
Title I Comprehensive Schoolwide Plan
BARTON ELEMENTARY SCHOOL (0741)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

-According to PM2 FAST data, 15% of students are reading on grade level. The district has us predicted to be 22% proficient on PM3 for grades 3-5 - According to PM2 FAST data in grades 3-5, 12.5% of our Hispanics are proficient, 8.3 of whites are proficient, 8.6% of ELLs are proficient, and 4.9% of ESE students are proficient -According to FY24 PM2 Star K-2 data, 27% of students are on grade level -According to FY24 PM2 Star K-2 data, 27% of Hispanic Females are proficient, 24% of ELL females are proficient, 0% of ESE females are proficient, 17% of Hispanic males are proficient, 16% of ELL males are proficient, and 13% of ESE males are proficient. -According to iReady Diagnostic 2 data, 23% of the school is on grade level - Approximately 74% of students are ELLs who are learning to read and learning English as a second language -54% of students have been absent 5 or more days -23% of students have been absent 11 or more days -12% of students have been absent 15 or more days

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

-Students lack understanding of foundational phonics and phonological awareness skills in order to read grade level texts for comprehension. -Need for more scaffolding when instructing students -26% of teachers have 0-3 years of teaching experience and may not have the knowledge of foundational literacy instruction -Open vacancies in various grade levels and open vacancies in resource positions -Barton's new Dual Language program grew to first grade this year and will grow to second grade next year. Teachers are learning how students learn language and literacy in 2 languages at the same time and how to transfer learned skills from one language to the next. -Students have high absentee rates which impact student learning -Due to our highly diverse population of parents and students, parents are unable to support ELA at home because of the language barrier.

3. Share possible solutions that address the root causes.

-Align instruction to the new B.E.S.T standards. -Provide explicit instruction aligned to the benchmark and intended learning. -Professional Development to provide explicit instruction for scaffolding and differentiated instruction to support foundational skills is needed -Professional development on how to close the gap with ESSA subgroups such as ELL and ESE -Access to materials that support on grade level and scaffolded materials for all learners -Additional double down support to allow students to learn in a smaller group setting -Additional opportunities outside of the school day for students to practice ELA -Professional Development on how to reach Dual Language learners and help them increase their English and Spanish skills in ELA -Multilingual training for parents to learn how they can assist their child despite language barriers

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

- **Communication**

Communication with parents can be done through call and text in all 3 main languages (English, Spanish, Creole). Parent Link can be used to communicate with families. There will be translators when needed during parent conferences, Family Engagement Events, or other school functions. Communication about school events, academic progress, or overall well being of the student should be done with families.

- **Parent Training**

Facilitate trainings where parents understand what is required of students to know and how they are assessed on the ELA state assessment. Parents can also learn about what they can do at home to support their children even though they might not speak or be literate in English. Parents can actively engage during these events to practice literacy skills and critical thinking skills even in their home language. Community resource fairs can also take place where parents learn about resources the community has to offer. Parents also need to know the importance of all students attending school.

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

- **School**

Communicate updates on academic performance of students in ELA and inform parents about the ELA academic standards. School will also provide updates on student performance. School will continue to ensure that students are safe and implement attendance incentives to encourage students to come to school.

- **Students**

Students will come to school prepared and complete all assignments and practice learned skills at home. They will follow all rules and respect all people.

- **Parents**

Parents will participate in organized Parent Engagement events and ask for assistance from the school when needed. Parents will also bring students to school.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home in ELA and present ideas and information on how they can help parents practice literacy skills at home. Staff can also receive training on how to explain data points and progress of students to parents. Staff can also learn on how to better engage parents through strategies such as those learned through Academic Parent Teacher Teams (APTT).

