
Title I Comprehensive Schoolwide Plan
PLEASANT CITY ELEMENTARY SCHOOL (2591)

ELA

1. List prioritized needs statements.

Reading Proficiency: As evidenced on the PM3 FAST Assessment for FY 25 grades 3rd-5th, 62% of the student population is not meeting grade-level reading benchmarks, particularly in current grade 3 students. Attendance Barriers: 30% of students are chronically absent. Student attendance is directly affecting progress in reading. Entry Readiness: Students are entering kindergarten without necessary readiness skills. Academic Behavior: Student misbehavior is impeding learning and students lack of oral language skills impacting reading progress.

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

Instructional Mastery: There is a lack of mastery in phonological awareness and phonics before students exit the primary grades (K-2) due to there being new teachers not fully trained in early literacy phonics programs. Communication Gap: Families are often unaware of the direct correlation between absences and phonics gaps / learning deficits. Pre-K Access: There is a lack of students entering kindergarten who have participated in Pre-K or other preschool programs. Task Avoidance: Students are misbehaving to avoid work because of increasing instructional rigor and difficulty.

3. Share possible solutions that address the root causes.

Leadership & Coaching: Continue funding a literacy coach and continue to strengthen training for early literacy phonics programs and phonics programs for the upper grades. Attendance Team: Utilize the Attendance Team (SBT / Parent Liaison) to promote attendance initiatives and provide parent training/ attendance seminars for both teachers and families for attendance. Early Intervention: Implement specific Kindergarten Readiness initiatives such as Kindergarten Kick Off and communication with local Pre-K Programs. Differentiated Support: Meet the needs of students on their level with differentiated instruction aligned to standards, continue to strengthen training for differentiated instruction and continue training for training Positive Behavior Support training. Provide tutorial programs to address gaps in learning. Utilize online technology programs for additional remediation and practice.

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

- Communication

Our school is committed to strengthening the home-school partnership specifically to accelerate English Language Arts (ELA) achievement. We will bridge the gap between the classroom and home by focusing on transparency, targeted digital resources, and parent empowerment. We will achieve this through the following strategies:

Proactive and Multi-Modal Communication: We will ensure parents are well-informed about training opportunities through a variety of channels:

- Flyers: Eye-catching flyers will be sent home.
- Email: Email notifications will be sent to all parent email addresses.
- Parent Link: Parent Link messages will be used for timely reminders.
- ClassDojo: ClassDojo will be used for classroom-specific reminders and information sharing.
- School Marquee: The school marquee will advertise upcoming events.
- School Website/Social Media: Training information will be prominently displayed on the school website and social media platforms.

Flexible Access to Training: To maximize attendance, we will offer parent training in multiple formats:

- In-Person Meetings: Traditional in-person meetings will be offered for those who prefer face-to-face interaction.
- Online Meetings (e.g., Google Meet, Zoom): Online meetings will provide a convenient option for parents who cannot attend in person.

We will ensure access to technology for families who may need it.

- Recorded Sessions: Whenever possible, training sessions will be recorded and made available online for parents to view at their convenience.

Targeted and Interactive Training Content: Parent training will focus on providing practical, hands-on strategies and resources that parents can use at home to support their children's ELA development.

Communicating Curriculum Proficiency: The school will host meetings to share grade-level ELA benchmarks and explain the direct correlation between student attendance and phonics gaps. There will be yearly curriculum nights to share ELA grade level expectations and assessment information.

Data-Driven Progress Updates: Communication will move beyond grades to highlight specific skill gaps in phonological awareness, utilizing ClassDojo and Parent Link to provide real-time assessment reminders. Parent Conferences will be held virtually, in person, and by phone to share student progress with parents. Not only progress will be shared but gaps in learning will be the focus and how parents can help students at home to address these gaps.

Digital Strategy Modeling: Parents will use ClassDojo and the school website to access video tutorials and directions that demonstrate how to support daily homework or specific literacy skills.

Strategic Academic Messaging: We will utilize newsletters, Class Dojo, and digital updates to highlight current ELA concepts, showcase student work, and provide test-taking strategies for upcoming assessments.

The Daily Essentials System: We will maintain a consistent organizational system using Student Agendas for daily progress notes and Labeled Colored Folders to help parents quickly identify ELA homework and assessment results.

Two-Way Feedback Loops: The school will actively solicit parent feedback via surveys and forums to refine ELA programming and ensure parents have a voice in academic decision-making.

Attendance Outreach: The SBT/Attendance Liaison will provide direct communication to families of chronically absent students to explain the specific impact of missed instruction on reading proficiency and provide resources for parents who need support. Attendance Agreement will be distributed and signed by parents.

Early Readiness Coordination: We will maintain ongoing communication with local Pre-K programs, Bridges of West Palm Beach, and the Early Childhood Learning Coalition to share entry readiness expectations with incoming families.

Resources: We will communicate the plethora of free resources in the community for education available to parents and families including

- Mandel Library: Homework Center- Reading and Writing Help (Sunday 2:00-4:00 and Monday-Thursday 4:00), Monthly Programs for children, teens, and adults, Americorp reading volunteer (K-5), Licensed Social Worker- works with children and families to provide guidance and resources.
- Community Garden
- Manatee Lagoon
- Grassy Waters Nature Center

- Parent Training

Our school is committed to strengthening the PFEP by providing high-quality, hands-on parent training opportunities that empower families to support their children's ELA development. We will focus on the following strategies: Foundational Skills Strategy Sessions: We will offer Phonics at Home workshops where parents practice specific phonics and phonemic awareness routines to reinforce foundational skills. Kindergarten Readiness Training: Specific sessions will equip incoming families with tools and early literacy activities to improve entry readiness benchmarks. Interactive Comprehension & Writing: Training will provide parents with Shared Writing and Oral Language lesson models they can replicate at home to build student vocabulary and fluency. Science-Integrated Literacy: To address the 65% deficiency in Science, we will provide workshops on using nonfiction texts to build background knowledge and vocabulary. Attendance & Achievement Education: Parents will participate in training that demonstrates the direct link between daily attendance and the prevention of phonics gaps. Hands-on Resource Modeling: Rather than just distributing materials, training will include how-to demonstrations using books, activity guides, and games so parents feel confident in their use. Test-Taking Strategies: We will offer parent education sessions on specific test-taking tips and strategies to help students navigate rigorous grade-level ELA assessments. Multi-Modal Access: To ensure accessibility for all, including families with disabilities or migratory schedules, trainings will be offered via in-person meetings, virtual Google Meets, and recorded sessions available on ClassDojo.

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

- School

A strong School-Parent Compact is essential for student success in ELA. To ensure its effectiveness, the school will commit to the following specific actions to support academic achievement:

Evidence-Based Foundational Instruction: The school will provide explicit, daily instruction in foundational skills (phonics, phonemic awareness, and fluency) using specialized programs like Foundations for primary grades and Rewards for upper grades to close identified reading gaps.

Targeted Differentiation: Teachers will implement small-group differentiated instruction daily, specifically tailored to student data and grade-level standards, to ensure that students at all levels receive the support necessary to reach proficiency.

Data-Driven Goal Setting: Teachers will conduct regular "Data Chats" with students to review ELA progress, set attainable reading goals, and provide specific feedback. Summary reports of these goals will be shared with families to ensure home-school alignment.

Integrated Science-Literacy Learning: To build background knowledge for nonfiction texts, the school will integrate science-themed readings into ELA blocks, providing scaffolded materials that help students master complex 5th-grade vocabulary.

Attendance & Achievement Monitoring: The school, through the SBT and Attendance Liaison, will monitor daily attendance and proactively communicate with families to provide resources and incentives that minimize the instructional gaps caused by chronic absenteeism.

Interactive Literacy Modeling: The school will host Family Literacy Nights and Strategy Sessions where teachers model specific reading techniques and hands-on activities that parents can immediately replicate at home.

Positive Behavioral Supports (PBIS): The school will utilize the PBIS framework to foster a supportive environment, reducing task-avoidance behaviors by providing students with the coping strategies needed to persist through rigorous academic ELA tasks.

Accessible Recognition: To celebrate growth, the school will provide both in-person and virtual access to awards ceremonies, ensuring that all families—regardless of work schedules or disabilities can participate in celebrating student ELA achievements.

- Students

Students take ownership of their academic growth and improve their ELA skills through the following actions:

Commitment to Daily Learning: Students maintain consistent and punctual attendance to ensure full participation in foundational phonics and reading lessons, which are critical to long-term success.

Active Literacy Engagement: Engagement includes reading for at least 30 minutes nightly, exploring both fiction and nonfiction. Students utilize the Take-Home Library to facilitate shared reading experiences with family members.

Persistent Effort in Rigorous Tasks: When faced with academic challenges, students replace task-avoidance behaviors with help-seeking strategies. Persistence through rigorous reading and writing assignments is expected.

Goal Setting & Reflection: Participation in regular Data Chats allows students to set attainable ELA goals. Tracking progress through reflection assignments ensures students can clearly communicate their academic status to parents.

Mastery of Foundational Skills: Students actively engage in phonics programs such as Rewards and leverage online tools like iReady and Benchmark to address specific skill gaps and accelerate reading levels.

Oral Language & Collaboration: Contribution to classroom discussions and peer collaboration is essential for building robust oral language skills and an expanded vocabulary.

Organization & Responsibility: Daily use of the Student Agenda and Labeled Colored Folders is required to manage ELA homework, progress notes, and assessment results, facilitating parental support at home.

Timely Assignment Completion: All ELA classwork and homework are to be completed on time, reflecting the student's best effort toward mastering grade-level standards.

- Parents

Parents and families actively partner with the school to support mathematical development and academic success by committing to the following actions:

Prioritize Daily Attendance: Families ensure children arrive at school on time every day, acknowledging that mathematics is highly sequential and missing even one day can create gaps in link concepts. Collaboration with the Attendance Team (SBT) and Liaison is encouraged to address any barriers to consistent attendance.

Engage in Hands-On Training: Parents attend school-led Strategy Sessions and workshops, such as Math Strategy Nights, to learn how to support children without simply giving away answers. Families commit to utilizing the high-quality resources and Math Home Kits provided during these sessions.

Utilize Modeling Resources: Families view instructional math videos posted on ClassDojo and the school website. These resources demonstrate specific strategies taught in the classroom, ensuring that home support remains consistent with school methods.

Monitor Daily Progress: Caregivers check the Student Agenda and the colored folder system (Purple for assignments, Red for assessments) daily. This practice ensures families stay informed about math goals, upcoming tests, and teacher feedback.

Foster a Numeracy-Rich Environment: Families encourage children to practice math facts (addition, subtraction, multiplication, or division) for at least 10 minutes each night. This routine builds the mental stamina and fluency required for rigorous grade-level work.

Maintain Two-Way Communication: Parents use ClassDojo (utilizing the translation feature when necessary) to communicate regularly with teachers. Sharing insights into a child's strengths or struggles with mental math helps ensure a collaborative approach to proficiency.

Support Digital Remediation: Families ensure children have the time and space to utilize school-recommended online tools, such as iReady Math or SuccessMaker, to remediate specific skill gaps and accelerate learning.

Participate in Decision-Making: Parents provide feedback through surveys and attend Title I meetings or family events to help refine math programming and ensure the school's efforts effectively meet the needs of all families.

- Staff Training

Our school is committed to providing staff with specialized training—distinct from regular professional learning—that focuses solely on effective family engagement. These sessions equip teachers and staff with the skills needed to empower families as active partners in student ELA success:

Training for Data-Driven Parent Partnerships: Staff will receive training on how to move beyond sharing grades to communicating specific ELA skill-gap data (e.g., phonics and phonological awareness) with families. This includes techniques for conducting empathetic, non-blaming conferences that provide parents with actionable next steps for home support.

Modeling Instructional Strategies for Families: Teachers will be trained on how to model rather than just assign. This includes professional development on creating short, high-impact video tutorials for ClassDojo that demonstrate specific phonics routines or "Shared Writing" techniques so parents can see exactly how to assist at home.

Attendance Advocacy & Communication: Staff will be trained to facilitate proactive dialogues with families regarding the 30% chronic absenteeism rate. Training will focus on how to explain the direct pedagogical link between missed daily instruction and the formation of cumulative reading gaps in a supportive, resource-oriented manner.

Interactive Workshop Facilitation: Teachers will learn how to transition from sit-and-get parent meetings to interactive Strategy Sessions. Staff will practice facilitating hands-on sessions where they coach parents through the use of literacy games, decodable texts, and activity guides. Training will also provide teachers with Shared Writing and Oral Language lesson models they can share with parents to replicate at home to build student vocabulary and fluency.

