
Title I Comprehensive Schoolwide Plan
DR. MARY MCLEOD BETHUNE ELEMENTARY (2491)

ELA

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

1. List prioritized needs statements.

Based on the data from the ELA Progressing Monitoring 2 and the ELA iReady Diagnostics, our students are struggling to meet grade-level mastery. Data Summary by grade for Progress Monitoring Window 2 (most recent) indicates: Kindergarten - Early Literacy 47.5% Grade 1 - STAR Reading 44.5% Grade 2 - STAR Reading 43.5% Grade 3 - FAST Reading 14% Grade 4 - FAST Reading 11% Grade 5 - FAST Reading 28% iReady Winter Window Data Summary by grade indicates: Kindergarten - Reading 57%, meeting Early, On, At/Above grade level Grade 1 - Reading 36%, meeting Early, On, At/Above grade level Grade 2 - Reading 33%, meeting Early, On, At/Above grade level Grade 3 - Reading 34%, meeting Early, On, At/Above grade level Grade 4 - Reading 24%, meeting Early, On, At/Above grade level Grade 5 - Reading 36%, meeting Early, On, At/Above grade level Grade 3 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 36%, Unit 2 36%, Unit 3 40%, and Unit 4 43% Grade 4 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 48%; Unit 2 at 58%, Unit 3 at 65%, Unit 4 57% Grade 5 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 48%; Unit 2 at 77%, Unit 3 at 61% and Unit 4 at Unit 67% We make note of the following strengths at the 3rd grade level: -Self-contained classrooms -Teacher and academic tutor professional development -3 Teachers intentionally push students to achieve -Teachers contact with parents (immediate via text or voice) -Increased monitoring of instruction by principal, assistant principal and SSCC -iMentors from Suncoast high school – help as reading buddies -Monthly school wide recognition for perfect and improved attendance -Monthly school wide recognition for highest iReady minutes and accuracy in reading (via newsletter and bulletin board in main hallway) -CST, MTSS, SBT protocols, processes (monitoring and support) The overall priority is to continue working on foundational reading skills & vocabulary to address fluency that will in turn help to develop student comprehension which improves the students' overall achievement. Specifically, in grades 3-5, increasing students' mastery of standards of Poise and Poetry is a priority. PM 2 data indicates that 33% of the students are below grade level in this category. reading across genres and vocabulary is a priority for 3rd grade.

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

A lack of school readiness as students are entering different grade levels. Teachers' ability to deliver effective and rigorous standards based instruction using ELA curriculum with fidelity. Teachers lack of understanding executing instructional time to differentiate instruction for whole and small group poses a threat to the achievement process. Lack of consistent parental and community support hinders our ability to improve at rates comparable to the district. Student attendance/truancy, tardiness, and homeless students have increased and has impacted student achievement. Meeting the social/emotional needs of students is an obstacle that impacts student learning. Low vocabulary skills, and low comprehension which impacts achievement. Lack of mastery of foundational reading skills. Teacher capability to manage classroom behavior of students not at grade level. Teacher ability to implement teaching and learning strategies for ESE, ELL, 504 and Tiered students. Parents are unfamiliar with the literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

During Professional Learning Communities and Professional Development: 1. Specialists and teacher leaders model how to develop an understanding of the ELA BEST standards classification, give descriptive /instructional feedback, monitor the implementation of the Benchmark curriculum, and monitor students progress toward grade level mastery. 2. Provide opportunities for Vertical grade level planning. 3. Teachers learn how to manage student behavior through PBIS team. Teachers will receive training and support on addressing Tier 2 interventions to address behavior that interferes with teaching and learning. 4. We will continue to support students through small group instruction with a resource teacher, paraprofessionals, and/or temp academic tutors. 5. The SSCC and Instructional Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. In addition, teachers will have the opportunity to attend professional development trainings outside of the school to develop their instructional practices. 6. In addition, we will provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (ELA consumables, whiteboards, iReady books, manipulatives, books, post-it notes, SPIRE, Benchmark resources, and more) 7. Provide students with extended learning opportunities through tutorial programs for Reading in grade K-5 after school, mornings, Saturday, Spring break, and Summer to support student learning 8. Online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Smore, Canva, etc.). 9. Provide opportunities for professional development by attending district trainings, out of county and out of state trainings 10. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 11. Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.)

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

- **Communication**

Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA initiatives to help the student become college and career ready. Likewise, we will communicate with parents to ensure that updated information is located in SIS. The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website.

- **Parent Training**

We will partner with families and organizations to address school readiness for incoming Kindergarten students. Parent trainings such as literacy nights will be held in addition to our curriculum nights to support a school to home learning bridge. Also, we will provide the opportunities for parents to engage in sessions to learn to navigate the various software and Google learning (i.e. iREADY for reading, Imagina Learning, and Google Classroom) that students utilize on a daily basis while at school. We will offer various meeting times and opportunities for parents to attend trainings. We will offer Kindergarten Kick Off activities to provide parents/guardians with a kit to which parents can use over the summer to prepare their child for kindergarten. We will offer parent trainings to teach parents their role in Building Better Readers and in improving their child's reading through te Reading Fluency parent training.

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

- **School**

The school will continue to provide a conducive learning environment, individual instruction, continue to implement data chats, and schedule parent conferences (regular parent conferences as well as Parent Conference Day with teachers). Focus on vocabulary development and comprehension K-5 to increase student proficiency (parent trainings and materials) PK through 5th grade to increase reading comprehension, develop vocabulary and make text connections. School staff will support student learning by providing information and resources focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5.

- **Students**

Students will set personal goals for new learning and student achievement. Students will participate in the school wide Attendance Initiative. Focus on phonics, vocabulary development and comprehension K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Attend parent trainings and promote literacy by encouraging students to read at home. Parents will receive a copy of the School-Parent Compact during Open House, Parent Teacher Conference Day, and after any meeting concerning academics or behavior. Parents will also ensure a quiet place for their children to read books and use the question stems provided by the school to ask questions such as what happened at the beginning, middle, and end of the book. During our School Advisory Council meeting, parents have the opportunity to provide feedback and input for the development and implementation of the School-Parent Compact for the upcoming school year. Our council consists of all stakeholders, including parents, students, Bridges of Riviera Beach, business partners, community members, and retirees, all stakeholder groups are represented and participate in decision making. More than 50% of the SAC is composed of non-school employees such as parents and community members who are elected by their peers. Parent Feedback/Input Forms will be utilized to gather parent feedback. The data from the surveys will be used to develop engaging activities to be implemented during the parent/guardian meetings and trainings.