- Accessibility

School will ensure that all students and families have access to various times and translators alongside easy access to school building and rooms. Providing various times for events will assist families who are experiencing homelessness or Migrant. Access to translators and documents in all languages.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

-According to PM2 FAST Math data, 12% of students are on grade level. The district has us predicted to be 34% proficient on PM3 for grades 3-5 - According to PM2 FAST Math data in grades 3-5, 13.4% of our Hispanics are proficient, 20% of whites are proficient, 11.1% of ELLs are proficient, and 6.5% of ESE students are proficient -According to FY24 PM2 Star K-2 data, 52% of students are on grade level -According to FY24 PM2 Star K-2 data, 54% of Hispanic Females are proficient, 50% of ELL females are proficient, 11% of ESE females are proficient, 46% of Hispanic males are proficient, 43% of ELL males are proficient, and 61% of ESE males are proficient. -According to iReady Diagnostic 2 data, 19% of the school is on grade level -Approximately 74% of students are ELLs -54% of students have been absent 5 or more days -23% of students have been absent 11 or more days

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

-Students have not mastered basic facts (addition, subtraction, multiplication, and division) -English is the second language for many of our students
-More professional development for math -Teachers need to understand what is required for students to master math content -Vacancies in classroom and resource positions -Due to our highly diverse population of parents and students, parents are unable to support Math at home because of the language barrier.

3. Share possible solutions that address the root causes.

-Attendance incentives for both staff and students. - Technology that is adaptive (Reflex Math, I-Ready) -Use of manipulatives in math to help all learners -Professional Development for strategies teaching math to ELL students -On-going PDD in remediation/enrichment -Additional Collegial Planning/ Tutorial programs -Summer planning opportunity -Offer club/mentorship programs -Math Conferences for teachers and admin -Additional ELL staff support in math PDs on small group instruction; additional teacher in rooms to facilitate small group. Implementing AVID strategies. -Parents need training to know how they can still help students with math regardless of language.

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

• Communication

We will continue to share information regarding Title I, the curriculum, student progress and offer stakeholder input on decision making. We will continue to communicate about school events in all three main languages and ensure that everyone has access to the building. Events can be offered at various times to reach all families.

• Parent Training

Additional parent trainings on what can be done at home and focusing on specific skills in math by grade level so that parents are aware of what students should be mastering each year. In addition, ways to practice math skills at home with ways to increase fluency and use math manipulatives.

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

- **School**

Communicate updates on academic performance of students in Math and inform parents about the Math academic standards. School will also provide updates on student performance. School will continue to ensure that students are safe and implement attendance incentives to encourage students to come to school.

- **Students**

Students will follow all students rules, come prepared and come to school.

- **Parents**

Parents will send their children to school. They will also engage in parent conferences and curriculum nights and practice learned strategies at home.

- **Staff Training**

Additional PD on how to support parents at home and decrease the school/home barrier with language and possibly culture. AVID training as well for helping staff and families make actionable goals. Staff can learn how to engage parents and help them practice math fluency at home.

- **Accessibility**

School will ensure that all students and families have access to various times and translators alongside easy access to school building and rooms. Providing various times for events will assist families who are experiencing homelessness or Migrant. Access to translators and documents in all languages.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

-26% of students are proficient on the Science District Diagnostic. -24% of students are performing on a Level 2 in the science diagnostics. -Only 14% of SWD students are predicted to be proficient on the Science Diagnostics -22% of Hispanics are predicted to be proficient on the Science Diagnostics. -Only 9% of whites are predicted to be proficient on the Science Diagnostics -Only 13% of ELLs are predicted to be proficient on the District Diagnostics

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

-Students need more exposure to hands-on science labs to help them understand the concepts. -Students need a stronger foundation in science. - There must be a focus on how to target our ESSA subgroups. -Teachers need to build capacity on how to teach science to the full rigor of the standard while helping students address misconceptions and retain information. -Teachers need to teach students studying skills to retain learned science content. -Parents would like to know how to reinforce science skills at home.