Engaging Families of Diverse Learners: Specific training will be provided on strategies to engage and support families of English Language Learners (ELLs) and students with disabilities, ensuring that ELA accommodations and assistive technologies are understood and reinforced in the home environment.

Science-Literacy Integration for Parents: Staff will learn how to guide parents in using nonfiction texts to build background knowledge. Teachers will be trained to provide simple, at-home Science Kitchen experiments that serve as a bridge to developing the vocabulary and comprehension skills required for 5th-grade ELA and Science benchmarks.

Digital Two-Way Engagement: Staff will receive training on maximizing two-way communication tools (ClassDojo, Agendas, and Parent Link) to ensure they are not just pushing information out, but actively soliciting and incorporating parent feedback into the student's ELA instructional plan.

- Accessibility

Our school is committed to ensuring that all families have equitable access to ELA resources and decision-making opportunities. We will strengthen the PFEP by removing barriers for our most vulnerable populations through the following strategies: Language Accessibility (Limited English Proficiency): Real-Time Translation: We will utilize ClassDojo for its instant translation in 30+ languages and provide bilingual staff/interpreters for all ELA workshops and Title I meetings. Translated Resources: All Take-Home ELA strategy guides, phonics modeling videos, and Parent Communication (folders/agendas) will be provided in the family's native language to ensure home-school alignment. Support for Families with Disabilities: Physical Access: We will ensure the campus is fully accessible via ramps, elevators, and designated parking, and restrooms for all ELA-focused events. Assistive Technology: The school website will be optimized for screen readers, and we will offer closed-captioning for recorded ELA training sessions and virtual meetings. Differentiated Participation: We will provide modified materials for parents who may need cognitive or sensory accommodations to effectively participate in their child's ELA planning. Accommodating Migratory Work Schedules: Flexible Access Points: Recognizing that traditional hours do not work for all, ELA trainings will be offered at varying times (morning/evening) and via recorded on-demand links on ClassDojo. Asynchronous Participation: Parents can participate in ELA decision-making through digital surveys and phone conferences, ensuring their voice is heard even if they cannot attend campus events. Support for Families Experiencing Homelessness: Mobile-First Resources: Since families may not have stable internet, we will prioritize mobile-friendly ELA video tutorials and text-based updates. Provision of Essentials: For students in transition, the school will provide ELA Success Kits (including the folders, books, and supplies) to ensure learning continues regardless of their current living situation. Direct Outreach: The SBT/Attendance Liaison will conduct personalized outreach to these families to provide ELA resources and attendance support, ensuring that housing instability does not lead to further loss of instruction and phonics gaps. Strategic Scheduling & Childcare: To remove barriers for all families, ELA workshops will be paired with high-interest student performances, and the school will explore offering childcare during in-person events to maximize participation.

Math

1. List prioritized needs statements.

Mathematics Mastery & Low Proficiency: As evidenced on the PM3 FAST Assessment for FY 25 grades 3rd-5th, 66% of students are not meeting grade-level benchmarks. Gaps in Foundational & Basic Skills: Students across grades K-3 show significant gaps in number sense, measurement, and geometry. Weak Mental Computation & Spatial Reasoning: Over 50% of students struggle with basic calculations, number manipulation, and spatial tasks like aligning numbers or interpreting graphs. Attendance Barriers: 30% of students are chronically absent, directly impacting progress in sequential math concepts. Academic Behavior: Misbehavior and work avoidance are frequently used to cope with increasing instructional rigor and existing skill gaps.

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

Pacing vs. Mastery: Students are moved through the curriculum based on a calendar schedule with difficulty ensuring mastery of foundational concepts, leading to cumulative gaps in 3rd grade. Foundational Deficits: A lack of consistent Tier 2 interventions focused on prerequisite skills prevents students from accessing grade-level rigor. Deficits in skill gaps increase each school year when not addressed through interventions and consistent instruction. Sequential Learning Gaps: Math is a highly sequential subject; frequent absences result in missing "link" concepts, making subsequent lessons inaccessible. Work Avoidance: Students utilize disruptive behaviors to avoid math tasks that they perceive as too difficult or rigorous due to their existing skill gaps.

3. Share possible solutions that address the root causes.

Targeted Instruction: Continue to strengthen training for teachers on differentiated instruction to meet students at their current level and grade level standards while finding gaps. Provide tutorial programs to address gaps in learning. Utilize online technology programs for additional remediation and practice. Resource Alignment: Purchase and implement math manipulatives and supplemental basic skills intervention programs. Outreach: Utilize the Attendance Team (SBT) and Parent Liaison to bridge the gap with chronically absent families. Training Parents on importance of attendance and how chronic absences lead to skill gaps. Engagement Training: Strengthen Training staff in behavioral strategies that support students during rigorous academic tasks to reduce avoidance and to differentiate instruction for all learners.

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

- Communication

The school is committed to strengthening the home-school partnership specifically to accelerate English Language Arts (ELA) achievement. The gap between the classroom and home is bridged by focusing on transparency, targeted digital resources, and parent empowerment. These goals are achieved through the following strategies:

Proactive and Multi-Modal Communication Parents are kept informed about training opportunities through a variety of channels:

- Flyers: Informational flyers are sent home with students.
- Email: Notifications are distributed to all registered parent email addresses.
- Parent Link: Messages are utilized for timely reminders and updates.
- ClassDojo: This platform serves classroom-specific reminders and information sharing.
- School Marquee: Upcoming events are advertised prominently on the school grounds.
- Digital Platforms: Training information is displayed on the school website and social media.

Flexible Access to Training: To maximize attendance, parent training is offered in multiple formats:

- In-Person Meetings: Traditional face-to-face sessions are provided for direct interaction.
- Online Meetings: Platforms such as Google Meet and Zoom offer a convenient option for remote attendance, with technology access provided to families as needed.
- Recorded Sessions: Whenever possible, training is recorded and made available online for convenient viewing.

Targeted and Interactive Training Content: Parent training focuses on providing practical, hands-on strategies and resources that can be used at home to support ELA development.

Communicating Curriculum Proficiency: The school hosts meetings to share grade-level ELA benchmarks and explain the direct correlation between student attendance and phonics gaps. Yearly curriculum nights are held to share grade-level expectations and assessment information.

Data-Driven Progress Updates: Communication moves beyond grades to highlight specific skill gaps in phonological awareness. ClassDojo and Parent Link provide real-time assessment reminders, while parent conferences—held virtually, in person, or by phone—focus on identifying learning gaps and home-based strategies to address them.

Digital Strategy Modeling: ClassDojo and the school website serve as hubs for video tutorials and directions that demonstrate how to support daily homework and specific literacy skills.

Strategic Academic Messaging: Newsletters, ClassDojo, and digital updates highlight current ELA concepts, showcase student work, and provide test-taking strategies for upcoming assessments.

The Daily Essentials System: A consistent organizational system is maintained using Student Agendas for daily progress notes and Labeled Colored Folders to help parents quickly identify ELA homework and assessment results.

Two-Way Feedback Loops: Parent feedback is actively solicited via surveys and forums to refine ELA programming and ensure families have a voice in academic decision-making.

Attendance Outreach: The SBT/Attendance Liaison provides direct communication to families of chronically absent students to explain the impact of missed instruction on reading proficiency and provide support resources. Attendance Agreement will be distributed and signed by parents.

Early Readiness Coordination: Ongoing communication is maintained with local Pre-K programs, Bridges of West Palm Beach, and the Early Childhood Learning Coalition to share entry readiness expectations with incoming families.

Community Resources: The school communicates a wide range of free educational resources available to families, including:

- Mandel Library: Homework Center for reading and writing help, monthly programs for all ages, Americorp reading volunteers (K-5), and licensed social workers providing family guidance.
- Community Garden
- Manatee Lagoon
- Grassy Waters Nature Center

- Parent Training

The school is committed to strengthening the Parent and Family Engagement Plan (PFEP) by providing high-quality, hands-on training opportunities that empower families to support their children's mathematical development. The focus is on the following strategies:

Foundational Numeracy Strategy Sessions: The school offers Math at Home workshops where parents practice specific counting, grouping, and place value routines. These sessions reinforce the foundational number sense required for more complex operations and how parents can work on these skills at home.

Kindergarten Readiness Training: Specific sessions equip incoming families with tools and early numeracy activities, such as shape recognition and basic counting, to improve entry readiness benchmarks.

Conceptual Problem-Solving Models: Training provides parents with models for teaching math conceptually. Instead of focusing solely on memorization, these sessions demonstrate how to help students understand why mathematical procedures work, building both fluency and critical thinking.

Science-Integrated Mathematics: To address the 65% deficiency in Science, workshops demonstrate how to use data collection, measurement, and graphing to build background knowledge and analytical skills across both subjects.

Attendance & Achievement Education: Parents participate in training that demonstrates the direct link between daily attendance and the prevention of sequential learning gaps. These sessions highlight how missing even a few days can lead to a loss of cumulative mathematical knowledge.

Hands-on Resource Modeling: Rather than just distributing materials, training includes how-to demonstrations using manipulatives, activity guides, and math games. This ensures parents feel confident using these tools to support learning at home.

Test-Taking & Digital Strategies: Parent education sessions focus on specific strategies for navigating rigorous grade-level math assessments. This includes training on the digital tools and computer-based platforms students use for standardized testing.

Multi-Modal Access: To ensure accessibility for all, including families with disabilities or migratory schedules, trainings are offered via in-person meetings, virtual Google Meets, and recorded sessions available on ClassDojo.

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

- School

A strong School-Parent Compact is essential for student success in mathematics. To ensure its effectiveness, the school commits to the following specific actions to support academic achievement:

Evidence-Based Foundational Instruction: The school provides systematic and explicit instruction in prerequisite skills, focusing on number sense, place value, and basic operations. Daily practice is prioritized to close foundational gaps identified in grades K–3 and to move toward the school goal of 50% proficiency.

Targeted Differentiation & Tiered Interventions: Teachers implement a comprehensive system of Tier 2 and Tier 3 interventions daily. Small-group remediation is specifically tailored to student data and grade-level standards, ensuring that students not meeting benchmarks receive the necessary support to reach proficiency.

Data-Driven Goal Setting & Progress Monitoring: Teachers conduct regular Data Chats with students to review FAST, STAR, Savvas, and iReady Math progress. These sessions move beyond scores to help students conceptualize problems and develop effective strategies. Clear, specific feedback on skill gaps in areas such as number sense or geometry is shared with families to ensure home-school alignment.

Mental Math & Fluency Development: To reduce over-reliance on calculators and address struggles with mental computation, the school implements daily Mental Math warm-ups. These exercises are designed to increase stamina, solidify fluency, and strengthen conceptual development.

Hands-On Learning & Resource Alignment: To address task-avoidance behaviors and improve spatial reasoning, the school utilizes math manipulatives and hands-on experiences. Activities are designed to promote critical thinking by connecting abstract math concepts to real-world contexts and students' diverse cultures.

Attendance & Achievement Monitoring: The school, through the SBT and Attendance Liaison, monitors daily attendance and provides outreach to the 30% of students who are chronically absent. Families are educated on how missing link concepts in math leads to cumulative academic difficulty, and resources are provided to minimize these instructional gaps.

Interactive Math Modeling for Families: The school empowers families through Math Strategy Nights and Title I workshops. During these sessions, staff model rigorous standards and demonstrate how to use Math Home Kits and games to build number sense, ensuring parents feel confident supporting learning at home.

Communication Excellence & Digital Strategy: The school maintains transparency through ClassDojo (utilizing instant translation), Parent Link, and a consistent colored folder system—Purple for assignments and Red for assessments. Digital video tutorials of classroom strategies are provided to ensure instructional consistency between school and home.

Positive Behavioral Supports (PBIS): The school utilizes the PBIS framework to foster a supportive environment. Students are provided with coping strategies to build persistence and reduce avoidance behaviors when engaging with rigorous mathematical tasks.