- **Staff Training**

Teachers will implement strategies learned through professional development opportunities and provide parents with specific examples on how to incorporate such strategies at home to assist with social/emotional learning as well as the increase in academic achievement in ELA. In addition, teachers will be trained on how to hold effective data chat meetings with parents over i-Ready, PM, diagnostics, Benchmark Advance, the intensive phase of instruction, state and local assessment requirements, attendance, etc. Staff Trainings will be focused on teachers helping families learn how to support the learning of foundational skills (phonics, phonemic awareness, vocabulary and comprehension). Continue training on Skills for Learning and Life (SLL) for teachers to provide support/training and information to families to address student needs at home and school.

- **Accessibility**

School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and times. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Math

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

1. List prioritized needs statements.

Based on the data from the Math Progressing Monitoring 2 and Unit Assessments, our students are struggling to meet grade level level mastery in the area of math. Data Summary by grade for Progress Monitoring Window 2 (most recent) indicates: Kindergarten -Math 44% met At/Above benchmark Grade 1 - Math 72.7% met At/Above benchmark Grade 2 - Math 44.4% met At/Above benchmark Grade 3 - Math 11% met Level 3+ Grade 4 - Math 3% met Level 3+ Grade 5 - Math 23% met Level 3+ Our Mid-Year iReady Winter Window Data Summary by grade indicates: Kindergarten - Math 33%, meeting Early, On, At/Above grade level Grade 1 - Math 18%, meeting Early, On, At/Above grade level Grade 2 - Math 17%, meeting Early, On, At/Above grade level Grade 3 - Math 19%, meeting Early, On, At/Above grade level Grade 4 - Math 25%, meeting Early, On, At/Above grade level Grade 5 - Math 35%, meeting Early, On, At/Above grade level Grade 3 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 35%, Unit 2 at 57%, Unit 3 at 37%, Unit 4 at 47%, Unit 5 at 31%, Unit 5(2) at 40%, Unit 6 at 40%, Unit 7 at 50% and Unit 8 at 33%. Grade 4 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 41%, Unit 2 at 74%, Unit 3 at 67%, Unit 4 at 63%, Unit 5 at 54%, Unit 6 at 64%, and Unit 7 at 68% Grade 5 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 41%, Unit 2 at 78%, Unit 3 at 65%, Unit 4 at 60%, Unit 5 at 62%, Unit 6 at 61%, Unit 7 at 69% and Unit 8 at 58%. Students struggle with math fluency (addition, subtraction, multiplication and division) and math problem solving.

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

1. Students struggle with foundational skills and fluency facts. 2. Students show gaps in Math prerequisite skills and knowledge across grade levels. 3. Struggle with solving word problems due to missing academic vocabulary, not understanding for 2 step problems, not remembering math problem solving rules. 4. Misalign numbers when solving 3 or more digits 5. Lack of teachers planning to differentiate instruction to teach lower performing students math standards, prerequisites skills and problem solving strategies. 6. Teachers' ability to deliver effective and rigorous standards based instruction 7. Lack of teacher knowledge and understanding math standards and curriculum 8. Lack of student immediate descriptive feedback 9. Lack of parent knowledge on student readiness skills and math strategies to support learning at home

3. Share possible solutions that address the root causes.

During Professional Learning Communities and Professional Development: 1. Master teachers/teacher leaders model how to interpret the meaning of the K-5 Math standards, give descriptive instructional feedback and monitor standards based lessons. 2. Math Resource teacher/teacher leaders lead Professional Learning Communities, provide PLC to classroom coaching and provide professional development. 3. Grade level vertical planning and collaborative work across grade level and/or content areas. 4. Teachers will participate in professional development to learn strategies to manage student behavior through PBIS team. Specialized training and support on addressing Tier 1 & Tier 2 interventions to address behavior that interferes with teaching and learning. 5. Support student learning in 2nd - 5th grade in Math with paraprofessionals, resource teachers and academic tutors. 6. Increase Prek - 5th grade parent engagement and workshops with family reading, math and science nights and hands-on and take home activities for parents. 7. Provide standards based resources, materials, subscriptions and consultants to support increased attendance, achievement and engagement. 8. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Successmaker, Imagine learning, etc.). 9. Build student stamina needed to master skills. 10. Develop test taking strategies with different item types such as multi-select and Gridded Responses. 11. Provide opportunities for tutorial K-5 after school, mornings, Spring Break, and Summer to support student learning 12. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 13. Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady books, math manipulatives, post-it notes, Benchmark resources, and more) 14. The SSCC, Math Resource Teacher and Instructional Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. 15. Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.)

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

- **Communication**

Advanced notification will be provided to parents for all family engagement events. Notification will be provided via student agenda, Parentlink Gateway, Classroom dojo, text messages, marquee, weekly newsletter website, monthly School Advisory Council meeting and monthly parent calendar. Strengthen communication with ELL families by securing translators. Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA initiatives to help the student become college and career ready. Likewise, we will communicate with parents to ensure that updated information is located in SIS. The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website.

- **Parent Training**

Parent and family Math education will be conducted by specialists and teacher leaders. Parent training on reading comprehension, problem solving strategies for Math, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. Provide ELL and ESE parents with training in the areas of reading comprehension and Math content and problem solving strategies and Math academic vocabulary. Parents trainings will be focused on foundational skills (basic math facts) and using manipulatives to build parent capacity to help at home.

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

- School

We will strengthen our compact by ensuring teachers communicate the academic and social emotional needs of each child to increase student learning and growth. Be a resource for the information and support needed by the family to assist them in the nurturing of their children. Communicate with the parent/guardian about their student's progress on a regular basis. Provide Parent reports for iReady and FAST PM assessments. School staff will support student learning by providing information and resources focused on math facts and fluency in grades PreK-5.

- Students

Students will set and work toward goals; remain positive and arrive to school on time with materials, homework and student agenda daily. Students will show respect for self, classmates, and school property and staff members. Students will use activities to support their learning of math facts and fluency in grades PreK-5 at school and home.