3. Share possible solutions that address the root causes.

-Developing the capacity of teachers to teach the science standards -Access to science manipulatives for hands on instruction -Resources for students to use to practice science test taking skills -Resources for students to use to practice their science -Providing additional opportunities for students to learn science during the school day and outside of the school day -Providing parents with trainings on how they can help support science at home -Additional support to facilitate hands-on labs whether in class (double down) or during fine arts

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

• Communication

Communication with parents can be done through call and text in all 3 main languages (English, Spanish, Creole). Parent Link can be used to communicate with families. There will be translators when needed during parent conferences, Family Engagement Events, or other school functions. Communication about school events, academic progress, or overall well being of the student should be done with families.

- **Parent Training**

Facilitate trainings where parents understand what is required of students to know and how they are assessed on the state science assessment. Parents can also learn about what they can do at home to support the critical thinking skills that is required in science. Parents can actively engage during these events to practice learned science and critical thinking skills required for the Nature of Science.

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

- **School**

Communicate updates on academic performance of students in science and inform parents about the science academic standards. School will also provide updates on student performance. School will continue to ensure that students are safe and implement attendance incentives to encourage students to come to school

- **Students**

Students will come to school prepared and complete all assignments and practice learned skills at home. They will follow all rules and respect all people.

- **Parents**

Parents will participate in organized Parent Engagement events and ask for assistance from the school when needed. Parents will also bring students to school.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home in science and present ideas and information on how they can help parents practice science at home with limited supplies. Staff can also receive training on how to explain data points and progress of students in science to parents.

- Accessibility

School will ensure that all students and families have access to various times and translators alongside easy access to school building and rooms. Providing various times for events will assist families who are experiencing homelessness or Migrant. Access to translators and documents in all languages.

Action Step: Classroom Instruction

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

Budget Total: \$292,428.25

Acct Description	Description																	
Resource Teacher	SBT Resource Teacher will support teachers with school-based team process and procedures.																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="430 1019 951 1097">Item</th> <th data-bbox="951 1019 1098 1097">Quantity</th> <th data-bbox="1098 1019 1220 1097">Rate</th> <th data-bbox="1220 1019 1318 1097">Days</th> <th data-bbox="1318 1019 1430 1097">Hours</th> <th data-bbox="1430 1019 1551 1097">Weeks</th> <th data-bbox="1551 1019 1703 1097">Certified</th> <th data-bbox="1703 1019 1892 1097">Type</th> <th data-bbox="1892 1019 2030 1097">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Tutorial 3-5, Certified teachers will provide tutorial starting in September afterschool to remediate and enrich classroom concepts.	9	\$37.00	4	1	18	Certified	Original	\$23,976.00									
Tutorial K-2, Certified teachers will provide tutorial starting in September afterschool to remediate and enrich classroom concepts.	8	\$37.00	4	1	18	Certified	Original	\$21,312.00										

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Amend 24- Added After school tutorial, grades 3-5, Math and ELA remediation of skills. Will begin in October. (BT 491289)	14	\$37.00	2	1.5	15	Certified	Amendment	\$23,310.00	
Online subscription	Item						Quantity	Rate	Type	Total
	iReady Toolbox - ELA - K-5 - Printing lesson plans and lesson resources						1	\$4,301.00	Original	\$4,301.00
	Write Score - ELA - 3-5 - Explicit writing curriculum						1	\$7,826.60	Original	\$7,826.60
Resource Teacher	Math Resource Teacher will provide 3rd-5th grade students push-in and pull-out mathematics instructional support. Math Grades 3-5									
Supplies	Item		Quantity	Rate		Supply Type		Type	Total	
	Estrellitas		1	\$11,622.17		Instructional Materials		Original	\$11,622.17	
	Acaletics 6		1	\$1,278.75		Instructional Materials		Original	\$1,278.75	
	Foundations		1	\$35,246.06		Instructional Materials		Original	\$35,246.06	
	Acaletics 3-5		1	\$33,318.45		Instructional Materials		Original	\$33,318.45	
	Pencils		63	\$2.91		General Supplies		Original	\$183.33	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	McCarthy Math Gold Resources	1	\$2,800.00	Instructional Materials	Original	\$2,800.00
	iReady Magnetic	1	\$8,477.47	Instructional Materials	Original	\$8,477.47
	Measuring Up	1	\$3,588.00	Instructional Materials	Original	\$3,588.00
	Paper	55	\$44.61	General Supplies	Original	\$2,453.55
	Shipping	1	\$1.87	General Supplies	Original	\$1.87
	Amend 24- Removed Foundations (BT 491289)	-1	\$35,246.06	Instructional Materials	Amendment	-\$35,246.06
	Amend 24- Removed Estrellitas (BT 491289)	-1	\$11,622.17	Instructional Materials	Amendment	-\$11,622.17
	Amend 24- Added Spiral Notebook (BT 491289)	1364	\$2.37	General Supplies	Amendment	\$3,232.68
	Amend 24- Increased Measuring Up (paper-based student reading materials)- BT 491289	1	\$6,981.55	Instructional Materials	Amendment	\$6,981.55
	Amend 24- Removed McCarthy Math Gold Resources (BT 491289)	-1	\$2,800.00	Instructional Materials	Amendment	-\$2,800.00
	Amend 24- Added Papers, binders, markers, composition books (BT 491289)	1	\$2,800.00	General Supplies	Amendment	\$2,800.00