- Students

Students take ownership of their academic growth and improve their math skills through the following actions: Commitment to Daily Learning: Students maintain consistent and punctual attendance to ensure full participation in every lesson. Recognizing that math is a sequential subject, students arrive on time to avoid missing key link concepts essential for long-term mastery. Active Math Engagement: Engagement includes practicing math facts for at least 10 minutes nightly to develop the mental fluency and automaticity required for complex problem-solving. Students utilize Take-Home Math Kits to share classroom learning with family members. Persistent Effort in Rigorous Tasks: When faced with academic challenges or difficult word problems, students replace task-avoidance behaviors with help-seeking strategies. Persistence through rigorous assignments and a commitment to overcoming difficulty are expected. Goal Setting & Reflection: Participation in regular Data Chats allows students to set attainable math goals focused on specific skills like number sense or spatial reasoning. Tracking progress through reflection assignments ensures students can clearly communicate their proficiency status to parents. Mastery of Foundational Skills: Students actively engage in mental math warm-ups and leverage online tools like iReady Math and SuccessMaker to address specific skill gaps, build stamina, and accelerate their learning levels. Collaboration & Discussion: Contribution to classroom discussions and peer collaboration is essential for building mathematical reasoning skills. Students work respectfully with peers during group problem-solving activities to explore different strategies. Organization & Responsibility: Daily use of the Student Agenda and Labeled Colored Folders is required to manage math homework, progress notes, and assessment results. This organization allows parents to provide targeted support at home. Timely Assignment Completion: All math classwork and homework are to be completed on time, reflecting the student's best effort toward mastering grade-level standards and reaching the school's proficiency goals.

- Parents

Parents and families will actively partner with the school to support their children's mathematical development and academic success by committing to the following:

1. **Prioritizing Attendance and Punctuality** Daily Attendance: I will ensure my child is at school and on time every day. I understand that because math is highly sequential, missing even one day can create gaps in "link" concepts that make future lessons difficult. Collaborative Solutions: I will work proactively with the school's Attendance Team (SBT) and Liaison to address any barriers that prevent my child from being in class and ready to learn.
2. **Active Communication and Monitoring** ClassDojo Engagement: I will use ClassDojo daily to stay informed about my child's academic progress, access translated messages (30+ languages), and view instructional videos of math strategies taught in class. Agenda and Planner Review: I will regularly check my child's agenda/planner and the colored folder system (Purple for assignments, Red for assessments) to stay informed about math goals and upcoming tests. Open Dialogue: I will communicate regularly with teachers regarding my child's progress, sharing insights into their strengths and any areas where they struggle with homework or mental math.
3. **Support for Learning at Home** Applying Learned Strategies: I will attend parent workshops (such as Math Strategy Nights) to learn how to support my child without simply giving away answers. I will utilize the high-quality resources and "Math Home Kits" provided during these trainings. Daily Math Fluency: I will encourage my child to practice math facts (addition, subtraction, multiplication, or division) for at least 10 minutes each night to build the mental stamina required for grade-level work. Utilizing Digital Resources: I will ensure my child has time and space to use school-recommended online tools (such as iReady Math or SuccessMaker) to remediate specific skill gaps.
4. **Engaging in the School Community** Workshops and Events: I will participate in Title I workshops and family events, such as Family Math Nights, to build a stronger connection with the school and engage in shared learning experiences. Removing Barriers: I will utilize the flexible meeting formats offered by the school (virtual or in-person) and provide feedback on how the school can better meet my family's accessibility needs.

- Staff Training

The school is committed to providing staff with specialized training—distinct from regular professional learning—focused solely on effective family engagement. These sessions equip teachers and staff with the skills needed to empower families as active partners in student mathematical success:

Training for Data-Driven Parent Partnerships: Staff receive training on how to move beyond sharing grades to communicating specific mathematical skill-gap data, such as number sense and place value. This includes techniques for conducting empathetic, non-blaming conferences that provide parents with actionable next steps for home support.

Modeling Instructional Strategies for Families: Teachers are trained on how to model rather than just assign. This includes professional development on creating short, high-impact video tutorials for ClassDojo that demonstrate specific mathematical strategies or the use of manipulatives, ensuring parents can see exactly how to assist at home.

Attendance Advocacy & Communication: Staff are trained to facilitate proactive dialogues with families regarding chronic absenteeism. Training focuses on explaining the direct pedagogical link between missed daily instruction and the formation of sequential learning gaps in a supportive, resource-oriented manner.

Interactive Workshop Facilitation: Teachers learn how to transition from traditional parent meetings to interactive Strategy Sessions. Staff practice facilitating hands-on sessions where they coach parents through the use of math games, counting routines, and problem-solving guides. Training also provides teachers with models for at-home numeracy activities that build student confidence and fluency.

Engaging Families of Diverse Learners: Specific training is provided on strategies to engage and support families of English Language Learners (ELLs) and students with disabilities. This ensures that mathematical accommodations and assistive technologies are understood and reinforced in the home environment.

Science-Math Integration for Parents: Staff learn how to guide parents in using data collection and measurement to build background knowledge. Teachers are trained to provide simple at-home science experiments that serve as a bridge to developing the analytical and mathematical skills required for upper-elementary benchmarks.

Digital Two-Way Engagement: Staff receive training on maximizing two-way communication tools—including ClassDojo, Student Agendas, and Parent Link—to ensure they are not just pushing information out, but actively soliciting and incorporating parent feedback into the student's mathematical instructional plan.

- Accessibility

Our school is committed to ensuring that every parent has equitable access to the resources and information needed to support student success. We will strengthen our accommodations as follows:

1. Parents with Limited English Proficiency (LEP) -Qualified Interpreters: We will provide language interpreters for all Tier 1 and Title I events, including Math Strategy Nights, ELA workshops, and parent-teacher conferences. This applies to both in-person and virtual formats. -Multi-Language Resources: All home-school math kits, literacy tools, and newsletters will be translated into major home languages. We will utilize tools like Google Translate and ClassDojo (which supports 30+ languages) to ensure real-time communication. -Visual Supports: To bridge language gaps, we will use infographics, charts, and video demonstrations of math strategies to communicate student progress and instructional methods.
2. Parents with Disabilities -Physical Access: Our campus maintains ADA-compliant elevator access, ramps to all instructional and common areas, handicap-accessible restrooms, and designated parking near the main entrance. -Digital & Sensory Access: The school website will adhere to WCAG accessibility standards for screen readers. For school-wide events, we will explore the use of hearing loops, captioning services, and large-print materials upon request. -Flexible Participation: Parents with mobility or health-related disabilities are encouraged to utilize our virtual meeting options (Google Meet/Zoom) to participate in workshops and conferences from home.
3. Families with Migratory Work Schedules -Time-Flexible Offerings: Recognizing that traditional "after-school" times don't work for everyone, we will rotate parent training sessions between morning, afternoon, and evening blocks. -On-Demand Learning: All key parent trainings (e.g., "Building Number Sense at Home") will be recorded and posted to the school website/ClassDojo. This allows migratory or shift-work families to access high-quality instruction at any time. -Childcare Support: We will explore offering childcare during in-person events to allow parents to focus on the training without the barrier of arranging external care.
4. Families Experiencing Homelessness -Liaison Coordination: We will work closely with the Homeless Liaison and the School Based Team (SBT) to identify families in transition and ensure they receive math and literacy resources directly. -Resource Mobility: For families without stable home environments, we will provide "Portable Learning Kits" that do not require specialized technology or large spaces—focusing on math manipulatives and books that can be used anywhere. -Transportation & Outreach: We will coordinate with the district to ensure transportation barriers do not prevent parents from attending school events and will use the Attendance Liaison to conduct personalized outreach and wellness checks.

Science

1. List prioritized needs statements.

Science Mastery: As evidenced on the PM3 SAS Assessment for FY 25 grade 5th, 65% of the student population is not meeting grade-level Science benchmarks, in grade 5. Lack of Background Knowledge: Students are missing the foundational background knowledge and vocabulary on which to build complex science concepts. Attendance Barriers: 30% chronic absences- Student attendance is directly affecting progress in science. Academic Behavior: Student behavior is impeding learning.

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

Cumulative Knowledge Gap: Science concepts in 5th grade rely on a foundation of K-4 standards that were not fully mastered or taught due to a heavy focus on other subjects. Limited Exposure: Students have had limited hands-on experiences or real-world exposure to scientific phenomena outside of school settings. Missed Lab Participation: Science is highly dependent on hands-on labs; when students are absent, they cannot make up the sensory learning and data collection. Frustration with Rigor: Students utilize avoidance behaviors when faced with complex scientific texts and vocabulary that exceed their reading level.

3. Share possible solutions that address the root causes.

Integrated Content Literacy: Infuse Science content through the ELA block using high-quality nonfiction materials and texts. This ensures students build the necessary vocabulary and background knowledge during reading instruction to reduce frustration during dedicated Science time. Experiential Learning Cycles: Provide consistent hands-on learning opportunities using science-based materials and inquiry-based texts. This ensures all students move from concrete sensory experiences to abstract conceptual understanding. Including field trips, on site science experiences, science manipulatives, and lab materials. Provide tutorial programs to address gaps in learning. Utilize online technology programs for additional remediation and practice. Digital Schema Building: Utilize interactive science technology programs specifically to enhance background knowledge and provide virtual simulations for students to visualize complex phenomena they may not have experienced in the real world. Hands-on Parent Empowerment: Host Science/STEM Parent Nights and Strategy Sessions where families receive Take-Home Science Kits. These workshops will train parents on how to use the kits to reinforce classroom concepts through simple, at-home experimentation. Attendance Advocacy: Conduct targeted outreach to educate families on the importance of Lab Days and the sensory nature of science, explaining how consistent attendance is required to build the cumulative knowledge needed for 5th-grade proficiency.

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

- Communication

The school is committed to strengthening the home-school partnership specifically to accelerate science achievement and curiosity. The gap between the classroom and home is bridged by focusing on transparency regarding lab-based learning and providing targeted digital resources. These goals are achieved through the following strategies:

Communicating Curriculum Proficiency & Lab Importance: The school hosts meetings to share 5th-grade science benchmarks and explain the rationale behind Lab Days. Communication emphasizes how attendance on these days is critical for sensory learning and building the background schema necessary to overcome the 65% deficiency in science scores.

Data-Driven Progress & Science Gaps: Communication during conferences—held in person, virtually, or by phone—moves beyond grades to highlight specific gaps in scientific vocabulary and conceptual understanding. Teachers utilize this time to demonstrate science-based technology and tools used during instruction.

Multi-Modal Title I Outreach: Parents are kept well-informed about Science Strategy Sessions through Parent Link, email, and the school marquee. These workshops are designed to help families understand how to assist with science-based assignments and hands-on projects at home.

Digital Window into the Lab: Teachers utilize ClassDojo to share photos and video snippets of classroom experiments. This provides parents with a visual insight into the classroom, allowing them to discuss specific scientific phenomena—such as matter, energy, or weather—with their children at home.

The Daily Essentials Science Connection: Consistency in organization is maintained through two primary tools:

- Student Agendas: Used for daily communication regarding science-related observations, assignments, and progress updates.
- Labeled Colored Folders: Parents utilize the Red Folder for assessments and the Purple Folder for assignments to quickly identify and review science lab reports and test results.

Two-Way Feedback & Decision-Making: Through School Advisory Council (SAC) meetings, parents have a regular platform to provide input on school-wide science initiatives and contribute to the development of the Science PFEP. The school actively solicits feedback via surveys to refine science programming.

Attendance Awareness: The school educates parents on the direct impact of chronic absenteeism on science mastery. Specifically, outreach highlights that missing hands-on experiences cannot be easily replicated through independent reading or homework alone. Attendance Agreement will be distributed and signed by parents.

Community Resources: The school communicates a wide range of free educational resources available to families, including:

- Mandel Library: Homework Center for reading and writing help, monthly programs for all ages, Americorp reading volunteers (K-5), and licensed social workers providing family guidance.
- Community Garden
- Manatee Lagoon
- Grassy Waters Nature Center

- Parent Training

The school is committed to providing high-quality, hands-on parent training opportunities that empower families to become active partners in their children's scientific discovery. These goals are achieved through the following strategies: Proactive and Multi-Channel Communication: Families are kept well-informed about training opportunities through a variety of channels, with specific emphasis on science-based sessions: -Varied Notifications: Notices are distributed via flyers, email, Parent Link, ClassDojo, the school marquee, and social media. -Targeted Invitations: Families of 5th-grade students receive specific invitations to SSA Readiness sessions to address critical grade-level needs. Maximizing Accessibility and Participation: To ensure families with migratory work schedules, disabilities, or transportation barriers can participate, the school provides: -Flexible Scheduling: Meetings are held at varying times (morning and evening) and across different days of the week. -Format Options: In-person and online (Google Meet or Zoom) options are provided. Recorded sessions and resource links are posted on ClassDojo for on-demand viewing. -Barrier Removal: The school explores offering childcare for in-person events to allow parents to focus fully on the training content. Delivering High-Quality, Practical Strategy Sessions: Following state mandates, training consists of hands-on workshops led by Academic Coaches and teachers rather than passive presentations: -Science Kitchen Experiments: Parents participate in and learn to replicate simple experiments using household items, such as cooking or gardening tools, to build background schema at home. -Vocabulary & Literacy Kits: Science Literacy sessions teach parents techniques to help students decode complex 5th-grade scientific texts and master foundational vocabulary. -Direct Application: Family Science Nights will incorporate sessions with focuses on current classroom concepts, such as the water cycle or electrical circuits. Parents are provided with resource packets, vocabulary lists, and Take-Home Science Kits for immediate use. Follow-Up and Ongoing Support -Digital Resource Library: Workshop materials, experiment guides, and video demonstrations are made permanently available on the school website or ClassDojo. -Feedback Loops: Parent feedback is collected after each session to identify areas for improvement and ensure hands-on components effectively meet family needs. - Continued Connection: Monthly newsletters and ClassDojo updates provide Quick Science Tips to keep scientific concepts fresh in the home environment.