- Parents

Parents will support their student's learning by ensuring that their child attends school regularly on time ready to learn. Additionally, parents will provide a quiet time and place for their child to complete homework and practice Math fluency (learn Math facts, multiplication facts, division facts.) Parents will be actively engaged in school activities, including but not limited to: Title I annual meeting, School Advisory Council, programs, workshops, Open House, Family Literacy, Science events, Math Nights, field trips, student programs and/or parent teacher conferences while communicating regularly with school staff regarding their student's needs and circumstances. Parents will support student learning through the use of the activities provided by staff focused on math facts and fluency in grades PreK-5. Attend parent trainings and promote literacy by encouraging students to read at home. Parents will receive a copy of the School-Parent Compact during Open House, Parent Teacher Conference Day, and after any meeting concerning academics or behavior. Parents will also ensure a quiet place for their children to read books and use the question stems provided by the school to ask questions such as what happened at the beginning, middle, and end of the book. During our School Advisory Council meeting, parents have the opportunity to provide feedback and input for the development and implementation of the School-Parent Compact for the upcoming school year. Our council consists of all stakeholders, including parents, students, Bridges of Riviera Beach, business partners, community members, and retirees, all stakeholder groups are represented and participate in decision making. More than 50% of the SAC is composed of non-school employees such as parents and community members who are elected by their peers. Parent Feedback/Input Forms will be utilized to gather parent feedback. The data from the surveys will be used to develop engaging activities to be implemented during the parent/guardian meetings and trainings.

- **Staff Training**

Providing teachers with training on having difficult and meaningful conversations with parents about academics, social emotional learning and pupil progression to improve student learning and growth. Providing teachers with training on using strategies such as using Productive Struggle Math techniques to help support student understanding. Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (basic math facts) . Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards.

- **Accessibility**

Parent-Teacher conference events and workshops will be offered at different times of the day (morning, afternoon and evening) to meet the needs of parent's schedules. Native language translators will be provided for ELL parents during parent conferences, parent report card events and workshops. Individual and/or Small group meetings, parent conferences, parent report card events and workshops will offered to ESE parents. We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. Meetings, trainings and conferences via Google Meet and video recordings will be available to make trainings and meetings accessible for all parents. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Science

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

1. List prioritized needs statements.

Based on the data from the FY23 NGSSS and the FY24 Science Diagnostics, 44% our 5th grade students are making progress towards meeting grade level level mastery. Our 5th grade Science results show an increase of 12 points; From 32% proficiency on the FY2023 NGSSS to 44% on the FY24 Winter Science Diagnostic. Grade 5 Science Unit Assessments data shows: Unit 1 FSQ1: 38%, Unit 1 FSQ2: 51%, Unit 2 FSQ1: 52%, Unit 2 USA: 52%, Unit 3 FSQ1: 63%, Unit 3 USA: 73%, Unit 4 FSQ1: 62%, Unit 4 FSQ2: 64%, Unit 4 FSQ3: 61% Unit 4 USA: 63% , Unit 5 FSQ1: 72%, Unit 5 FSQ2: 74%, Unit 5 FSQ3: 71%, Unit 6 FSQ1: 78% Students need to continue to work on science vocabulary, the scientific process and apply it to all areas of science.

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

*Science instructional time is limited in grades 3rd-4th due to the time needed for teachers to effectively deliver the new Benchmark Advance curriculum and standard's based science instruction. *Lack of Science based non-fictional text *Lack of Reading comprehension skills *Lack of science academic vocabulary, limited ability to transfer knowledge in hands on experiences and limited prior knowledge with poor real life connections. *Daily school attendance is not evident. *Lack of teacher content knowledge of standards & benchmarks assessed and lack of ability to provide individualized instruction * Lack of parent knowledge and ability to support learning at home

3. Share possible solutions that address the root causes.

* Ensure science instructional time is being implemented with fidelity in grades K - 5. * Science based non-fictional text and standards based resources will be used in small group instruction, tutorial and whole group instruction. * Teachers and professionals will receive professional development in Science standards, resources, hands on and virtual labs. * Provide online learning (Penda) will be available to grades 3-5 to build student Science standards knowledge and increase academic vocabulary of the human organs, comparison of the structure and/or function of plants and animals and describe structures in plants and their roles. * Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.) * Teachers and paraprofessionals will participate in Science Common Planning and PLCs. * Grades 3-5 will receive Science texts to read at home from Stemsopes. * Provide standards based resources, materials, subscriptions and consultants to provide hands-on experiences to support student learning, increased attendance, achievement and engagement. * Provide opportunities for tutorial for 5th grades after school, mornings, Spring Break, and Summer to support student learning * Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. * The SSCC, Coach, Learning Team Facilitator and Literacy Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. * Provide opportunities for students to use hands-on experiences/practice to support student learning (workbooks, manipulatives, classroom libraries, kits, etc.) * Support student learning through small group instruction with paraprofessionals, resource teachers and academic tutors

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

- Communication

*Continue to provide advanced notification to parents for Parent/family Science events. Notification will be provided via student agenda, Parentlink Gateway, Classroom dojo, text messages, marquee, website and monthly parent calendar. *The weekly newsletter will feature tips for parents to help their child make Science real life connections through shopping, cooking, gardening and monitoring the weather. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning. *Strengthen communication with ELL families by securing translators. Regularly conduct home visits to inform absent parents of students' needs, proficiency levels and curriculum components; provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website, monthly School Advisory Council meeting and monthly parent calendar. We will use these various methods of communication to keep parents/guardians informed about how their child is doing regularly in ELA; to communicate how we will meet/train/work together if the child is not meeting the threshold; to discuss grade level expectations and plans to increase achievement for students below grade level; and ELA initiatives to help the student become college and career ready. Likewise, we will communicate with parents to ensure that updated information is located in SIS. The weekly call out will highlight upcoming assessments, curriculum updates and suggestions of how parents can help their child with homework at home. During Meet and Greet and Open House our parents/guardians teachers/staff share strategies and information that will assist them in improving the achievement of their child. Teachers meet and communicate with parents throughout the year to continuously work towards bridging the gap between home and school. Parents/guardians get to interact with Benchmark curriculum and learn strategies for understanding and practicing the challenging B.E.S.T. standards. We will provide opportunities for flexible meetings for parents to accommodate their work schedules so parents can be engaged in their child's learning. Our school parent and family engagement plan will be available in hard copy in the front office, and on our school website.

- Parent Training

*Parents have access to Science content videos produced by the school via the weekly newsletter and Parentlink. *Parent and Family Science Night will be held once a year where parents will be trained in making real life Science connections through cooking, measuring, talking about and dressing for the weather and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. *Parent training on reading comprehension, problem solving strategies for Science, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. *Provide ELL and ESE parents with training in the areas of informational text reading comprehension and Science academic vocabulary. Parents trainings will be focused on foundational skills (science vocabulary and scientific method) to build parent capacity to help at home.

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

- **School**

*We will strengthen our compact by ensuring teachers communicate the academic and social emotional needs of each child to increase student learning and growth. *Be a resource for the information and support needed by the family to assist them in the nurturing of their children. *Communicate with the parent/guardian about their student's progress on a regular basis. *The school will offer opportunities for parents to support their child in participating in the Science Fair, science vocabulary, Science experiments and virtual labs. *Provide outside resource projects like BLEND Palm Beach County(Micro Greens Grow Project) to give students an opportunity to show parents how they can make the home school connection. School staff will support student learning by providing information and resources focused on science vocabulary and the scientific method in grades PreK-5.