Action Step: Professional Development

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

Budget Total: \$286,799.00

Acct Description	Description					
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers by planning and leading professional development (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support ELA literacy instruction in grades K-5.					
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	Amend 24- Added Breaking Barriers, Math Leadership 56th annual conference, 09/23/24-09/25/24, Chicago. Creating innovative ways to support Math as the school faces a shortage of high quality teachers. Developing plans to address gaps, inequity, and quality of instruction. (Reg. \$450, Transp. \$550, Lodging \$289, Per Diem \$300= \$1,589 each)- BT 491289	3	\$1,589.00	Amendment	\$4,767.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink for printers (2 SSCCs, SBT Leader, academic coaches) to print data reports to share with teachers	1	\$900.00	Technology	Original	\$900.00
	Amend 24- Allocated funds to purchase color Ink cartridges to print data and materials for the teachers in PLC (ELA/Math-	1	\$500.00	Technology	Amendment	\$500.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	BT 491289									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 ELA/Math/Science teachers will plan standards based planning for upcoming units.	12	\$25.00	2	2	5	Certified	Original	\$6,000.00	
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers by planning and leading professional development (including facilitation of Professional Learning Communities), and utilizing with all teachers the coaching cycle to improve instructional outcomes to support Writing instruction in K-5									
Coach	Math Coach will serve K-5 grade mathematics teachers by: observing instructional practices and providing teacher feedback, instructional support, and coaching.									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$58,634.00

Acct Description	Description																	
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="432 212 1052 293">Item</th> <th data-bbox="1056 212 1199 293">Quantity</th> <th data-bbox="1203 212 1308 293">Rate</th> <th data-bbox="1312 212 1407 293">Days</th> <th data-bbox="1411 212 1516 293">Hours</th> <th data-bbox="1520 212 1640 293">Weeks</th> <th data-bbox="1644 212 1793 293">Certified</th> <th data-bbox="1797 212 1927 293">Type</th> <th data-bbox="1932 212 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	1	\$4.00	7	4	4	Non-Certified	Original	\$470.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
<p>Community Resource will host parent trainings and meetings to bridge the home/school connection. In addition, she will assist students' parents with uniform distribution, school supplies, and other necessities that they need to be successful. She will assist in communicating the expectations for students to be successful. During summer 2025.</p>	1	\$4.00	4	1	36	Non-Certified	Original	\$605.00										
<p>Community Resource family outreach for truance, attendance issues/matters and family engagement events outside contractual hours.</p>																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 911 1178 992">Item</th> <th data-bbox="1182 911 1339 992">Quantity</th> <th data-bbox="1344 911 1459 992">Rate</th> <th colspan="2" data-bbox="1463 911 1738 992">Supply Type</th> <th data-bbox="1743 911 1885 992">Type</th> <th data-bbox="1890 911 2024 992">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type		Type	Total	1200	\$2.50	General Supplies		Original	\$3,000.00				
Item	Quantity	Rate	Supply Type		Type	Total												
<p>Student Agendas for parent/home communication</p>																		
Community Resource Person	<p>Community Resource Person will facilitate parent universities, coordinate parent meetings and trainings, provide community resources and referrals, conduct home visits, organize backpack drives and distribution, and ensure continuity of services between school and community for parents.</p>																	
Overtime	<p>Community Resource will host parent trainings and meetings to bridge the home/school connection. In addition she will assist students' parents with uniform distribution, school supplies, and other necessities that they need to be successful. She will assist in communicating the expectations for students to be successful. During summer 2025. Community Resource family outreach for truance, attendance issues/matters and family engagement events outside contractual hours.</p>																	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Denise Sanon	Principal
Karla De La Cruz	Assistant Principal
Valerie Vilmont	Assistant Principal
Chelsea Williams	Single School Culture Coordinator
Marie Boucard	Community Relations Coordinator
Jamie Wright	ESE Coordinator
Johanne Jeanty	ESOL Coordinator
Patrick Orelus	ESOL Coordinator
Eugene Feky	Math Resource
Meleisha Weller	Reading Coach
Jodi Harrell	Single School Culture Coordinator
Nadine Spence	Math Coach
Gloria Arango	Dual Language Coach