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

- School

The school is committed to providing the instructional framework and transparency necessary for science mastery: Instructional Excellence: Teachers will attend weekly/monthly Science Professional Development meetings to stay current on 5th-grade standards and inquiry-based modeling. Experiential Learning: The school will provide engaging, hands-on science activities for both school and home use, ensuring students have the sensory experiences needed to understand complex phenomena. Data-Driven Goal Setting: Teachers will facilitate Data Chats with students to set attainable goals based on academic performance, attendance, and behavior, ensuring a clear roadmap to the 50% proficiency target. Modeling for Families: The school will host Parent Trainings that move beyond information to Strategy Sessions, where staff model how to use take-home science kits and online remediation resources.

- Students

Students take ownership of their role in the scientific process and improve their achievement through the following actions: Presence for Discovery: Students maintain consistent and punctual attendance to ensure participation in Lab Days. Recognizing that hands-on data collection and sensory learning cannot be fully replicated through reading alone, being present for these instructional windows is a priority. Ownership of Growth: Participation in Reflection Assignments allows students to track their progress. By writing personal academic goals based on data chats, students can clearly communicate their scientific growth and areas for improvement to their parents. Academic Persistence: Science assignments and lab reports are completed in a timely manner. Students put forth their best effort to master difficult scientific vocabulary and apply technical terms accurately within their written observations. Home-School Learning: Students utilize take-home science activities with their parents to bridge the gap between the classroom and home. Engagement with online resources, such as iReady or Benchmark, is prioritized to remediate specific skill gaps and build the background knowledge necessary for grade-level proficiency.

- Parents

Parents and families actively partner with the school to reinforce scientific concepts and bridge background knowledge gaps through the following actions: Prioritize Lab Attendance: Families ensure children arrive at school on time every day, recognizing that missing a Lab Day prevents the sensory learning required for mastery of the Statewide Science Assessment (SSA). Consistent attendance is prioritized to ensure students do not miss foundational hands-on experiences. Active Skill Application: Parents attend School-Led Trainings and commit to utilizing modeled strategies and Science Kitchen activities at home. These home-based experiments are essential for reinforcing classroom concepts and building the background schema necessary for scientific inquiry. Consistent Communication Families utilize ClassDojo, including the translation features as needed, to stay connected to the academic day. Checking Student Agendas nightly ensures that homework is completed and that parents remain informed of upcoming science observations or projects. Engage with Resources: Participation in Family Community Events, such as STEAM nights, allows families to build a stronger connection to the curriculum. Parents utilize online resources and training materials provided by the school to help students master complex scientific vocabulary.

- Staff Training

Our school is committed to providing staff with specialized training focused solely on building the capacity of teachers to engage families effectively to boost student achievement in Science. We will achieve this through the following strategies:

Training on Modeling "Science Kitchen" Experiments: Teachers will be trained on how to demonstrate simple, hands-on science activities to parents. This includes coaching teachers on how to show parents how to use common household items (cooking, gardening) to reinforce the 5th-grade standards currently being taught in the classroom.

Communicating Science Data & Proficiency: Staff will receive training on how to move beyond sharing grades to effectively analyzing and explaining Science Diagnostic and SSA data to parents. Teachers will learn how to show parents their child's growth over time and explain exactly what the data means in clear, non-technical language during conferences and workshops.

Engagement Strategies for "Lab Day" Advocacy: Staff will be trained on how to conduct proactive dialogues with families regarding the importance of "Lab Days." Teachers will learn to explain the "why"—the critical link between hands-on sensory learning and long-term memory—to help parents understand why missing a lab day cannot be replicated by a textbook.

Coaching Parents on Science Literacy: Teachers will receive professional development on how to coach parents in using science-themed nonfiction texts at home. This training ensures teachers can provide parents with specific techniques to help students decode complex scientific vocabulary and build background knowledge during shared reading time.

Developing Accessible Take-Home Engagement: Staff will be trained on how to design "Science Success Kits" and take-home activities that are practical, accessible, and culturally responsive. Teachers will learn how to provide parents with clear, step-by-step directions and modeling to ensure families feel confident supporting science concepts at home.

Utilizing Digital Tools for Engagement: Teachers will be trained on using ClassDojo to provide a "window into the lab," sharing photos and video clips of experiments so parents can discuss specific scientific phenomena with their children. Staff will also learn how to use digital platforms to provide "on-demand" modeling of science skills for parents who cannot attend in-person meetings.

Bridging School and Home Connections: Specialized training will be provided to help teachers connect science concepts to students' home lives and cultural backgrounds. Staff will learn strategies to solicit parent input on science topics, ensuring that the Science PFEP is a collaborative effort that respects and utilizes the diverse expertise of our families.

• Accessibility

The school is committed to ensuring that all families have equitable access to science resources, laboratory insights, and decision-making opportunities. The Parent and Family Engagement Plan (PFEP) is strengthened through the following accessibility strategies: Language Accessibility (Limited English Proficiency) Bilingual Science Resources: Take-Home Science Kits and lab safety instructions are provided in multiple languages to ensure clarity and safety during home experiments. Translation Tools: ClassDojo’s instant translation feature is utilized to share An Eye into the Lab photos and videos, enabling parents to discuss scientific phenomena in their native language. Interpreter Support: Qualified interpreters are present at all STEM Parent Nights and Title I meetings to facilitate informed academic decision-making. Support for Families with Disabilities Physical and Sensory Access: All on-campus Science and STEM events are held in ADA-accessible locations equipped with ramps and elevators. Assistive technology, such as closed-captioning on science modeling videos, is provided for parents with hearing or visual impairments. Differentiated Training: Modified versions of Science Kitchen experiments are offered to address the sensory and physical needs of all family members, ensuring inclusive home learning environments. Accommodating Migratory Work Schedules Asynchronous Lab Access: For parents whose work schedules prevent live attendance, recordings of Science Strategy Sessions and digital Virtual Labs are posted on ClassDojo. This allows parents to view the sensory learning experienced by their child and provide support on-demand. Flexible Meeting Windows: Science-focused conferences and SAC meetings are offered at varying times—including early morning and late evening—and via phone or Google Meet to accommodate non-traditional work hours. Support for Families Experiencing Homelessness Mobile-Friendly Science Content: Recognizing that mobile devices may be the primary point of access, all science tutorials and background knowledge builders are optimized for mobile viewing. Portable Science Essentials: Science Success Kits include all necessary supplies for at-home experiments, ensuring students in transition have the same opportunity for hands-on schema building as their peers. Liaison Support: The School-Based Team (SBT) and Attendance Liaison work directly with families in transition to ensure they receive science assessment folders and are informed of critical Lab Days, providing transportation or technology support where possible.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$108,936.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Top Score -Writing instruction and remediation for Grades 4 and 5.	1	\$1,500.00	Original	\$1,500.00
Resource Teacher	The Reading and Writing Resource Teacher will provide small-group Literacy Block push-in instructional support for students identified as Low 25%, students in need of remediation and/or enrichment in grades K-5				
Educational consultants	Item	Quantity	Rate	Type	Total
	In February, the Cox Science Center will provide deep-dive workshops and mobile planetarium experiences that focus on complex systems, including environmental science, robotics, and space exploration to students in grades 4 and 5 (approximately 100 students). The sessions are designed to transition students from basic observation to analytical reasoning, utilizing sophisticated equipment and real-world data. By bridging the gap between local ecological awareness (such as the Florida Everglades and marine conservation) and global scientific trends, the Cox Science Center delivers an immersive curriculum that supports rigorous academic standards while inspiring the next generation of STEM professionals.	1	\$600.00	Original	\$600.00
	In April, High Touch High Tech will utilize their "in-school field trip" model to provide interactive classroom science activities to students K-5 (approximately 320 students). A degreed scientist will lead students through professional-grade experiments that align with Next Generation Science Standards (NGSS). The curriculum covers a broad spectrum of STEM disciplines including chemistry, physics, and life sciences, using safe, age-appropriate materials. The service focuses on making complex scientific concepts accessible through tactile learning, ensuring that every student participates actively in the scientific process rather than simply observing a demonstration.	1	\$2,800.00	Original	\$2,800.00

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Beginning in November, certified teachers will provide afterschool tutorials in Reading, Writing, Math, and Science for students in Grades 3-5 to remediate deficiencies in classroom concepts and increase achievement.	10	\$37.00	4	1	24	Certified	Original	\$35,520.00
Computer HW; non-cap	Item					Quantity	Rate	Type	Total
	ChromeBook Chargers - for use with online intervention programs.					11	\$80.00	Original	\$880.00
	Headphones - for use with online intervention programs.					275	\$15.00	Original	\$4,125.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Literacy Manipulative: Magnetic Letters	8	\$11.00	Manipulatives		Original	\$88.00		
	Whisper Phones, Pack of 6	3	\$60.00	Manipulatives		Original	\$180.00		
	Literacy Manipulative: Metal Trays	20	\$2.00	Manipulatives		Original	\$40.00		
	Math Manipulatives	1	\$300.00	Manipulatives		Original	\$300.00		
	Florida Ready Magnetic Reading Workbooks, grades 3-5.	200	\$15.00	Instructional Materials		Original	\$3,000.00		
	Paper: copy paper, color paper, cardstock, chart paper, post-its	1	\$4,512.00	General Supplies		Original	\$4,512.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Science consumables and manipulatives for experiments.	1	\$300.00	Manipulatives	Original	\$300.00
	Office Depot Poly Folders with Prongs, Pack of 48	32	\$10.00	General Supplies	Original	\$320.00
	Magnetic Reading Shipping	1	\$150.00	Instructional Materials	Original	\$150.00

Action Step: Professional Learning

Ongoing professional learning opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: \$45,610.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Beginning in July, 3rd - 5th Grade Reading, Math, and Science Teachers will meet to analyze data, create resources, and lesson plans aligned to State Standards	4	\$25.00	2	2	5	Certified	Original	\$2,000.00

Acct Description	Description
Tch Res Staff Development	The Resource Teacher for Staff Development will provide support to teachers in grades K-5 to increase implementation of rigorous, standards-based instruction for reading and writing, analyze data, create lesson conduct- side-by-side coaching and modeling, as well as facilitate PLCs, and PDDs.

Action Step: Parent Engagement

Increase parent engagement through effective communication and events.

Budget Total: \$3,881.00

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Postage Stamps to mail Title I Annual Mtg. invitations, newsletters	400	\$0.82	Original	\$328.00
Enrichment Contracts	Item	Quantity	Rate	Type	Total
	In October/November, Cox Science Center will provide an immersive evening outreach program designed to engage students and their families in collaborative STEM exploration. This "after-hours" initiative transforms the school campus into a mobile science museum, featuring interactive "Discovery Stations" that cover topics such as astronomy, physics, and engineering. For students in grades K–5, the program emphasizes intergenerational learning, allowing parents to participate alongside their children in hands-on experiments and high-interest demonstrations (e.g., liquid nitrogen shows or mobile planetarium viewings). These experiences are specifically designed to bridge the gap between classroom instruction and home life, foster a school-	1	\$600.00	Original	\$600.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	wide culture of curiosity, and strengthen the partnership between school and families.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Student Planners/Agendas for Grades K-5 for Parent Communication (350 X \$4.00 each = \$1400 + Shipping Fees of \$150 for a total of \$1,550)..	1	\$1,550.00	Program Supplies	Original	\$1,550.00
	Pens, Pencils	1	\$3.00	General Supplies	Original	\$3.00
	Ink/Toner	2	\$390.00	Technology	Original	\$780.00
	Copy Paper	8	\$50.00	General Supplies	Original	\$400.00
	Standard Envelopes	2	\$35.00	General Supplies	Original	\$70.00
	Chart Paper, Pack of 8	1	\$150.00	General Supplies	Original	\$150.00

Mission Statement

1. Mission Statement

Pleasant City's staff, parents and community are committed to providing our students with technology embedded, standards driven instruction. Instruction which showcases each students' creativity and is differentiated to meet their individual needs of each child. Moreover, to build confident, competent individuals and catapult them to their ultimate goal of being college and career ready. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family, and community partnerships through communication, resource support, and learning.