- **Students**

Students will set and work toward goals; remain positive and arrive to school on time with materials, homework and student agenda daily. Students will show respect for self, classmates, and school property and staff members. Students will gain a genuine interest in and build their Science knowledge and vocabulary via: Science labs Science clubs Science Spirit Week Lego Club SECME Students will use activities and resources focused on science vocabulary and the scientific method to increase their learning at school and home.

- **Parents**

*Parents will support their student's learning by ensuring that their child attends school regularly on time ready to learn. *Additionally, parents will provide a quiet time and place for their child to complete homework and read books. *Parents will be actively engaged in school activities, including but not limited to: Title I annual meeting, School Advisory Council, programs, workshops, Open House, Family Literacy, Science events - science vocabulary, experiments, Math Nights, field trips, student programs and/or parent teacher conferences while communicating regularly with school staff regarding their student's needs and circumstances. Parents will support student learning through the use of activities and resources provided focused on science vocabulary and the scientific method in grades K-5.

- Staff Training

*Provide teachers with training on how to engage parents in making real life Science connections at home through cooking, measuring and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (science vocabulary and scientific method) . *Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards. *School staff will engage parents by hosting a science family night and do a science week to focus on engaging parents and students at home/school.

- Accessibility

*Parent conferences, parent report card events and workshops will be offered at different times of the day (morning, afternoon and evening) to meet the needs of parent's schedules. *Native language translators will be provided for ELL parents during parent conferences, parent report card events and workshops. *Individual and/or Small group meetings, parent conferences, parent report card events and workshops will offered to ESE parents. *Meetings, trainings and conferences via Google Meet and video recordings will be available to make trainings and meetings accessible for all parents. We will maintain the accessibility of the building, meeting rooms and adult restrooms for parents with special needs. Translators for Spanish, and Haitian Creole will be present at parent trainings and meetings. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$189,471.59

Acct Description	Description
Paraprofessional	The paraprofessional I will work with lowest 25% and/ or bubble 4th grade students in reading, math, and science through push-in small group rotations. - L25 for 4th

Acct Description	Description																																																					
Paraprofessional	The paraprofessional I will work with lowest 25% and/ or bubble 3rd grade students in reading, math, and science through push-in small group rotations. 3rd																																																					
Paraprofessional	The paraprofessional I will work with lowest 25% and/ or bubble 5th grade students in reading, math, and science through push-in small group rotations. - L25 - 5th																																																					
Supplies	<table border="1"> <thead> <tr> <th data-bbox="487 415 1297 540">Item</th> <th data-bbox="1297 415 1444 540">Quantity</th> <th data-bbox="1444 415 1568 540">Rate</th> <th data-bbox="1568 415 1738 540">Supply Type</th> <th data-bbox="1738 415 1902 540">Type</th> <th data-bbox="1902 415 2024 540">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 540 1297 695">White copy paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention lessons) for grades K-5</td> <td data-bbox="1297 540 1444 695">62</td> <td data-bbox="1444 540 1568 695">\$46.00</td> <td data-bbox="1568 540 1738 695">General Supplies</td> <td data-bbox="1738 540 1902 695">Original</td> <td data-bbox="1902 540 2024 695">\$2,852.00</td> </tr> <tr> <td data-bbox="487 695 1297 849">Sharpie Flip Chart Markers, Assorted, Pack Of 8 - to support student learning and delivery of instruction K-5 in ELA, math, and science (classroom and tutorial)</td> <td data-bbox="1297 695 1444 849">30</td> <td data-bbox="1444 695 1568 849">\$7.00</td> <td data-bbox="1568 695 1738 849">General Supplies</td> <td data-bbox="1738 695 1902 849">Original</td> <td data-bbox="1902 695 2024 849">\$210.00</td> </tr> <tr> <td data-bbox="487 849 1297 1044">Pre-Sharpened Wooden Pencil, 0.7mm, #2 Medium Lead, 144/Box to support student learning and delivery of instruction in grades K-5 for ELA, math, and science (classroom and tutorial)</td> <td data-bbox="1297 849 1444 1044">64</td> <td data-bbox="1444 849 1568 1044">\$23.00</td> <td data-bbox="1568 849 1738 1044">General Supplies</td> <td data-bbox="1738 849 1902 1044">Original</td> <td data-bbox="1902 849 2024 1044">\$1,472.00</td> </tr> <tr> <td data-bbox="487 1044 1297 1198">Expo Markers - black box of 12 to support learning and delivery of instruction in grades K-5 for ELA, math and science(classroom and tutorial)</td> <td data-bbox="1297 1044 1444 1198">18</td> <td data-bbox="1444 1044 1568 1198">\$9.00</td> <td data-bbox="1568 1044 1738 1198">General Supplies</td> <td data-bbox="1738 1044 1902 1198">Original</td> <td data-bbox="1902 1044 2024 1198">\$162.00</td> </tr> <tr> <td data-bbox="487 1198 1297 1312">Shipping</td> <td data-bbox="1297 1198 1444 1312">1</td> <td data-bbox="1444 1198 1568 1312">\$2.60</td> <td data-bbox="1568 1198 1738 1312">General Supplies</td> <td data-bbox="1738 1198 1902 1312">Original</td> <td data-bbox="1902 1198 2024 1312">\$2.60</td> </tr> <tr> <td data-bbox="487 1312 1297 1425">Student dry erase markers</td> <td data-bbox="1297 1312 1444 1425">36</td> <td data-bbox="1444 1312 1568 1425">\$26.24</td> <td data-bbox="1568 1312 1738 1425">General Supplies</td> <td data-bbox="1738 1312 1902 1425">Original</td> <td data-bbox="1902 1312 2024 1425">\$944.64</td> </tr> <tr> <td data-bbox="487 1425 1297 1537">Colored pencils</td> <td data-bbox="1297 1425 1444 1537">303</td> <td data-bbox="1444 1425 1568 1537">\$2.70</td> <td data-bbox="1568 1425 1738 1537">General Supplies</td> <td data-bbox="1738 1425 1902 1537">Original</td> <td data-bbox="1902 1425 2024 1537">\$818.10</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	White copy paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention lessons) for grades K-5	62	\$46.00	General Supplies	Original	\$2,852.00	Sharpie Flip Chart Markers, Assorted, Pack Of 8 - to support student learning and delivery of instruction K-5 in ELA, math, and science (classroom and tutorial)	30	\$7.00	General Supplies	Original	\$210.00	Pre-Sharpened Wooden Pencil, 0.7mm, #2 Medium Lead, 144/Box to support student learning and delivery of instruction in grades K-5 for ELA, math, and science (classroom and tutorial)	64	\$23.00	General Supplies	Original	\$1,472.00	Expo Markers - black box of 12 to support learning and delivery of instruction in grades K-5 for ELA, math and science(classroom and tutorial)	18	\$9.00	General Supplies	Original	\$162.00	Shipping	1	\$2.60	General Supplies	Original	\$2.60	Student dry erase markers	36	\$26.24	General Supplies	Original	\$944.64	Colored pencils	303	\$2.70	General Supplies	Original	\$818.10
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Acct Description	Description											
	Item				Quantity	Rate	Supply Type	Type	Total			
Extra Time	Extra time line created to cover deficit from employee 1162538 on pay period 08.09.24											
Paraprofessional	The paraprofessional II will work with lowest 25% and/ or bubble 3rd - 4th grade students in reading, mat and science through push-in small group rotations. - L25 - 4th											
Tutorial	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Online subscription	Item						Quantity	Rate	Type	Total		
	Certified Teachers will support student learning through tutorial (Afterschool) in ELA, Math and Science for students in grades 3-5 (focusing on low 25% and students who have dropped level) to remediate classroom concepts. Will begin in February 2025				2	\$37.00	2	1.5	6	Certified	Original	\$1,332.00
	PENDA Learning (school site license) - To support science standards providing science activities and interactive simulations for grades 3, 4 and 5 bring inquiry and rigor to learning for all students, including English learners and those with special needs.						1	\$5,500.00	Original	\$5,500.00		