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

Using a list of pre-defined subgroups, the principal selected members according to the role each serves within the school to ensure equitable representation among subgroups. The selected team members provide for an extremely diverse team that encompasses the various cultures, races, ethnicities, and varied learning styles of the students we serve. Parents and community members who attend SAC meetings were asked to be solicited in the creation of the plan. Each parent/community member who attended the CNA meeting was included in the process.

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

On February 21, 2024 at 6:00pm we held a SWP Stakeholder meeting where we invited parents and stakeholders to an open forum that allowed the participants to provide input and ask questions in relationship to the compact, family engagement plan and SWP. On the afternoon of February 16, 2024, at 3:00 p.m. we invited faculty and staff to provide input and ask questions through a share-out of data and recommendations by administration, followed by individual volunteered spoken feedback that administration placed onto meeting recording templates. Throughout the school year, we also provide opportunities for all stakeholders to provide feedback ongoing at SAC meetings. These meetings will be held on August 21, 2024, September 18, 2024, November 20, 2024, December 18, 2024, February 26, 2025, and April 23, 2025. All meetings will start at 6pm in the school's cafeteria.

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

At the meeting, stakeholders provided input in an open forum and they asked specific questions. As a result, stakeholders believed that purchasing agendas does help increase and support family communication. Parents also benefit from having translators and a community liaison that helps strengthen the partnership between the school and home. In addition, stakeholders shared that they benefitted from phone calls in the three main languages.

Name	Title
Karla De La Cruz	Assistant Principal
Denise Sanon	Principal
Valerie Vilmont	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

This year, we will have our annual Title I Annual Meeting on September 25, 2024 at 6:30pm in the cafeteria.

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

We will notify parents, teachers and the community of the annual meeting by sending a call out and invitations in all appropriate languages.

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

An agenda will be prepared for the annual meeting. We will need the use of a computer and projector and also translators to translate to Spanish and Creole. We will also have copies of the Parent Compact and Parent and Family Engagement Plan available. We will also have an evaluation at the end of the meeting.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Culturally Sensitive Communication with Families

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

Teachers will learn how strategies and skills when communicating with families from different ethnicities', backgrounds, and home languages. We will discuss the various cultures of the school and some of the traditions of different cultures. Teachers will learn how to engage parents successfully in the academic progress of their child. We will also discuss strategies that teachers can help parents implement to assist with attendance. Skills will be taught on how to have difficult conversations with parents in a positive manner.

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

Teachers will be more culturally sensitive when having parent teacher meetings. They can find various ways to reach out to parents in positive ways to engage them. In addition, parent conference notes will have "positives" about the child to help bridge the home school connection.

- What will teachers submit as evidence of implementation?