Involvement of Stakeholders

Name	Title
Adrienne Griffin	Principal
Samantha Patterson	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair
Sharon Vereen	Behavioral Health Professional
Latiffany Owens	5th Grade Teacher
David Hargreaves	Parent
Kim Husing	Mandel Library
Gabrielle Monroe	Bridges West Palm Beach

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

We actively engage parents and community members as school stakeholders through various communication channels, including parent invitations, flyers, ParentLink notifications/reminders, SAC meeting announcements, community forums, Class Dojo, the school website, and the school marquee. To further build a dedicated team of on-campus stakeholders, we use a two-step criterion: regular meeting attendance (virtual or in-person) and the ability to collaboratively develop actionable goals aligned with our School Improvement Plan (SIP) .

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

Stakeholders were involved in jointly developing the Schoolwide Plan through a series of meetings, the Leadership Mtg. (Feb. 2026), Staff Mtg. (March 2026), and Stakeholder Mtg. (March 2026) held during the spring of the 2025-2026 school year. This school year, stakeholders will be actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through multiple avenues. To gather broad input, we will conduct virtual and in-person meetings at various times throughout the day. These meetings will provide a platform for stakeholders to share ideas, offer feedback, and recommend resources. All comments, ideas, and feedback will be documented in meeting minutes for relevant gatherings, including PFEP and SAC meetings, as well as parent training evaluations. Additionally, we will collect information through parent surveys and notes taken during parent-teacher conferences. All these records will be maintained in our Title I files. Furthermore, continuous feedback, suggestions, and recommendations will be gathered from stakeholders throughout the year during parent training sessions, workshops, and SAC meetings, and recorded in their respective minutes. All stakeholders are invited to our annual Comprehensive Needs Assessment (CNA) meeting, scheduled for: to be announced in Spring 2027. This meeting will focus on discussions regarding academics and home-school connections, and serve as a key platform for collaboratively developing the Schoolwide Plan.

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

Stakeholders provided input on how Title I funding would support parent and family engagement through various meetings, including the School Advisory Council (SAC) meeting, the Title I Annual Meeting, the Parent and Family Engagement Plan (PFEP) meeting, and the Comprehensive Needs Assessment (CNA). As a direct result of stakeholder input during these collaborative discussions, it was determined that Title I funds would be allocated to: -Purchase student planners (agendas) for students in Grades K-5 to strengthen the home-school connection. -Acquire essential resources such as chart paper, pens, copy paper, pencils, post-it notes, dry-erase markers, color printing for flyers and parent resources, and postage for mail out of flyers and other parent information. These materials would be used during parent workshops and training sessions to present data, facilitate hands-on activities, and share important information effectively.

Name	Title
Adrienne Griffin	Principal
Matthew Cousins	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair

Annual Parent Meeting

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

The Annual Meeting will be held on Wednesday, September 9th at 5:00pm In the 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.).

In order to notify parents, we will send out flyers as well as a Parent Link, post information on the marquee, school website, provide flyers to our local business partners to distribute to parents, post flyers in the office as well as on Class Dojo.

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

The following resources will be prepared for the meeting; Annual Meeting PowerPoint, Script, agenda, sign-in sheet, PFEP, evaluations, and copies of What it means to be a Title I School; The school's Title I Schoolwide Plan, Parent and Family Engagement Plan, the School-Parent Compact, Special programs such as Migrant Education and McKinney-Vento, and Parent's Right-to-Know. Supplies needed include, paper for copies of handouts and flyers, paper clips for attaching copies, and printer ink for printing copies.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Data Training - The School and Home Link

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

Teachers will learn how to access data points, share data points with parents, and inform parents how to utilize this data and subsequent reteach resources to help their children at home. Staff members will be able to share data with parents as well as how to show parents what resources they can implement at home in order to increase student performance

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

Parents will use the data to be informed about their children's progress. The parent will then be able to use the provided resources and tools in order to work with children at home.

- What will teachers submit as evidence of implementation?

Parent Conference Notes Data Chat Meetings Template Sample Reteach Resources shared with parents

- Month of Training

September

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey, Adrienne Griffin

3. Staff Training for Parent and Family Engagement #2

- Name of Training

School-Wide Positive Behavior Support Training

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

Teachers will partake in a School-Wide Positive behavior Support Training to determine which behaviors warrant assistance and which can be handled with classroom interventions as well as how to implement behavior interventions within the classroom along with parent support and involvement that encourage increased student engagement in core subject areas to improve student progress and growth. Staff will learn to engage parents in the implementation of the Positive Behavior plans and to communicate with parents when students are behaving appropriately.

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

Teachers will implement behavior interventions with support of parents within the classroom to provide a safe and supportive learning environment where students learning is the focus. With this positive behavior plan, teachers will learn to involve parents in the good things that are occurring on campus. Parents will be informed of and included in the positive behavior plan. Parents will be an active and engaged participant in the positive behaviors of their children on campus. Teachers will communicate effectively with parents and share positive behavior support strategies with parents to support a safe and supportive learning environment.

- What will teachers submit as evidence of implementation?

Conference Notes Behavior Intervention Charts with Home School connection

- Month of Training

November

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey, Adrienne Griffin

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Family Math and Science Night

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

Parents will rotate through stations at 10 minute increments focusing on the grade level of their child: I. Early Math & Number Sense: -Counting and One-to-One Correspondence: Using counting bears/cubes to practice counting objects and matching each object to a single number word. Parents can learn simple counting games and activities. -Place Value Concepts: Utilizing base ten blocks to understand how numbers are composed of ones, tens, and hundreds. Parents can learn to model numbers and perform basic addition and subtraction with these blocks. -Patterning Skills: Working with pattern blocks to identify, extend, and create different patterns. Parents can learn how to ask guiding questions about patterns and encourage their child's creativity. -Fraction Concepts: Using fraction tiles or circles to visualize and compare fractions. Parents can learn to explain basic fraction concepts and work through simple fraction activities. -Probability: Playing simple games with dice to introduce the concept of chance and discuss likely outcomes. -Number Recognition and Basic Operations: Engaging in simple card games with playing cards to practice number recognition, counting, and basic addition/subtraction. -Spatial Reasoning: Using tangrams to solve puzzles and develop spatial awareness. Parents can learn to guide their child through different tangram challenges. -Geometric Shapes: Exploring shapes and their properties using pattern blocks and geoboards with rubber bands. Parents can learn to identify different shapes and discuss their attributes. II. Measurement & Data: -Measurement Skills: Using rulers and measuring tapes for linear measurement and measuring spoons and cups for volume. Parents can learn to involve their child in everyday measuring tasks (e.g., measuring ingredients for a recipe). -Weight and Comparison: Using scales (kitchen or balance) to compare the weight of different objects. Parents can learn to conduct simple weighing experiments. -Time Concepts: Using stopwatches or timers to understand the concept of time and duration. Parents can learn to time simple activities and discuss the passage of time. -Data Collection and Representation: Using paper (especially graph paper) and markers/pencils to collect simple data (e.g., favorite colors) and create basic bar graphs. Parents can learn how to ask questions to gather data and help their child visualize it. III. Science Exploration & Inquiry: -Plant Life Cycle: Observing the growth of seeds planted in small pots with potting soil. Parents can learn about the stages of plant growth and how to care for a plant. -Observation Skills: Using magnifying glasses to closely examine natural objects or small details. Parents can learn to encourage careful observation and descriptive language. -Basic Anatomy: Using models of the human body or animal cells to learn about different parts and their functions. Parents can learn basic anatomical terms and engage in discussions about the body. -Engineering and Design: Utilizing building materials (e.g., straws, pipe cleaners, marshmallows, LEGOs) to design and build simple structures. Parents can learn to encourage problem-solving and creative design. -Motion and Forces: Exploring motion and friction with ramps and balls. Parents can learn basic physics concepts related to movement and forces. -Magnetism: Experimenting with magnets and magnetic items to understand magnetic attraction and repulsion. -Simple Circuits: Building basic circuits with batteries, wires, and small light bulbs (with adult supervision) to understand how electricity flows. -Static Electricity and Air Pressure: Conducting simple experiments with balloons. -Density and Buoyancy: Investigating why different materials (wood, plastic, metal) sink or float in water. -Earth Science Concepts: Exploring sand and water to understand erosion or using globes or maps to learn about geography. -Chemical Reactions: Conducting safe and simple reactions with baking soda and vinegar and observing the results. -States of Matter and Mixtures: Using food coloring in clear cups or beakers with water to observe mixing and diffusion. IV. General Learning & Engagement: -Following Instructions: Many of the activities will implicitly teach the skill of following instructions. -Communication and Discussion: Engaging in conversations about the math and science concepts explored during the activities. -Problem-Solving: Working through challenges and finding solutions during experiments or math games. -Organization and Record-Keeping: Using paper, pencils, and clipboards to record observations or data. The Information from handout Handouts provide parents with specific instructions, tips, and further resources on how to continue these learning activities at home. The Whiteboard or Chart Paper and Markers are be used during the event to demonstrate specific strategies or explain concepts that parents can then replicate at home.

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

Math Activities: -Manipulative Exploration: Parents would get to directly use the counting bears/cubes, base ten blocks, pattern blocks, fraction tiles/circles, and tangrams. They wouldn't just see them; they would engage in activities like: Building patterns with pattern blocks. Representing numbers with base ten blocks. Solving simple addition and subtraction problems using counting bears. Visualizing fractions with fraction tiles. Completing tangram puzzles. -Math Games: Parents would actively play simple math games using dice and playing cards. This could involve: Playing basic probability games with dice. Engaging in card games that reinforce number recognition or addition. Playing dominoes to practice matching and counting. -Measurement Practice: Parents would use rulers and measuring tapes to measure objects and measuring spoons and cups to measure out materials. They might participate in simple measurement challenges. -Weight Exploration: Parents would use the scales (kitchen or balance) to weigh different objects and compare their weights. -Time Activities: Parents might use stopwatches or timers to time themselves or others doing simple tasks, developing an understanding of time intervals. -Data Collection and Graphing: Parents would participate in a simple data collection activity (e.g., favorite color) and then work together to create a basic bar graph on paper (especially graph paper) using markers. For Science Activities: -Seed Planting: Parents would get to plant seeds in small pots with potting soil, learning the basic steps involved and what to expect. -Observation with Magnifying Glasses: Parents would use magnifying glasses to examine various natural objects (leaves, seeds, small insects), focusing on detailed observation. -Building Challenges: Parents would use building materials (straws, pipe cleaners, marshmallows, LEGOs) to collaboratively build simple structures based on a given challenge (e.g., the tallest tower). -Motion Experiments: Parents would experiment with ramps and balls, observing how different angles or surfaces affect the motion of the ball. -Magnet Exploration: Parents would interact with magnets and magnetic items, testing what is magnetic and exploring attraction and repulsion. -Simple Circuit Building (with guidance): Parents would, under supervision, connect batteries, wires, and small light bulbs to create a simple working circuit. -Static Electricity Demonstrations: Parents would participate in simple experiments with balloons to experience static electricity (e.g., making hair stand up). -Density Exploration: Parents would test different materials (wood, plastic, metal) in water to observe which sink and which float, discussing potential reasons why. -Erosion/Water Cycle Demonstrations: Parents might interact with a simple setup involving sand and water to simulate erosion or the water cycle. -Model Volcano (if included): Parents might participate in a safe demonstration of a model volcano erupting using baking soda and vinegar. -Simple Chemical Reactions: Parents would observe or even participate in a safe and simple reaction using baking soda and vinegar or explore how food coloring mixes in clear cups or beakers. Overall Interactive Elements: -Collaborative Work: Many activities would encourage parents to work together or with facilitators. -Hands-on Manipulation: The focus would be on physically interacting with the materials. -Questioning and Discussion: Facilitators would likely prompt discussion and ask questions to encourage understanding. -Problem-Solving: Some activities would present simple challenges for parents to solve using the materials. -Take-Away Ideas: The hands-on experience would directly demonstrate how these activities can be easily replicated at home. The use of chart paper and markers involve parents and children recording observations, brainstorming ideas, or sharing their findings from the hands-on activities. The information handouts will provide further instructions and ideas for extending the learning at home. The small prizes or stickers will serve as positive reinforcement for participation.