Acct Description	Description					
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Headphones to support student learning when using computer devices for all grades and all content areas	529	\$1.25	Original	\$661.25	
Paraprofessional	The paraprofessional I will work with struggling 4-5 students in reading, math, and science through push-out small group and science lab rotations.					

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$120,728.41

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Copy, White 8-1/2 to support PLCs, collaborative planning, and teacher training for grades K-5 in ELA, math and science	7	\$46.00	General Supplies	Original	\$322.00
	Dividers 8 Tab insertable every to support PLCs, collaborative planning, and teacher training for grades K-5 in ELA, math and science	7	\$17.63	General Supplies	Original	\$123.41
	4 inch binders for teachers and paras to organize student data, lesson plans, PD materials, PLC notes/agenda in grades K-5 for	40	\$24.00	General Supplies	Original	\$960.00

Acct Description	Description											
	Item					Quantity	Rate	Supply Type	Type	Total		
	ELA, math and science											
Teacher Collaboration	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 teachers will participate in collaborative planning to plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes for all content areas. After contract hours after school, Saturday and Sundays (Tentative start date October 2024)				30	\$25.00	1	3.5	1	Certified	Original	\$2,625.00
Out-of-system PD Subs	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will cover classrooms for teachers in grades 2-5 to participate in half day PD around benchmark, ELA, Math, Science, and BEST standards. Tentative start date is October 2024				5	\$19.00	4	4.5	2	Non-Certified	Original	\$3,420.00
Single School Culture Coordinator	The SSCC will provide ELA, Math and Science professional development to build teachers and paraprofessional capacity to implement standards based instruction, disaggregate data, plan for instructional needs, discuss best practices, practice real-time coaching, mentoring and co-teach for grades K-5. (260 day											

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: \$3,748.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	BIC Pens, Black Ink, Pack of 50 to be used to support parent trainings/meetings in grades K-5	7	\$4.31	General Supplies	Original	\$30.17
	Word Building Magnetic Letters - Upper case / Materials for parent trainings as described in the PFEP for grades K-5	60	\$12.00	Program Supplies	Original	\$720.00
	Color copy paper (blue, yellow, pink) to use for school-home communication and parent trainings/meetings for grades K-5	13	\$9.37	General Supplies	Original	\$121.81
	Parent/family engagement agendas for continued home-school communication (600 at \$2.00) for grades K-5	1	\$1,092.00	General Supplies	Original	\$1,092.00
	8-1/2 white Copy Paper for handouts, flyers and notices for parent trainings/meetings for grades K-5	5	\$44.61	General Supplies	Original	\$223.05
	Parent ELA and Math Event materials (flashcards for parent trainings in the PFEP) for grades K-5	60	\$12.00	Manipulatives	Original	\$720.00
	Avery 2-Pocket Folders, Letter Size, Green, Pack Of 25 to support 2 Parent Report Card events to support parent engagements for increased student achievement in grades K-5 for all content areas	5	\$18.23	General Supplies	Original	\$91.15

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$2.07	General Supplies	Original	\$2.07
Postage	Item	Quantity	Rate	Type	Total	
	Purchase stamps to mail information to families sharing student progress and upcoming parent events. 550 students x 2 mailings - $1,110 \times 0.68 = \$748.00$	1	\$748.00	Original	\$748.00	

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

The mission of Dr. Mary McLeod Bethune Elementary School, an International Baccalaureate Primary Years Programme (PYP) school, is to create an authentic commitment to engage our students and their families in the educational process. We believe parents are essential partners in their child's educational journey. Our Parent and Family Engagement Plan is designed to: Equip parents with the knowledge and resources to understand the Florida B.E.S.T. standards in reading, math and science. Empower parents to interpret their child's data and actively participate in parent conferences and communication with teachers. Provide parents with the tools to support their child's social-emotional well-being through Skills for Life and Living, and foster a love for lifelong learning and good citizenship. Through collaboration and open communication, we can help children make real-world connections to their academic pursuits, fostering a passion for discovery and a growth mindset. Parent's consistent engagement and support will make all the difference in their child's success. Title I Parent and Family Engagement Plan is a key requirement that outlines how the school will involve Dr. Mary McLeod Bethune families in their children's education. We will strengthen the home-school connection through building bridges between families and the school, fostering a collaborative environment that supports student learning. Our primary goal is to boost student achievement. Parental involvement is a major predictor of academic success, especially for students from low-income backgrounds. Our Parent and Family Engagement Plan provides strategies to achieve this. Regular parent/family workshops and translated materials, will increase parent understanding of the school's curriculum, academic goals, and how they can support their child's learning journey at home. We empower families with strategies to equip parents with the knowledge and resources they need to participate effectively in their child's education. We believe, together, we create a thriving learning community where every child excels!