Parent teacher conference notes. In addition, sign ins and and agendas.

- Month of Training

September

- Responsible Person(s)

ESOL Coordinator

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Successful Parent Conferences

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

During this training, teachers will learn how to present data and academic progress to parents and guardians. Information presented to parents has to be on a way that is easy to read and with graphics to help our families that do not speak English and are new to the country.

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

Due to this training, teachers and staff members will have more productive parent teacher conferences where parents are better able to understand the school's goals and their child's progress towards making school, district, and state goals. Parents will be better informed and aware.

- What will teachers submit as evidence of implementation?

Teachers will submit sample parent conference notes in addition to any visuals they used. In addition, sign ins and and agendas.

- Month of Training

October

- Responsible Person(s)

Administration

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Supporting the Dual Language Student

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

Parents will learn the foundations of the Dual Language program and what they can do at home to ensure their child is bilingual, biliterate, and bicultural. Parents will learn strategies that they can use at home in either English or their main language that will help their child be successful in ELA, math, and science. Parents will learn the importance of reinforcing and strengthening their native language at home and how that supports learning the English language.

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

Parents will use books and question stems in their native language to practice ELA strategies and learn what questions to ask students when they are reading books. Parents will be encouraged to bring their child and have the opportunity to practice with their child if their child comes with them.

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

Students will continue strengthening their native language but will also transfer learned strategies and skills to their English language development.

- Date of Training

September 2023

- Responsible Person(s)

ESOL Coordinator, Dual Language Coach with support from District Dual Language Department

- Resources and Materials

Books in different languages, cardstock, book rings, markers, pencils, anchor charts, paper, folders, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

Parents will strengthen relationships with teachers and the community during this event when guardians will visit various stations to learn about different activities that they can do at home to support literacy. Each station will engage students and parents with educational activities and games that are easy to implement at home. Parents will have the opportunity to take all materials needed to continue practicing at home.

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

With the assistance of teachers, parents will learn how to use the resources we provide them with to practice literacy skills at home. Parents will learn how to practice sounds, letters, play educational games, and ask questions to students that support skills needed to read fluently with comprehension of the text.

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

Student literacy scores are expected to increase due with the help of additional literacy support that will be provided at home. Students will also read more fluently and with increased comprehension of the text.

- Date of Training

November 2023

- Responsible Person(s)

Media Specialist

- **Resources and Materials**

Cardstock, dice, laminating film, books, flashcards, folders, pencils, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

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

TBD

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Coffee with the Principal

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

Parents will learn fun activities that they can do at home to support students ELA, math and science. Parents will visit various stations where they will interact with staff and students practicing their ELA, math and science skills.

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

Parents will participate in the activities that they can do the same activity at home with their child. The parents will be doing the activities with the guidance of staff members, learning what to ask and how to do the activity.

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

Student achievement in ELA, science and math should increase. Parents will learn how they can reinforce at home and students will have more practice at home.

- **Date of Training**

March

- Responsible Person(s)

Administration

- Resources and Materials

Cardstock, book rings, markers, pencils, anchor charts, paper, folders, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Palm Beach School Migrant Department

- Describe how agency/organization supports families.

This organization supports families in ensuring that migrant families have the resources they need to help students be successful.

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

Email between school and department, Powerpoint Presentation during a faculty meeting describing services offered, Planning emails with distribution of services provided to families.

- Frequency

Annually

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

- Name of Agency

Palm Beach Sherriff's Office (PBSO)

- Describe how agency/organization supports families.

This organization helped to build the community school garden, including manpower, resources, and tools. They also provide mentoring to our students and resources to the families of students including but not limited to bicycles, food donations, clothing, and connecting them to community resources that assist with shelter.

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

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

- Frequency

Annually

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

The organization supports families by providing uniforms, clothes, and donating Christmas gifts.

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

Pictures of distribution, emails with organization with the school, confirmation card from school to agency.

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

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

- Description

The School will inform parents about curriculum and proficiency levels through Curriculum night and other school wide events. We regularly send out report cards and progress report. We encourage all parents to participate at least one parent conference per year.