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

Direct Impact on Parents and Home Learning Environment: -Increased Parental Confidence and Skills: By actively participating in hands-on math and science activities, parents gain a better understanding of the concepts their children are learning in school and develop practical strategies to support this learning at home. This can reduce math and science anxiety in parents and empower them to help their children. -Enhanced Home Learning Activities: Parents will learn specific activities and games they can easily implement at home using readily available materials (many of which are included in the training). This creates a more stimulating and supportive home learning environment. -Improved Communication with Children about STEM: The training provides a common ground for parents and children to discuss math and science in a fun and engaging way, fostering better communication and a more positive attitude towards these subjects. -Stronger Home-School Connection: When parents understand what their children are learning and how to support it, the bridge between home and school strengthens. This can lead to more consistent reinforcement of concepts and skills. Indirect Impact on Student Achievement: -Increased Student Engagement and Motivation: When parents are actively involved and show interest in their children's learning, students are often more engaged and motivated in school. They see that learning is valued at home as well. -Improved Understanding of Math and Science Concepts: Consistent reinforcement and hands-on exploration at home can deepen students' understanding of mathematical and scientific principles, leading to better performance in the classroom. -Development of Positive Attitudes Towards STEM: Engaging in fun and interactive math and science activities with their families can help children develop a more positive attitude towards these subjects, reducing anxiety and increasing their willingness to learn. -Enhanced Problem-Solving and Critical Thinking Skills: Many of the hands-on activities promote problem-solving and critical thinking, skills that are transferable across academic subjects. -Potential for Higher Grades and Test Scores: Research consistently shows a strong correlation between family involvement in education and improved student academic outcomes, including higher grades and test scores. -Increased Interest in STEM Careers: Early positive experiences with math and science, facilitated by engaged parents, can spark an interest in STEM fields that may influence future academic and career choices. Overall, the interactive, hands-on training aims to empower parents to become active partners in their children's math and science education. By equipping them with the knowledge, skills, and resources to support learning at home, the training is expected to contribute to increased student engagement, a deeper understanding of concepts, more positive attitudes towards STEM, and ultimately, improved student achievement.

- Date of Training

October

- Responsible Person(s)

Samantha Patterson- AP

- Resources and Materials

Tablecloths: To protect tables from spills Paper (various types): Construction paper Plain white paper Graph paper Index cards Folders Binders Journals Plastic Baggies Paper Towels Scissors: For cutting materials Tape (various types): Masking tape Clear tape Double-sided tape Clipboards: For holding worksheets or data sheets Hand Sanitizer and Wipes: For hygiene II. Writing & Drawing Tools: Markers Pencils Crayons III. Math Manipulatives & Games: Counting Bears/Cubes: For early math concepts Base Ten Blocks: For understanding place value Pattern Blocks: For geometry and patterns Fraction Tiles or Circles: For understanding fractions Dice: For probability and games Playing Cards: For various math games Dominoes Tangrams: For spatial reasoning Geoboards and Rubber Bands: For geometry Rulers and Measuring Tapes: For measurement activities Scales (kitchen or balance): For weight and measurement Stopwatches or Timers: For timing activities IV. Science Exploration Supplies: Seeds (various types): For planting activities Potting Soil and Small Pots Magnifying Glasses: For observing small details Models of the Human Body or Animal Cells Building Materials (e.g., straws, pipe cleaners, marshmallows, LEGOs) Ramps and Balls: For exploring motion and friction Magnets and Magnetic Items Batteries, Wires, and Small Light Bulbs: For simple circuits Balloons: For static electricity or air pressure experiments Different Materials (wood, plastic, metal) for density or sinking/floating activities Sand and Water: For erosion or water cycle demonstrations Globes or Maps Materials for Building Model Volcanoes (e.g., plastic bottles, baking soda, vinegar, food coloring) Baking Soda and Vinegar: For simple reactions Food Coloring: For demonstrations and experiments Clear Cups or Beakers Measuring Spoons and Cups Safety Goggles: For any experiment involving potential splashes V. Presentation & Engagement Materials: Whiteboard or Chart Paper and Markers: For interactive demonstrations or Q&A Small Prizes or Stickers: For participation or correct answers Information Handouts: With follow-up activities or resources for families

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading, Math, and Writing Workshop

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

Parents will rotate through stations at 10 minute increments focusing on the grade level of their child: For a Reading, Math, and Writing Workshop with a hands-on component, parents will learn specific strategies and skills they can implement at home to support their children's literacy and numeracy development.

I. Reading:

- Shared Reading Strategies: Parents might learn how to engage in effective shared reading sessions, such as: Picture Walks: Discussing illustrations before reading to build anticipation and vocabulary. Pointing and Tracking: Following the words with their finger to reinforce print awareness. Asking Open-Ended Questions: Encouraging deeper comprehension and critical thinking about the text. Making Connections: Helping children relate the story to their own experiences or other books. Retelling Strategies: Learning how to prompt children to retell the story in their own words to check for understanding.
- Phonics and Decoding Skills: Parents could learn simple phonics activities and games to reinforce letter sounds and blending: Sounding out words together. Identifying beginning, middle, and ending sounds. Using magnetic letters or letter tiles to build words. Playing rhyming games.
- Vocabulary Building: Parents might learn strategies to expand their children's vocabulary: Discussing new words encountered during reading. Using context clues to infer meaning. Playing simple vocabulary games.
- Reading Comprehension Strategies: Parents could learn how to support comprehension through: Asking clarifying questions during and after reading. Helping children identify the main idea and supporting details. Discussing characters, setting, and plot. Encouraging predictions about what might happen next.
- Creating a Reading-Rich Environment: Parents might learn the importance of having a variety of books available and establishing a regular reading routine at home.

II. Math:

- Number Sense Activities: Building on the Math and Science Night, parents might learn more advanced number sense activities using manipulatives: Exploring different ways to represent numbers. Practicing mental math strategies. Using games to reinforce basic facts (addition, subtraction, multiplication).
- Problem-Solving Strategies: Parents could learn how to guide their children through the problem-solving process: Understanding the problem. Choosing a strategy. Solving the problem. Checking the answer. Discussing different ways to solve the same problem.
- Real-World Math Connections: Parents might learn how to integrate math into everyday activities, such as: Counting and measuring during cooking. Managing money and making change. Telling time. Using spatial reasoning during building activities.
- Math Games and Puzzles: Parents could learn new math games and puzzles that they can play with their children to make learning fun and engaging.

III. Writing:

- Developing Pre-Writing Skills: For younger children, parents might learn activities to develop fine motor skills and pre-writing concepts: Drawing and coloring. Tracing letters and shapes. Playing with playdough or clay to strengthen hand muscles.
- Encouraging Storytelling and Oral Language: Parents could learn how to foster their children's storytelling abilities through: Asking open-ended questions that encourage imaginative responses. Providing prompts for stories. Acting out stories together.
- Supporting Early Writing Attempts: Parents might learn how to encourage and support their children's early writing, even if it's just scribbles or invented spelling.
- Developing Sentence Structure and Grammar: For older children, parents could learn simple ways to reinforce sentence structure and basic grammar concepts during writing activities.
- Making Writing Fun and Meaningful: Parents might learn how to connect writing to their children's interests and create opportunities for authentic writing (e.g., writing letters to family, making lists, creating stories about favorite toys).
- Using Graphic Organizers: Parents could learn how to use simple graphic organizers (e.g., mind maps, story maps) to help their children plan their writing.

Overall: The interactive, hands-on component of this workshop will involve parents directly participating in activities that model how to support their children's reading, math, and writing at home. They will engage in simulated reading sessions, play math games, participate in writing prompts, and create simple learning materials. The focus would be on providing practical, easy-to-implement strategies and building parental confidence in supporting their children's academic growth.

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

The interactive, hands-on component of the Reading, Math, and Writing Workshop would involve parents directly experiencing activities they can do at home. For Reading, they will participate in shared reading simulations, practice phonics games with letter tiles, and engage in vocabulary-building exercises. For Math, they will play number sense games with manipulatives, work through problem-solving scenarios, and explore real-world math applications. For Writing, parents will engage in storytelling prompts, practice pre-writing activities, and experiment with graphic organizers for planning writing. The focus is on direct engagement with materials and strategies to build parental confidence in supporting their children's learning in these areas at home.

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

The expected impact of a Reading, Math, and Writing Workshop for parents on student achievement is significant and positive. By equipping parents with specific strategies and skills, the training aims to create a more supportive and enriching home learning environment, which directly and indirectly influences student outcomes. Here's a breakdown of the anticipated impact:

Direct Impact on Parents and Home Learning Environment:

- **Enhanced Parental Skills and Confidence:** Parents will gain practical techniques for supporting their children's literacy and numeracy development, leading to increased confidence in their ability to help at home.
- **Implementation of Effective Home-Based Activities:** The training will provide parents with concrete activities and routines they can easily integrate into their daily lives to reinforce reading, math, and writing skills learned at school.
- **Improved Parent-Child Communication about Learning:** Parents will be better equipped to discuss schoolwork, ask meaningful questions, and foster a positive attitude towards learning.
- **Stronger Home-School Connection:** When parents understand the strategies used in the classroom, they can better support and complement the teacher's efforts at home, creating a more cohesive learning experience for the child.

Indirect Impact on Student Achievement:

- **Increased Student Engagement and Motivation:** Children whose parents are actively involved in their learning often show greater engagement and motivation in school.
- **Improved Foundational Skills:** Consistent reinforcement of reading, math, and writing skills at home can lead to a stronger grasp of fundamental concepts.
- **Development of Positive Attitudes Towards Learning:** Engaging in fun and supportive learning activities with parents can foster a love of learning and reduce anxiety related to these subjects.
- **Enhanced Academic Performance:** Research consistently demonstrates a strong link between parental involvement and improved student achievement, including higher grades, test scores, and graduation rates.
- **Development of Essential Skills:** Activities focused on reading comprehension, problem-solving in math, and clear writing contribute to the development of critical thinking, communication, and analytical skills.

The training empowers parents to become active partners in their children's education. By bridging the gap between home and school learning, it creates a more supportive and stimulating environment that is highly conducive to student academic success across reading, math, and writing.

- Date of Training

December

- Responsible Person(s)

Valarie DeVastey and Samantha Patterson

- Resources and Materials

Supplies & Organization: -Tablecloths or Protective Coverings: To protect tables. -Signage: Clear signs for each activity area (Reading Station, Math Station, Writing Station), directions, and information. -Markers and Sharpies: For facilitators and parents to write labels, instructions, and participate in activities. -Pens and Pencils: For parents to take notes or complete worksheets. -Chart Paper or Whiteboard and Markers: For facilitators to model strategies and record ideas. -Easel or Stand: To display chart paper or visual aids. Reading Workshop Materials: -Variety of Children's Books: Picture books, early readers, chapter books (representing different genres and reading levels). -Magnetic Letters or Letter Tiles: For phonics activities and word building. -Index Cards or Sticky Notes: For vocabulary activities and comprehension prompts. -Sentence Strips: For modeling sentence structure. -Highlighters or Transparent Strips: For focusing on text. -Graphic Organizers for Reading: Story maps, character webs, Venn diagrams. - Examples of Comprehension Question Stems: To guide parents in asking effective questions. -Phonological Awareness Materials: Rhyming cards, onset-rime sorting activities. Math Workshop Materials: -Manipulatives: Counting bears/cubes Base ten blocks Pattern blocks Fraction tiles or circles Dice Playing cards Dominoes Tangrams Geoboards and rubber bands -Rulers and Measuring Tapes: For measurement activities. -Scales (kitchen or balance): For weight exploration. -Measuring Cups and Spoons: For volume activities. -Math Games and Puzzles: Prepared games with instructions. - Worksheets or Activity Cards: Focusing on problem-solving strategies and number sense. -Real-World Math Examples: Items like grocery store flyers, maps, or recipes. Writing Workshop Materials: -Variety of Writing Tools: Pencils, crayons, colored pencils, markers. -Different Types of Paper: Plain paper, lined paper, construction paper, large chart paper. -Sentence Starters and Prompts: To spark writing ideas. -Graphic Organizers for Writing: Brainstorming webs, story maps, sequence charts. -Examples of Different Writing Genres: Stories, letters, lists, informational pieces. -Picture Prompts: Images to inspire writing. -Alphabet Charts or Personal Word Walls: For reference. -Materials for Creating Simple Books: Folded paper, staplers, yarn for binding. Engagement Materials - Small Prizes or Incentives: For participation. -Certificates of Participation

- Amount (e.g. \$10.00)

tbd

5. Parent and Family Capacity Building Training #3

- Name of Training

Falling in Love with the Growth

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

The "Falling in Love with the Growth (FAST)" training aims to demystify the Florida Assessment of Student Thinking (FAST) for parents. While the primary goal is understanding the test itself, parents will learn strategies and skills they can implement at home to support their children's success and reduce test-related anxiety.