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
Katrina W. Granger	Principal
Debra Wilson	Director of Bridges of Riviera Beach
Sherrita Crummell	Single School Culture Coordinator
Genay Mitchell	Regional Literacy Specialist
Erica Medina	Assistant Principal
Vermala Narine	ITSA
Marrine Lisay	SAI
Traci Williams	Parent
Meichico Aldridge Huggins	Parent
Mariah Simmons	Teacher
Paul Patete	ESE Contact
Makela Brinson	Math Resourcce
Jacki Holroyd	PLC Facilitator
Renard Price	Parent
Tyrell Tipton	Parent
Ronesha Charles	Parent
Lillie Walker	Parent

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

All parents and guardians are invited to attend through the school website, marquee, parent call outs, weekly newsletters, ParentLink, flyers to encourage participation from all stakeholders. At the first SAC meetings parents are provided the information and encouraged to join. Members are selected by the principal to reflect the diversity of the community served by the school. Volunteers providing services and support to families are invited to participate. SAC members are selected to reflect the diverse community that the school serves.

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

Meeting notices were placed on the school's calendar, marquee, placed in the weekly newsletter and launched during parent call-outs to encourage participation from all stakeholders in the CNA/SWP/PFEP process for FY25. January 10, 2024 at 3:20 pm, February 21, 2024 at 1:00 pm (Leadership), January 16, 17, 18, 19, 22, 23, 24, 25 and 26 at 8:10 am (Faculty/Staff), February 20, 2024 at 6:00PM (SAC/Community). Stakeholders had opportunity to share feedback/input with discussion being captured through the Recording Template.

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

Stakeholders were invited to and attended the Annual Title 1 meeting on August 29, 2023 at 5:00 PM, SAC meetings throughout the year, and the FY25 CNA meeting in January and February 2024. Stakeholders were given the opportunity to give input to improve our school's delivery of support and instruction and to develop the parent and family engagement plan. Parents asked that funds be utilized for parent trainings that will aid parents in understanding the material being taught to students. Additionally, parents would like more 'Family ELA/Math/Science Nights" to increase family and community engagement in the instructional process. Parents would like the school to offer Science Tutoring to help support/improve student learning. Parents asked that parent engagement funds be used for supplies for trainings, Kindergarten Round-up training, and parent/school agendas to support school-home communication. The activities for parent engagement that Title I funds will be used include:

Item	Quantity	Rate	Supply Type
White copy paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention lessons) for grades K-5	62	\$46.00	General Supplies Original
Sharpie Flip Chart Markers, Assorted, Pack Of 8 - to support student learning and delivery of instruction K-5 in ELA, math, and science (classroom and tutorial)	30	\$7.00	General Supplies Original
Pre-Sharpended Wooden Pencil, 0.7mm, #2 Medium Lead, 144/Box to support student learning and delivery of instruction in grades K-5 for ELA, math, and science (classroom and tutorial)	64	\$23.00	General Supplies Original
Expo Markers - black box of 12 to support learning and delivery of instruction in grades K-5 for ELA, math and science(classroom and tutorial)	18	\$9.00	General Supplies Original
Shipping	1	\$2.60	General Supplies Original
Student dry erase markers	36	\$26.24	General Supplies Original
Colored pencils	303	\$2.70	General Supplies Original
BIC Pens, Black Ink, Pack of 50 to be used to support parent trainings/meetings in grades K-5	7	\$4.31	General Supplies Original
Word Building Magnetic Letters - Upper case / Materials for parent trainings as described in the PFEP for grades K-5	60	\$12.00	Program Supplies Original
Color copy paper (blue, yellow, pink) to use for school-home communication and parent trainings/meetings for grades K-5	13	\$9.37	General Supplies Original
Parent/family engagement agendas for continued home-school communication (600 at \$2.00) for grades K-5	1	\$1,092.00	General Supplies Original
white Copy Paper for handouts, flyers and notices for parent trainings/meetings for grades K-5	5	\$44.61	General Supplies Original
Parent ELA and Math Event materials (flashcards for parent trainings in the PFEP) for grades K-5	60	\$12.00	Program Supplies Original
Avery 2-Pocket Folders, Letter Size, Green, Pack Of 25 to support 2 Parent Report Card events to support parent engagements for increased student achievement in grades K-5 for all content areas	5	\$18.23	General Supplies Original
Shipping	1	\$2.07	General Supplies Original

Name	Title
Sherrita Crummell	Single School Culture Coordinator
Katrina W. Granger	Principal
Erica Medina	Assistant Principal
Traci Williams	Parent
Debra Pickens	Community Member/Bridges of Riv. Beach
Carol Blake	TSL Support
Genay Mitchell	Specialist ELA\Literacy
Beverly Scruggs Collins	District Science Specialist
Tiffiney Reeg	ESE Teachet
Pamela Carnegie	Elementary Reading Support
Monica Ordonez	Foreign Language Teachet
Jacki Holroyd	PLC Facilitator

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?

The Title 1 Annual Parent Meeting will held on Monday, October 14, 2024 at 5:30 pm in person.

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

Information for this meeting will be posted on school website, sent home to parents via student backpacks, posted on the marquee, communicated via Class DoJo, in the weekly newsletter and ParentLink.

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

Invitation in all languages ParentLink Script Agenda Sign in sheet Annual Meeting PowerPoint Parent input survey Electronic devices for parents Flat Panel Screen Folders Anchor chart paper Chart markers Paper Pens Schoolwide Plan Copy of the Parent and Family Engagement Plan Copy of the Attendance Plan/Program Copy of the School-Parent Compact Flyers and brochures describing the resources available for special programs such as Migrant Education and McKinney-Vento, Parent's Right-to-Know, Bridges iPad to take pictures Annual Meeting Exit Survey Google Meet link Interpreters for all home languages represented

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

Making the School Home SLL (Skills for Learning & Life) Connection

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

Training Objectives: Deepen understanding of the SLL 5 Competencies: Gain a comprehensive understanding of the five core SLL competencies and their importance in student success. Learn Effective SLL Strategies: Explore practical and engaging strategies to integrate SLL practices into your classroom routines and lessons. Communicate with Parents on SLL: Develop skills for effectively communicating the importance of SLL to parents and collaborating with them on fostering these skills at home. Identify Resources and Tools: Discover valuable resources and tools to support your own professional development and equip parents to use SLL strategies at home. This staff training delves into the five core competencies of Social for Learning and Life (SLL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We'll explore evidence-based strategies and resources to help staff build these essential skills to empower parents to become active partners in their child's social and emotional development.