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

Curriculum Night presentation, Email to teachers regarding distribution, Parent conference note.

- Description

The School will inform parents about curriculum, assessments, and student's levels, through SAC, parent conferences, progress reports, and report cards.

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

Redacted assessment results, progress reports and report cards.

- Description

The School will inform parents about opportunities to participate in decision making through events such as Meet the Teacher, Open House/Curriculum Night, and SAC. We announce SAC meeting through call-outs in 3 languages, specifically inviting parents to an opportunity to participate in decision-making regarding the education of their children.

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

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

- Description

Trainings will and meetings dates and times are offered at times that are convenient to parents such as the afternoons. In addition, parent trainings and parent teacher conferences can be virtual to provide parents with the option to join virtually if they cannot drive to the school.

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

Invites to attend, Google Meet attendance, School calendar of meetings

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All communication will be in English, Creole, and Spanish. The CLF will provide translation during all Family Involvement activities. All letters, brochures, and PowerPoint will be translated if needed. Google Meets will be created based on language, allowing families to communicate in their home language. We will provide translation devices for parents who need them. The CLF will continue to keep records with timesheets, classroom schedule, and facilitation logs. We will provide parent evaluations at all meetings to ensure we're meeting the needs of the parents and families we service. The PFEP and Compact will also be available in all languages.

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

Copies of ParentLink in three languages, copies of info being sent home in all three languages, parent conference notes documenting translation provision.

- Description

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

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

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

- Description

We will use Parentlink, newsletters, and phone calls to communicate with migrant families. Our efforts will also include phone calls and home visits to migrant parents to increase their participation in school events. We also placed migrant families in touch with the migrant services office for additional support.

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

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

- Description

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

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

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

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Throughout the school year, teachers receive training on monitoring and encouraging students both academically and socially. This is discussed at PLCs and pupil progression meetings. We have a guidance program that provides students with opportunities to talk with counselors about issues they face inside or outside of school. Because our counselors are multilingual, all students have access to their services. Our counselors also conduct peer mediation with students who are struggling with peer interactions. We also have a Behavior Health Professional that is available to work with students who need counseling services. Finally, we do have a mentoring program with the local sheriff's office where students learn to be leaders and stop bullying. We participate in the monthly Character Counts program which provides practical strategies, curricular resources, and trainings to positively impact schools. Character Counts focuses on caring, citizenship, trustworthiness, respect, responsibility, and fairness. In addition, select students in Grades 4 participate in a "Bullying/Break the Cycle Program" with the Palm Beach Sheriff's Office where students are mentored and learn how to break the cycle of bullying and act responsibly with their peers. In an effort to assist students who need to learn the English language, we offer a program for students who are new to the country. This program is funded by Title III, which is part of the Every Child Succeeds Act. Boys Town, an outside agency, also provides services to our students. They specifically work with students in grades K-1. Finally, through AVID, students learn about college and career readiness including organizational skills.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Barton's School Based Team (SBT) is comprised of teachers, administrators, and intervention specialists. Each member of the team supports students by analyzing behavioral and academic data. Their analysis results in the identification of specific areas of strengths and/or weaknesses. Students who have areas of need in behavior and/or academics receive Tier 2 interventions such as a behavior plan or targeted research-based instruction in small groups. These interventions are layered with Tier 1 interventions and are implemented with fidelity for a minimum of 6 weeks. Data and interventions are monitored on an ongoing basis. A case liaison is assigned to every student who has a formalized SBT intervention plan. After the 6 week time span, student data is reevaluated. If there is minimal or no improvement at all, the student will receive formalized Tier 3 interventions. This could be in the form of individualized instruction and/or referrals to outside agencies. Similar to Tier 2 interventions, these interventions must be implemented with fidelity for a minimum of 6 weeks. Academics: Tier 1: A 90 minute standards-based reading block consisting of both whole group and small group differentiated instruction. Tier 2: (supplemental) Students with an identified reading deficiency receive 30 minutes of immediate intensive intervention (iii). Students receive daily Tier 2 interventions (iii) for 6-8 weeks prior to an SBT referral. If the supplemental instruction is unsuccessful, teachers continue with Tier 1 instruction that is layered with formalized Tier 2 (supplemental) instruction. Tier 3: If formalized Tier 2 instruction is unsuccessful, then students receive Tier 3 instruction. Behavior: Tier 1: Teach behavioral expectations and praise/reward appropriate behavioral actions (fast passes, Barton Bucks, etc.) Tier 2: Students with consistent behavior and/or attendance problems are referred to SBT and Tier 2 Interventions are put into place (group counseling, behavior contract, mentoring) Tier 3 (After 6 weeks of Tier 2): This includes referrals to outside agencies, FBAs, and coordinating with doctors and/or mental health professionals.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