I. Understanding the FAST Structure and Content:

- Familiarity with Question Types: Parents will be shown examples of the different types of questions their children will encounter in Reading, Math, Writing, and Science on the FAST. This will help them understand the format and expectations. They can then familiarize their children with similar question styles through practice resources.
- Understanding Reporting Categories: Parents will learn about the main areas assessed in each subject (e.g., Reading Comprehension, Algebraic Thinking, Text-Based Analysis in Writing, Nature of Science). This knowledge can help them identify areas where their child might need additional support during regular homework and study.
- Understanding Performance Levels: Parents will learn about the different performance levels (e.g., Below Satisfactory, Satisfactory, Proficient, Highly Proficient) and what they signify. This can help them interpret their child's results and have more informed conversations with teachers.

II. Strategies to Support Learning at Home (Indirectly Related to Testing):

- Reinforcing Foundational Skills: While not directly teaching to the test, the training emphasizes the importance of consistently reinforcing the core skills assessed by the FAST in everyday learning at home. For example: Reading: Encouraging daily reading of diverse texts, discussing what they read, and asking comprehension questions. Math: Integrating math into daily activities (counting, measuring, problem-solving), reviewing basic facts, and encouraging logical thinking. Writing: Providing opportunities for writing in different formats (stories, lists, emails), encouraging clear communication, and offering feedback (focusing on one or two areas at a time). Science: Fostering curiosity about the natural world, encouraging observation and experimentation, and discussing scientific concepts encountered in daily life.
- Promoting Effective Study Habits: Parents will learn general strategies to help their children develop good study habits, such as: Creating a consistent study schedule. Providing a quiet and organized study space. Encouraging review of notes and materials. Teaching time management skills.
- Reducing Test Anxiety: A key component of "Falling in Love with Testing" involves strategies to help parents alleviate their children's anxiety around standardized tests: Framing the test positively as an opportunity to show what they know. Avoiding excessive pressure or emphasis on the test. Ensuring adequate sleep and nutrition before testing. Teaching relaxation techniques.
- Communicating with Teachers: Parents will be encouraged to maintain open communication with teachers to understand their child's strengths and areas for growth, and how they can best support learning at home throughout the year.

III. Utilizing Available Resources:

- Familiarization with Practice Materials: parents will be shown where to access these and how to use them with their children to familiarize them with the format (without over-drilling).
- Understanding School Support Systems: Parents will learn about any specific support programs or resources the school offers to help students prepare for assessments. It's important to note that a training focused on "Falling in Love with Testing" will be to emphasize understanding the purpose of the assessment and supporting overall learning, rather than directly teaching to the test. The strategies learned will be geared towards fostering a positive learning environment and reinforcing the underlying skills that the FAST assesses.

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

The interactive, hands-on component of the "Falling in Love with the Testing (FAST)" training will involve parents directly engaging with sample FAST questions across Reading, Math, Writing, and Science. They will work through examples, discuss the reasoning behind correct answers, and analyze the structure of different question types. For anxiety reduction, they might participate in role-playing scenarios or practice relaxation techniques. The focus would be on demystifying the test format and building parental confidence in understanding and supporting their child's test-taking experience, rather than direct skill instruction.

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

1. Reduced Test Anxiety: By demystifying the FAST and providing parents with strategies to discuss testing in a positive light, the training aims to lessen student anxiety associated with standardized assessments. Research indicates that high test anxiety can negatively affect performance, regardless of a student's actual knowledge. Reducing this anxiety can allow students to better demonstrate their abilities. 2. Enhanced Home Support for Learning: While not directly teaching test content, the training will equip parents with a better understanding of the skills and knowledge assessed by the FAST in Reading, Math, Writing, and Science. This understanding can empower parents to reinforce these foundational skills during regular learning activities at home, ultimately strengthening their child's overall academic abilities. 3. Improved Understanding of Academic Expectations: By breaking down the reporting categories and performance levels of the FAST, parents gain a clearer picture of what their children are expected to know and be able to do at different stages. This can lead to more informed conversations with their children and teachers about academic progress and areas needing support. 4. Promotion of Effective Study Habits: General strategies for fostering good study habits, which may be discussed during the training, can indirectly benefit test performance by improving a student's overall preparedness and organization. 5. Stronger Home-School Communication: An informed parent is better equipped to communicate effectively with teachers about their child's learning and any concerns related to testing. This collaboration can lead to more targeted support for the student. In summary, the expected impact aims to create a more supportive and informed home environment that reduces anxiety, reinforces foundational skills, and promotes a positive attitude towards learning and assessment.

- Date of Training

February

- Responsible Person(s)

Valerie DeVastey and Samantha Patterson

- **Resources and Materials**

I. Supplies & Organization: -Tablecloths or Protective Coverings: If using any hands-on materials. -Signage: Clear signs for different parts of the training, registration, etc. -Markers and Sharpies: For facilitators to write on charts or boards. -Pens and Pencils: For parents to take notes or complete any brief activities. -Chart Paper or Whiteboard and Markers: For facilitators to explain concepts and answer questions. -Easel or Stand: To display charts or visual aids. -Projector and Screen: To display presentations, sample questions, or videos. -Hand Sanitizer and Wipes: For hygiene. -Sign-in Sheets: To track attendance. -Evaluation Forms: To gather feedback from parents. II. Materials Specific to Understanding the FAST: -Sample FAST Test Questions (across Reading, Math, Writing, and Science): Actual released items (if permitted) or examples formatted similarly to FAST questions. These should illustrate different question types. -Breakdown of FAST Reporting Categories (for each subject): Visual aids (charts, diagrams) explaining the main areas assessed. -Explanation of FAST Performance Levels: Clear descriptions of what each performance level (e.g., Below Satisfactory, Satisfactory, Proficient, Highly Proficient) means. -FAST Score Reports (Sample or De-identified): To show parents how the test results are presented and how to interpret them. -Information on Test Administration Procedures: Overview of how the test is conducted, timing, etc. -Resources from the Florida Department of Education (FDOE) related to FAST: Links to websites, brochures, or fact sheets. III. Materials for Interactive Components: -Worksheets or Activity Sheets: For parents to practice analyzing sample questions or discussing strategies. -Small Group Discussion Prompts: To encourage parents to share their understanding and concerns. -Role-Playing Scenarios (for anxiety reduction): Cards or prompts for parents to practice positive communication with their children about testing. -Relaxation Technique Guides or Audio: If incorporating a practice session for stress reduction. IV. Handout Materials for Parents: -Summary Sheets: Key information about the FAST structure, reporting categories, and performance levels. -Tips for Supporting Learning at Home (aligned with FAST-assessed skills). -Strategies for Reducing Test Anxiety. -List of Helpful Resources (FDOE websites, school contacts). -Glossary of Testing Terms. -Q&A Sheet (addressing common parent concerns). VI. Other Materials: -Small Incentives or Giveaways: Related to learning or stress reduction (e.g., bookmarks, stress balls). -Name Tags for Parents. -Bilingual Materials

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

tbd

Coordination and Integration

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Safe Schools supports the importance of a safe and supportive school climate. Safe Schools will train teachers to involve parents in the positive behavior plans on campus. The department emphasis is to provide behavioral and emotional supports for students and families to ensure success. To ensure this success, the following service are provided: PBS and Proactive Classroom Management Behavioral and Mental Health Services Skills for Life and Learning (SLL) There is also a component on how parent/families can help their children at home with resources such as SLL tidbits and Behavior Contracts with parent/ families participation component.

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

Safe School Meeting Agenda Safe Schools Presentation Safe Schools Meeting Sign In Sheet

- Frequency

As Needed

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

- Name of Agency

National Council of Jewish Women - Kids Community Closet

- Describe how agency/organization supports families.

Provides clothing, underwear, socks, shoes, toiletries for students and families experiencing hardship.

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

* Sign Out Form for Clothing *Email Correspondence *Picture of Clothing Closet and items

- Frequency

Annually

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

- Name of Agency

Bridges (Children's Service Council)

- Describe how agency/organization supports families.

The Bridges organization works-side-by-side with the school and extends assistance to the child's home to bridge the gap between the the two environments. The organization is committed to establishing positive working relationships with parents and guardians. The organization provides an invaluable partnership to Pleasant City which includes volunteerism, resources, supplies, and support to ensure all students including incoming Kindergartners are prepared for learning and ultimately college or career. Bridges holds parent and family workshops to promote academic help in the home in conjunction with families. Donations provided from Bridges encourages parent/families participation in events where parents /families learn about how to support academic growth.

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

The Bridges Organization regularly attends all monthly SAC meetings, Title I Meeting, and all school related activities and events. In addition donations and resources are provided to the school to be used on behalf of the students. Bridges also conducts community events that all families can attend. * SAC sign-in sheets * Pictures of Donations for families * Community Event Fliers / Calendars sent home to families with students

- Frequency

As Needed

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

In order to provide parents and families with timely information we will send out invitations at least a week in advance, post information through community partners, i.e. Bridges, parent/teacher conferences, and student planners regarding Title One meetings and activities on our school's website, school marquee, Parent Link and our school's website, and Class Dojo. In addition, the PFEP, the Compact Plan will be sent out in both Spanish and English.

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

-Sample Flyers Invitations -Copy of PFEP -Compact Plan -Posts of these plans on Class Dojo -Plans shared through Parent Link -Emails to teachers to send home

- Description

We will inform parents of important information during monthly SAC meetings, parent/teacher conferences (data chats), Mid-Term Progress Report Cards, Unify/Performance Matters, iReady data snapshots, student planners, Virtual and In Person Curriculum Night and Telephone conferences, and report card nights. Translators will be available to facilitate parent conferences.

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

-Parent conferences Notes -Agenda and Presentation from Curriculum Night -iReady, FAST, and Star reports that show current level and proficiency level.

- Description

Parents will be informed of academic assessments through student planners which describe and list all upcoming assessments and Open House/Curriculum Night. Student assessments will be shared/discussed during virtual and phone conferences, test results as well as PM Unify reports which capture appropriate Local and State assessments will be sent home with students and Mid-term progress reports, Performance Matters data snapshots, and report cards will denote academic levels. Information will be shared with parents and families in appropriate languages.

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

-Student Planner copies -Sample notes from parent conferences -Curriculum Night Agenda and Presentation

- Description

In order to inform parents of decision making opportunities, flyers, invitations, marquee post, Class Dojo, and Parent Link/Website notifications will be utilized. In addition, parents will be informed of opportunities to participate during SAC meetings, virtual/phone conferences, and in person invitations.

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

-Flyers / Invitations -Minutes from SAC meetings -Sample conference notes

- Description

In an effort to decrease the number of barriers prohibiting parents from attending training or meetings, we schedule meetings at various times to allow for flexibility. For example; SAC is held at 8:30 a.m. while the Title One Annual Meeting is scheduled for 5:00 p.m. as well as parent conferences begin at 2:40 following dismissal. Staff members that are ESE, ELL, BHP, Academic Coaches and Administration are used to provide additional guidance to parents engaged in a virtual or in person workshops. In addition, content shared during meetings will also be disseminated during the Bridges (business partnership) meetings. Information will be shared with parents and families in appropriate languages. In addition, we allow for a virtual option for SAC meetings as well as parent conferences, Title One Annual Meeting, and Curriculum Night/Open House in an effort to provide another platform for parents to receive school information.

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

-Agenda showing meeting times -Meeting minutes referencing various times -Virtual links provided for meetings as needed

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

In order to meet the needs of our parents and guardians with limited English, we provide written correspondence in their native language. We also use the Language Line, the Trans Act, as well as invite Language Facilitators to our annual Open House/Curriculum Night, parent/teacher conference fair and the Title One Annual meeting. In addition, we utilize our teachers/support staff that are fluent in Spanish and Creole to facilitate the academic/behavior conversations between parents and teachers. Sample Evidences include: School-Parent Compact, student reports, invitations, flyers, sign-in sheets, photos of interpreters, parent link messages (translated in all appropriate languages).

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

Translated Compact Translated PFEP Email verification of Language Facilitator requests SAC Minutes showing translation provided Translated Invitations Translated Agendas

- Description

We are dedicated to ensuring parents and families with disabilities have equal opportunities to participate in their child's education. Our commitment includes providing an ADA compliant building with features like elevator access for enhanced mobility, along with designated disabled parking and special seating arrangements for all meetings. To further accommodate diverse needs, we offer flexible meeting times, including convenient home or virtual visits. Additionally, we conduct virtual parent conferences and provide interactive workshops and training sessions, where students can even assist their parents. We can also arrange for hearing or vision interpreters for meetings upon request, ensuring comprehensive access for everyone.