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

The impact of this training on family engagement: Shared Understanding: By equipping teachers with a deeper understanding of the five core SLL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making), they can effectively communicate the importance of these skills to parents. This fosters a shared understanding between teachers and families about student development. Collaboration for SLL Development: The training encourages teachers to develop strategies for collaboration with parents on fostering SLL skills at home. This can involve sharing resources, suggesting activities, and creating a communication plan for discussing students' social and emotional development. Empowering Parents: By providing parents with resources and tools, such as handouts and online resources, the training empowers them to become active participants in their child's social and emotional learning journey. This can lead to increased confidence and effectiveness in supporting their child at home. Improved Communication: The training emphasizes communication strategies for teachers to effectively discuss SLL with parents. This leads to more open and productive conversations about each child's needs and progress in developing social and emotional skills. Collaborating with teachers and utilizing the recommended resources, parents can reinforce the SLL skills being taught in the classroom, creating a consistent and cohesive learning experience for the child.

- What will teachers submit as evidence of implementation?

-Communication Logs: Maintain a log that documents communication with parents regarding SLL topics (e.g., emails, conferences). Include dates, topics discussed, and any resources shared related to specific SLL competencies. -Copies of parent handouts, newsletters, or website content that explain the importance of SLL and offer suggestions for fostering these skills at home. -Parent Feedback Surveys: Conduct anonymous surveys with parents to gauge their understanding of SLL and their experience with communication about their child's social and emotional development. - Conference notes stating the SLL strategies parents will support at home with the purpose of increasing student engagement and success; agenda, powerpoint, handouts (at home resources).

- Month of Training

August 2024

- Responsible Person(s)

Ms. Edwards, Mr. Daley and Mr. Bennett

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Pre- and Post-Training Surveys: Administer anonymous surveys before and after the training to gauge teachers' confidence levels in data analysis, communication with parents, and knowledge of home learning activities. Evidence of Implementation: Teachers submit evidence demonstrating how they are implementing the learned strategies (e.g., communication logs, home learning activity integration into lesson plans, parent feedback). Focus Group Discussions: Conduct optional focus groups with teachers to gather qualitative feedback on the training content, delivery, and overall effectiveness in promoting family engagement.

- 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

Effective Data and Behavior Chats for Parents

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

Dr. Mary McLeod Bethune Elementary designated trainers will lead this comprehensive staff training to delve into data analysis from FAST/PM, FSQ/USA, iReady, and behavior data. We'll explore strategies for disaggregating and interpreting this information to create clear and actionable reports for parents through Parent Gateway and SIS. Additionally, we'll equip staff with engaging activities and resources across ELA, Math, and Science that you can share with parents to empower them as partners in their child's education. Training Objectives: Data Analysis and Interpretation: Gain expertise in disaggregating and interpreting data from various assessments (FAST/PM, FSQ/USA, iReady) and behavior data sources. Data Communication with Parents: Learn effective strategies for presenting student progress and learning goals to parents through Parent Gateway, FLDOE PM Portal and SIS reports. Home Learning Activities: Discover engaging and adaptable activities for parents to utilize at home to support their child's learning in ELA, Math, and Science. Building a Collaborative Partnership: Develop strategies for fostering communication and collaboration between teachers and parents to ensure a well-rounded learning experience for students.

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

This staff training on data analysis and home learning strategies is expected to have a positive impact on family engagement in several ways: Improved Communication: By equipping teachers with skills to disaggregate and interpret data effectively, they can communicate student progress more clearly to parents. This leads to more meaningful conversations about learning goals and areas for improvement. Increased Transparency: Utilizing FLDOE PM Portal, Parent Gateway and SIS reports allows parents to access their child's data and learning progress conveniently. This transparency fosters trust and strengthens the partnership between teachers and families. Empowering Parents: The training equips teachers with engaging home learning activities suitable for different learning styles and academic needs. This empowers parents to actively participate in their child's education at home, fostering a sense of ownership and responsibility for learning. Collaborative Learning Environment: The focus on building collaboration throughout the training encourages teachers to develop communication strategies and action plans for ongoing engagement with parents. This fosters a more collaborative learning environment where both teachers and parents work together to support student success. Enhanced Student Motivation: When parents understand their child's strengths, challenges, and learning goals, they can provide targeted support and encouragement at home. This can boost student motivation and improve their academic performance. This training is designed to bridge the gap between home and school by empowering teachers to effectively communicate with parents and equip them with tools to support their child's learning journey. By fostering collaboration, transparency, and a shared understanding of student progress, the training is expected to lead to a significant increase in family engagement, ultimately benefiting student achievement and overall well-being.

- What will teachers submit as evidence of implementation?

Handouts, copy of Powerpoint or Google Slides presentation, data. Teachers will provide administration conference notes outlining the discussion regarding skills that students acquired and the strategies/activities, resources parents will use at home to support student learning. Screenshots or copies of the Parent Gateway or SIS reports with personalized notes highlighting student strengths and areas for growth. Samples of emails or letters sent to parents that effectively communicate student progress and learning goals based on data analysis. Communication Logs: Maintain the SIS log that documents communication with parents (e.g., emails, phone calls, conferences). Include dates, topics discussed, and any resources shared. Lesson Plans with Home Learning Integration: Integrate home learning activities aligned with classroom lessons into lesson plans. Highlight these activities and how they connect to classroom learning goals. Parent Feedback on Activities: Collect anonymous feedback from parents regarding the usefulness and effectiveness of the recommended home learning activities. Parent-Teacher Conference Notes: After parent-teacher conferences, teachers can document how they utilized data analysis and home learning strategies to discuss student progress and collaborate with parents on setting learning goals

- Month of Training

September 2024

- Responsible Person(s)

Ms. Holroyd, Mrs. Howard, Ms. Crummell

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

Building Better Readers through Reading Infusion

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

This interactive training session will equip parents with the knowledge and tools to support their child's reading development at home. Parent will learn: The Fundamentals: Gain a clear understanding of phonics and phonological awareness, the building blocks of strong reading skills. Explicit Instruction: Learn practical strategies and activities to reinforce letter sounds, blending, and phonemic awareness at home. Home Learning Resources: Discover how to utilize the school's online resources and the letters and writing folder to continue learning beyond the classroom. Leveled Independent Reading: Understand the concept of leveled reading and how to select appropriate books for your child's reading level. Question Power: Learn effective question stems to guide your child's thinking about the text and develop their comprehension skills. Benefits for the Child: Stronger Foundational Skills: Reinforce phonics and phonological awareness for improved reading fluency. Increased Confidence: Provide a supportive and engaging learning environment at home. Enhanced Comprehension Skills: Develop your child's ability to understand and analyze text. A Love of Reading: Foster a lifelong love for reading through positive and interactive experiences.

