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Shundra Dowers	Principal
Carla Lewis	Assistant Principal (Title 1 Contact)
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC
Yannet Garcia	ESOL Contact
Sonja S. Bailey	Reading Coach

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

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

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

The school will share the Title I survey results, highlighting areas of strength and areas needing improvement, with all stakeholders. Stakeholders will convene in groups to provide input on how to maintain strengths and enhance areas that require growth. Each group will present their suggestions and comments to the larger group, which will be recorded in the School Advisory Committee (SAC) minutes. Parents were invited to the Comprehensive Needs Assessment (CNA) stakeholder meeting to offer their feedback for improvement. During this meeting, we reviewed the parent compact and discussed strategies for improvement. SAC meetings have been ongoing, and the CNA process was reviewed in the spring to ensure continued growth. Our CNA Leadership Committee Meeting (Step 1) took place on January 15, 2026. Comprehensive Needs Assessment staff meetings (Step 2) were held from January 26 to January 30, 2026. The Stakeholder Meeting (Step 3) occurred on February 17, 2026. SAC meetings for the upcoming fiscal year 2027 are tentatively scheduled for the second Tuesday of each month, pending SAC approval. The school will share the Title I survey areas of strengths and areas of needed growth to all stakeholders. In groups, stakeholders will give input on how to maintain areas of strength and improve areas of needed growth. Each group will share suggestions and comments to the larger group. The suggestions will be recorded in SAC minutes. Parents were invited to the CNA stakeholder meeting to communicate input for improvement. We reviewed the parent compact and we reviewed strategies, the SAC meetings were ongoing and the CNA process was reviewed in the spring to receive continued growth. Our CNA Leadership Committee Meeting (Step 1) was conducted on January 15, 2026. Our CNA Comprehensive Needs Assessment Staff Meetings were held between January 26 - January 30, 2026, (Step 2) and our Stakeholder Meeting (Step 3) was held on February 17, 2026 (Step 3). SAC meetings for the upcoming FY267 have been tentatively scheduled to meet the second Tuesday of each month, pending SAC approval.

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

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

Name	Title
Shundra Dowers	Principal
Carla Lewis	Assistant Principal
Yanet Garcia	ESOL Contact
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC
Sonja S. Bailey	Reading Coach

Annual Parent Meeting

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

October 20, 2026 5:30 Media Center

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

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

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating with Families via the House App

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

Create a positive climate and culture for students, staff, and families that builds character, strengthens relationships, and enhances a sense of belonging in their elementary school through the implementation of a House System to improve outcomes.

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

This training equips staff with actionable strategies to build stronger home-to-school connections, streamline family communication, and foster trust with parents. By empowering families to become confident learning partners at home, staff will experience increased family engagement, better-aligned support for classroom goals, and positive impacts on student motivation, attendance, and overall academic success.

- What will teachers submit as evidence of implementation?

Surveys, Conference notes - connection between the House System using the App and Families, House Points Printout

- Month of Training

September 2026

- Responsible Person(s)

Sonja S. Bailey, Yannet Garcia, Latisha Johnson, Carla Lewis

3. Staff Training for Parent and Family Engagement #2

- Name of Training

S.T.E.M. Night

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

Staff will learn how to create interactive stations using the STEM engagement model to increase their ability to reinforce and support learning at home on Science standards. Hands-on, inquiry-based S.T.E.M. learning strategies that actively engage families in problem-solving, collaboration, and real-world science, technology, engineering, and math activities. Engineering Design Process — guiding families through asking questions, designing, testing, and improving solutions. Project-Based Learning (PBL) strategies — facilitating collaborative family challenges. Coding or Robotics Programs such as Scratch, LEGO Education robotics, or maker-space activities. Inquiry-Based Learning — helping families explore concepts through experimentation rather than lecture.

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

The expected impact of this training is to increased family engagement in student learning through meaningful, hands-on STEM experiences that strengthen communication, collaboration, and confidence between families, students, and school staff. Families will become more actively involved in supporting STEM learning at home, while students benefit from increased motivation, problem-solving skills, and academic interest in science, technology, engineering, and mathematics."

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of implementation including lesson plans, STEM night activity schedules, photographs of family engagement activities, student and family participation data, sign-in sheets, and reflections describing how STEM engagement strategies were used with families." Family feedback surveys Samples of student STEM projects Instruction sheet to show parents how to make the connection at home Documentation of hands-on activities or STEM stations Parent communication materials or event flyers Teacher reflection logs or implementation checklists

- Month of Training

February 2026

- Responsible Person(s)

Yannet Garcia, Carla Lewis, Latisha Johnson, Sonja Bailey along with Science and Math Teachers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent University - House Systems

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

Parents will learn how to implement House System strategies at home by reinforcing positive behavior, character development, leadership skills, teamwork, and social-emotional learning through consistent routines, encouragement, goal setting, and family participation activities aligned to the school's House System program.

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

The training will include interactive, hands-on activities that allow parents to actively experience the House System framework through team-building challenges, collaborative discussions, role-playing scenarios, and family engagement activities. Parents will practice strategies for reinforcing positive behavior, goal setting, leadership, and social-emotional skills at home using real-life examples and take-home resources aligned to the school's House System

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

This training is expected to strengthen home-to-school connections by increasing family participation, improving communication between families and school staff, and building parents' confidence in supporting student learning at home. Families will become more engaged partners in the educational process, resulting in improved student motivation, attendance, and academic success.