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

-Virtual training availability (Agenda showing meeting time and platform used, and Sign-in sheets from mtg.) -Sign in Sheet -Photos of -Disabled accessible restrooms -Disabled accessible parking -Disabled accessible ramps -Disabled accessible seating -Elevator

- Description

We provide advance notice of events and the opportunity for parents to come in at their convenience to obtain provided information and converse with our ELL Coordinator if needed. Students of Migratory families are given state and local assessments earlier (before the season). Migrant families are also given additional support from the district. School staff works closely with region and district support staff to address any extraordinary circumstances that may be unique support. Evidences will include flyers sent out to all families, parent conference/staff records, phone logs, and the school assessment calendar.

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

Translated engagement plan Translated flyers Translated Agendas Emails References work with Migrant Families (if applicable) Migrant Brochure Migrant info. contained in Annual Mtg. Migrant Report

- Description

We work collaboratively with all stakeholders to remove any barriers for any student/family experiencing homelessness. The District's Homeless Liaison works alongside of our Guidance Counselor to coordinate the efforts and to ensure compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. Parents are informed of their educational rights and to link homeless students with educational services, school supplies; including school uniforms and toiletries

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

Email correspondence regarding Students experiencing Homelessness (if applicable) Completed Student Housing Questionnaire (if applicable) SBT meeting documentation for a McKinney-Vento Student to your list of evidence (if applicable) McKinney-Vento Services Flyer McKinney-Vento/Homeless info. from Annual Mtg.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Pleasant City's Guidance Counselor and Behavior Health professional provide students with extra support through small groups. Our Co-Located Counselor provided one on one counseling for students in need. Students struggling are identified and individual plans are created to help students learn how to regulate emotions and ways to appropriately interact with school mates. The guidance counselor and Behavior Health Professional also meet weekly with students on an individual basis to provide one-on-one support. Topics of weekly sessions include but are not limited to tools to handle happiness/frustration, anxiety, friendship, grief counseling, divorce, self esteem and decision-making. Also, specialized incentives are developed to reward appropriate social interaction with students. For example, rewards are earned daily if students meet social and behavioral expectations. If students aren't able to meet their goals, goals are reviewed with students and they are encouraged to work towards their goals. To date, students have already earned a dance as a reward for positive classroom behavior. Students engage in daily instruction called Skills for Learning & Life (SLL) activities provided by the district in order to develop life skills needed to support and maintain healthy relationships and coping skills. All staff promote positive behavior by teaching desired behaviors in all locations of the campus as well as communicate clear expectations of all students in each location. The positive behaviors are then incentivised in class and school-wide with Tiger Bucks, glow dance party, dress down Fridays, ice cream socials. Our school is committed to building students' non-academic skills which ultimately supports their academic growth. Each classroom uses a daily behavior management system which provides a structure for helping students take accountability for their actions and decisions. In addition, it provides outlets for student to be motivated and engage in instructional tasks. School-wide positive behavior universal guidelines are evident throughout the school. Positive enforcement and Dojo Points are used to reinforce behaviors. Students can use their Dojo Points reward to shop at the Tiger Store once a week during Fine Arts / Lunch. Pleasant City also has a Character Counts Program in which we focus monthly on the six pillars; Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Additionally, Pleasant City Elementary has a mentoring plan in place for students who need supports. The mentoring program provides students an opportunity to have a non-parental adult who they respect or look up to to discuss school issues, personal problems, family or any topic needed to encourage student success and influence positive decision making. In addition, the administrative team meets weekly with selected mentors and teachers to discuss appropriate behavioral, skills for lifelong learning as needed.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

All learners are provided with differentiated instruction based on their academic needs. Students in risk of poor learning outcomes are identified through universal screening assessments, Core Phonics Survey, Oral Reading Records (ORR), Progress Monitoring 1-3 - STAR Math and Reading Prek-2 and Florida Assessment of Student Thinking (FAST) 3rd -5th, District Diagnostics- 5th, iReady Diagnostic, Savvas Math Screener, and other informal measures. All students receive Tier 1 support from teachers as core instruction. This may or may not include slight adjustments or small group support in an effort to ensure students achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. Once a student is identified as needing support, their areas of improvement is determined by looking at several sources of student data. The student is then provided with a pre-intervention, which is a small group intervention based on the greatest area of concern. The parent is notified that the student will be placed in Tier 2 with weekly progress monitoring in order to start the Multi Tiered System of support for Tier 2 for academics. Tier 2- The next step involves 8 weeks of data collection for Pre-Intervention which is data that reflects opportunities of academic or behavior remediation. Next, the teacher notifies the parents of the referral to school based team using a conference form document or a mailed letter. School based team personnel along with the teacher meet to determine an appropriate intervention for the behavior or academic concern. SBT referral requires the submission of the following documents: initial referral, student checklist, parent conferences, observations, and progress monitoring data. The teacher implements the approved intervention (Tier 2) and tracks the students progress based on the intervention for 8-10 weeks as designed and intended. Tier 2 refers to interventions that are provided to small groups of students who need more support than the Tier 1 provides. Tier 2 is either takes place in the classroom in a small group for 30 minutes each day or they are pulled by the Supplemental Academic Instructional (including the Leveled Literacy Intervention (LLI) teacher outside of the instructional block. For behavior, the student is tracked using a behavior log that requires 4-6 weeks of behavioral data in order to move to Tier 2 process. A behavior plan is created based on this data to help the students be successful. Tier 3 refers to interventions that are provided to individual students. They are individualized and take place in an one on one setting, as prescribed. Progress monitoring tools measure the specific skill or skill set being addressed and is expected to be administered with fidelity. If the intervention is successful, the student continues to receive the support until the students academic gap is closed or student begins displaying the appropriate behavior. The teacher collects the data over the 8-10 weeks and meets again with school based team personnel if the intervention is unsuccessful. School based team and the teacher meets again based on the lack of success on the 8-10 week intervention. The intervention is modified or intensified, based on students need (Tier 2 and adding Tier 3) and the input of the teacher and the school based team. The teacher implements the new intervention for 8-10 weeks and collects data on the success of the intervention (Tier 3).

Provision of a Well-Rounded Education

1. Well-Rounded Education

In an effort to ensure all students are engaged in rigorous standards based instruction, teachers collaborate during weekly Professional Learning Communities (PLC) and Common Planning meetings, alongside the academic coaches and academic leaders to analyze data, create differentiated lessons aligned to the Florida Standards, and collect resources to support those standards. The lessons created are standards based and tiered to meet the academic needs of all learners. During PLC teachers unpack the Florida standards to ensure that curriculum is addressing each part of every standard. In order to determine core instructional needs of all students, teachers and administration analyze data from iReady, Unit Standards Assessments (USAs), Florida Standards Quizzes (FSQs), iReady Math and Reading, the Florida Assessment of Student Thinking (FAST), and STAR Assessments. Opportunities for remediation and enrichment are built into each lesson. The students at Pleasant City receive a well-rounded education which encompasses Art, Music, Media, and Physical Education classes. The Fine Art classes have demonstrated through data that the Arts have a positive impact on the educational experience and can lead to greater academic achievement. In addition, recess takes place at the end of the Fine Arts block. The opportunity for students to engage in physical activities has proven to help students focus in class and perform at higher levels. Daily instruction embodies key skills necessary for college and career readiness, such as organization, promptness, adherence to rules and procedures, and practice of everyday life skills. Students are also involved in Social Studies classes which encourage project based learning such as Anti-bullying, Florida History, Holocaust, Hispanic Heritage as well as African American History. Invitations are also extended to 21st Century afterschool students to participate in Dance, Art, Chess, Media, and the Music Club. All clubs collaborate on Winter, Holiday, Talent and History Shows. These classroom learning opportunities and extra curricular activities apply to real world experiences for students in that they practice skills needed outside of school and interact with scenarios they will encounter outside of school. The extra curricular activities enrich the students' overall educational experience by providing exposure to multiple forms of learning where students can then dive deeper into topics and activities of interest to them such as music, art, or physical activity. Based on progress monitoring, students in need of additional support participate in extended learning opportunities such as after school tutorial. Teachers connect to students beyond the academic blocks in order to remediate deficiencies, proficiency in all core content areas: Reading, Writing, Math, and Science. This includes before school, after school, and Saturday learning opportunities.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Pleasant City Elementary hosts an annual Career Day. Career Day provides students with the chance to dream big and observe first hand how individuals in the community turned their dreams into professions. Professionals are given the platform to share their professional stories and the steps they employed in order to become successful in their chosen field. In addition, through the Social Studies framework, students are engaged in project based learning opportunities on topics such as the Holocaust, American History, African American Studies and Hispanic Heritage. Students are given opportunity for rigorous coursework daily with enrichment opportunities for each standard in all core subject areas. This is the pathway to acceleration which will lead to accelerated course work in middle school and beyond. The students identified as qualifying for acceleration are provided with opportunities to have learning opportunities above their grade level work.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Our school offers a Full-time Head Start program which is integrated into the K-5 functions of our school. Our Head Start students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, and other school related initiatives. Pre-K parents are invited to Title One Parent Workshops/Training. The workshops are designed to capture academic expectations of the students during the year. The classroom teacher meets with parents throughout the year to communicate progress towards Kindergarten readiness. In addition, to ensure the transition from Early Childhood to Kindergarten is seamless, we encourage Kindergarten teachers to visit Pre-K classrooms. The visits allow Pre-K students the opportunity to "get to know" the teachers, teachers to become familiar with student needs both academically and socially. Kindergarten Kick Off is an annual event in which we market our school to current and potential parents by sending informational flyers home with students, posting notices in neighboring childcare agencies/churches, a Parent Link is sent out and the event is advertised on the marquee as well as on our school website and Class Dojo in order to recruit Kindergartners. During the kick off parents are able to register their child(ren) for the upcoming year, visit Kindergarten classrooms, interact with teachers and become familiarized with Kindergarten grade level expectations and standards. Parents are able to ask pertinent questions regarding Kindergarten readiness, daily procedures, the academic schedule and preparation.

Professional Learning

1. Professional Learning

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days. These days are dedicated to building teacher capacity, improving the delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Weekly 90-minute Professional Learning Community and monthly faculty meetings are conducted for Administration, Teachers, and Support Staff. The meetings provide a platform for data dis-aggregation, goal setting, lesson plan creation and opportunities for teacher collaboration. Teachers also partake in weekly common planning for math a literacy provided by the north Region to go over standards and best practices for teaching each standard. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. Professional Development from the North Region and District office is also provided to teachers based on need. For example, these teams are instrumental in building teacher capacity in the new K-2 Literacy program, small group instruction, iReady support, Cloze Reading, as well as the UNIFY-Performance Matters training-ways to navigate through the platform, analyzing data and using the data to drive instruction, Writing workshops which focus on writing a cohesive text-based essay, Math and Literacy focus calendars which capture how the standards will be delivered and research based resources. In addition, teachers attend individualized professional development and Title I Training's in the areas of Conducting Effective Student Data Chats, Literacy, Morning Meeting, etc.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, Word of Mouth, Pay for performance, and Best & Brightest Teacher Scholarship Program. Through mentorship and peer buddies we support new and developing teachers through the Educator Support Program. Pleasant City Elementary School is the most pleasant place on earth which has allowed us to retain 81% of our teachers. Administration has created a culture of teachers committed to setting high expectations for every student, teacher and staff member. Providing on-going classroom support, building meaningful relationships, ensuring all teachers have resources and supplies necessary to provide effective instruction, striving to maintain a productive climate and having an open-door policy for teachers/staff to reach out to administration for support or guidance. In addition, bi-monthly Leadership meetings are conducted to ensure the "one-voice" message from support staff is aligned to the Principal's vision. The leadership team comprised of Administration, Academic Coaches, Grade Chairs/Department Chairs, ESE Department, Guidance, etc work collaboratively to provide "double down" instruction in the classrooms and side-by-side coaching. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. The teachers in ESP are given additional support with classroom instruction through the coaching continuum provided by the math coach and literacy coach. Teachers also collaboratively plan together to ensure grade level continuity and support. In order to retain highly qualified teachers, professional development will be on-going throughout the year to increase teacher knowledge and capacity. Monthly socials, staff breakfasts and luncheons, coffee and donut carts, and the employee of the Month parking space are used to motivate, celebrate and recognize teachers. For students, the PBS initiatives such as Djo Points/Tiger Store, ice-cream socials, dances, dress-down Fridays, announcement "shout-outs" are used to solidify meaningful relationships that transfer to the classrooms.