The school uses data from the previous year's state testing [lag data] and district/classroom assessment [leading data] such as iReady and district assessments to determine core instructional needs. We ensure that our teachers provide standards based instruction by making sure that teachers follow the district scope and sequence and use approved standards based resources. Teachers also have weekly meetings to plan and discuss pedagogy and standards based tasks/resources. Students are provided extended learning time through before and after school tutorial.. Through AVID we provide students with real world opportunities such as college visits and goal setting for future real-world success. Students at Barton receive 30 minutes of fine arts daily. The fine arts rotation includes art, music, guidance, Language Lab, and physical education. Barton also has a French World Language Program where students learn French and have the ability to continue in French after elementary school. Each area is taught by a certified teacher and includes the state approved curriculum.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program at Barton Elementary, we engage in various kindergarten transition activities. For example, we distribute a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for enrolled VPK students (provided by the Dept. of Early Childhood Education). We invite families of incoming kindergarten children, we distribute community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten, and we provide home learning activities to families to help them prepare children for kindergarten entry. At the end of the school year, we have a kindergarten round up event. This event informs parents of what they need to do in order to get their child ready for Kindergarten. Kindergarten has a staggered start at the beginning of the year along with a meet the teacher event which allows parents to meet their child's teacher.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Professional development at Barton includes professional development through PLCs, Collegial Planning, common planning, afterschool, and PD days. Professional development meets teachers' immediate needs by providing support and coaching in the areas of standards-based instruction, data analysis and research based instructional strategies. PLCs, Collegial Planning, and Common Planning are supported by our Single School Culture Coordinators and instructional coaches. Teachers also receive professional development from regional and district specialists in the areas of , ELA, Math, and Writing. In addition, regional and district support provide PD to teachers in all content areas and how to reach all learners. Teachers also engage in learning walks which allows them to watch peer teachers and Barton students engage in the reciprocal process of teaching and learning. Our new teachers participate in ESP (employee support program) which provides them with online and face-to-face training around the Palm Beach Model of Instruction, classroom management , and various other topics that are relevant to new teachers. Outside agencies such as Curriculum Associates also provides support in iReady. Support from the FLDOE also provides training and conducts lab sites with teachers in the area of phonics instruction. Finally, the regional and district support team will provide ongoing professional development for all areas of need including interventions, standards alignment, increasing student attendance, and progress monitoring.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

At Barton, we aim to recruit and retain passionate, dedicated, and highly effective teachers who strive to help students reach their potential. We recruit teachers through district sponsored job fairs and colleges of education at local universities including Florida Atlantic University in Boca Raton, Florida. We also remain in constant contact with human resources and the regional office to ensure that we have priority when it comes to hiring and placement. We retain teachers in many ways including having an open door policy which allows teachers to stay in direct contact with school leaders when concerns arise. New teachers are part of the ESP program where they are paired with a mentor and receive additional coaching support. Teachers are also able to engage in weekly job-embedded professional development through their participation in PLCs and Common Planning. They are also supported by instructional coaches, regional support, and district personnel. We also provide additional support in the form of academic tutors and language facilitators to provide additional support in the classrooms, our classroom teachers feel supported in their efforts to reach their goals.