- Date of Training

September 2026

- Responsible Person(s)

Carla Lewis, Latisha Johnson, Yannet Garcia, Erin Cross, Tequila Spencer

- Resources and Materials

The training will utilize a variety of hands-on and instructional materials to support parent understanding and implementation of the House Systems framework at home, including: House System overview presentations and printed guides Light refreshments Family engagement handouts and take-home strategy packets Behavior reinforcement tools (e.g., reward charts, goal trackers, and recognition slips) House team materials (color-coded house identifiers, badges, or bracelets) Interactive activity station supplies (markers, chart paper, task cards, and scenario cards) Goal-setting templates for students and families Positive behavior and character education posters Reflection sheets and family discussion prompts Digital resources or videos explaining House System expectations and strategies Feedback surveys for parents to evaluate training effectiveness

- Amount (e.g. \$10.00)

\$200.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Eagles Read Together! Read, Talk, Grow!

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

Families will learn reading comprehension, paired-text comparison, vocabulary development, morphology, inferencing, author's purpose, text evidence, and discussion strategies aligned to Florida B.E.S.T. ELA standards through three engaging literacy rotations: Explore & Compare (Reading Across Genres Family Workshop), Talk About It! (Book Talks & Reading Discussions for Families), and Word Builders (Vocabulary & Morphology). Families will learn how to compare themes, topics, and ideas across literary and informational texts, engage students in meaningful reading conversations, and use prefixes, suffixes, root words, and context clues to decode and understand unfamiliar vocabulary.

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

Families rotate through engaging, standards-aligned literacy stations where they collaboratively read paired texts, compare themes and ideas using Venn diagrams and genre sorting activities, participate in meaningful book talks and discussion circles, complete morphology and vocabulary games focused on prefixes, suffixes, root words, and context clues, and engage in collaborative reading response and text evidence tasks designed to strengthen comprehension, communication, inferencing, and critical thinking skills.

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

Improved vocabulary development, morphology and decoding skills, reading comprehension, inferencing, oral language development, communication skills, cross-text thinking, critical thinking, and evidence-based discussion skills aligned to Florida B.E.S.T. standards.

- Date of Training

December 2026

- Responsible Person(s)

Carla Lewis, Latisha Johnson, Yannet Garcia, Sonja Stewart-Bailey

- Resources and Materials

Paired passages, Venn diagrams, genre cards, discussion stems, discussion cards, response journals, bookmarks, morphology flipbooks, vocabulary cards, reading logs, highlighters, sticky notes, and take-home literacy activities.

5. Parent and Family Capacity Building Training #3

- Name of Training

Spring Into STEAM: Math & Science Night

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

Families will learn math fluency, number sense, problem-solving, inquiry-based science learning, and academic vocabulary strategies aligned to Florida B.E.S.T. Mathematics Standards and Florida Science Standards through three engaging STEAM rotations: Math in Motion, Science Explorers, and Vocabulary Vine. Families will learn how to strengthen multiplication, fractions, place value, and number operations through hands-on fluency games; support scientific inquiry through predicting, observing, and investigating; and build science and math academic vocabulary using visuals, discussion, and real-world connections.

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

Families rotate through interactive STEAM stations where they participate in math fluency games using dice, dominoes, cards, and dry erase boards; complete hands-on science investigations such as sink-or-float, static electricity, and magnet experiments; and engage in collaborative vocabulary matching games that connect science and math terms to definitions, visuals, examples, and real-world applications. Families work together to solve problems, discuss observations, explain thinking, and apply academic vocabulary during engaging, inquiry-based activities.

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

Improved math fluency, number sense, problem-solving, inquiry skills, academic vocabulary development, scientific thinking, communication, and critical thinking aligned to Florida B.E.S.T. Mathematics Standards and Florida Science Standards. Increased family confidence supporting math and science learning at home and increased student engagement in STEAM-related learning experiences.

- Date of Training

March 2027

- Responsible Person(s)

Carla Lewis, Latisha Johnson, Yannet Garcia, Sheldon Grant

- Resources and Materials

Dice, dominoes, cards, dry erase boards, counters, magnets, balloons, water tubs, experiment kits, vocabulary cards, visuals, matching games, recording sheets, discussion stems, and take-home STEAM activity packets.

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

Multicultural Department

- Describe how agency/organization supports families.

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

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

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

- Frequency

as needed

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

- Name of Agency

Community Partners

- Describe how agency/organization supports families.

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

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

Log of counseling services, flyers, and emails

- Frequency

as needed

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

- Name of Agency

Back to Basic Angel Program

- Describe how agency/organization supports families.

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

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

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

- Frequency

Weekly

Communication

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

- Description

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

Parents will be informed of input meetings like SAC, Title Annual meeting, CNA stakeholders meeting and IEP meetings. We will also host Open House as well as a Meet & Greet.

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

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

- Description

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

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

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

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

- Name of Activity

Curriculum Tutorial

- Brief Description

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

2. Activity #2

- Name of Activity

Goal Setting

- Brief Description

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

3. Activity #3

- Name of Activity

Culture Night

- Brief Description

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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