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

Some of the interactive hands-on components of the training are: Activity 1: Phonics Play Materials: Playdough, letter cookie cutters (uppercase and lowercase), small objects (beads, buttons) Instructions: Divide parents into pairs and provide each pair with playdough, letter cookie cutters, and small objects. Activity: Parents take turns using the cookie cutters to create uppercase and lowercase letters in the playdough. Their partner then uses the small objects to represent the sounds associated with each letter (e.g., 3 buttons for "mmm"). This activity reinforces letter recognition and sound association in a fun and tactile way. Activity 2: Rhyme Time Relay Materials: Index cards with words written on them (half with rhyming words, half without) Instructions: Divide parents into teams and line them up. Place the index cards face down in a row at the front of each team. Activity: On "Go!", the first person from each team flips over the first card. If it rhymes with a word their teammate can think of and say, they earn a point. The first team to finish their pile of cards wins. This activity reinforces phonemic awareness and rhyming skills in a fast-paced and competitive environment. Activity 3: Decoding Detectives Materials: Short passages with highlighted words, markers (different colors) Instructions: Divide parents into small groups and provide each group with a short passage and different colored markers. Activity: Each group is tasked with identifying the sounds within highlighted words in the passage. They can use different colored markers to circle the consonants and vowels. Then, they discuss how the sounds blend together to make the word. This activity reinforces blending skills and phonemic analysis. Activity 4: Question Champs Materials: Children's book (age-appropriate for your grade level) Instructions: Gather parents in a circle and choose a volunteer to read a short children's book aloud. Activity: After reading, ask parents to take turns coming up with different question stems related to the story. This can include questions about the characters, plot, setting, or making predictions. Encourage higher-order thinking questions that go beyond simple recall. This activity demonstrates how parents can use question stems to guide their child's comprehension skills. The parents will engage in activities in which they will be grouped by primary K-2 or intermediate 3-5 to participate in interactive, hands on exploration of using foundational skills and strategies, using the home-school connection components of Benchmark Advance, and parents will engage in activities and practice using sample question stems to ask appropriate questions that lead to comprehension and understanding.

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

This training will help promote students' progress to proficiency in reading and writing. Students will learn and implement strategies to answer questions from texts to demonstrate their understanding of the text. This training on phonics, phonological awareness, and home learning strategies is expected to have a positive impact on student achievement in several ways: **Stronger Foundational Skills:** By equipping parents with the knowledge and tools to reinforce phonics and phonological awareness at home, students will benefit from consistent practice outside the classroom. This can lead to improved letter recognition, sound-symbol relationships, and overall reading fluency. **Increased Engagement:** When parents understand how to support their child's reading development, they are more likely to be actively involved in the process. This creates a positive learning environment at home and fosters a love for reading in children. **Enhanced Comprehension Skills:** The training emphasizes the use of question stems to guide children's thinking about text. This equips parents to ask questions that promote deeper understanding and critical thinking skills, leading to improved comprehension. **Targeted Practice:** Parents will learn how to utilize the school's online resources and leveled reading materials. This allows them to tailor practice activities and reading selections to their child's specific needs and reading level, maximizing the effectiveness of their support. **Boosted Confidence:** As children experience success with reading due to the combined efforts of parents and teachers, their confidence in their reading abilities will grow. This positive self-image can motivate them to continue learning and tackle new challenges.

- **Date of Training**

October 2024

- **Responsible Person(s)**

Ms. Reeg, Ms. Medina, Ms. Holroyd, Ms. Mitchell

- Resources and Materials

Word work Materials (magnetic letters, whiteboards) Laptop Writing folder Benchmark Advance Resources PowerPoint Presentation that explains the importance of phonics, phonological awareness, and home learning strategies. Charts, diagrams, and short video clips to enhance understanding will be used. Interactive Activity Materials: Playdough and Cookie Cutters (uppercase & lowercase): For Activity 1: Phonics Play (reinforces letter recognition and sound association). Index Cards with Words (rhyming & non-rhyming): For Activity 2: Rhyme Time Relay (reinforces phonemic awareness and rhyming skills). Short Passages with Highlighted Words & Markers: For Activity 3: Decoding Detectives (reinforces blending skills and phonemic analysis). Children's Book (age-appropriate): For Activity 4: Question Champs (demonstrates using question stems to promote comprehension) Online Resources Leveled Reading Materials List of Recommended Websites and Apps Whiteboard or Flipchart: For displaying key points and facilitating discussions during the training. Interactive flat panel screen Small Prizes for participating in activities or completing surveys to incentivize engagement.

- Amount (e.g. \$10.00)

\$0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Fact Fluency

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

An interactive workshop designed to equip parents with the knowledge and strategies to help their children develop math fact fluency. This workshop will benefit parents of children at all grade levels. Parent Will Learn: The Importance of Math Fact Fluency: Understand how fluency with basic addition, subtraction, multiplication, and division facts lays the foundation for future mathematical success. Building a Strong Foundation: Explore the role of subitizing (recognizing small quantities instantly) and mental math strategies in developing fact fluency. Engaging Activities and Games: Learn fun and interactive ways to practice math facts at home, making learning enjoyable for both parent and child. Technology Tools and Online Resources: Discover educational apps, websites, and games that can supplement learning and boost math fact mastery. Effective Communication Strategies: Learn tips on creating a positive and supportive learning environment at home when practicing math facts. Common Challenges and Solutions: Address common concerns parents face regarding math fact fluency and explore solutions to overcome these challenges. This training is designed to foster parents' ability to assist their scholars with basic math fact fluency. Parents will learn how to help build their scholar's math fact fluency by using flashcards and basic math skills/strategies.

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

We will explore grade-specific, hands-on activities that utilize flashcards, math discourse, and manipulatives to make practicing math facts fun and effective for both the parent and the child. Materials: Math Fact Flashcards (divided by grade level): We'll provide flashcards with addition, subtraction, multiplication, or division problems relevant to your child's grade level. Math Manipulatives (age-appropriate): Counters, place value blocks, fraction strips, or other manipulatives that correspond to the grade level's math concepts. Large chart paper and markers (optional): For creating visual representations during math discourse activities. Activities: Flashcard Frenzy (5 minutes): Divide parents into small groups based on their child's grade level. Each group receives a set of flashcards appropriate for their grade. Play a fast-paced game like "Scoot" or "Around the World" using the flashcards. In "Scoot," parents solve a flashcard problem, then rotate to the next station (another parent) for a new problem. In "Around the World," parents stand in a circle and take turns solving a flashcard problem while moving to the next person after a correct answer. This activity reinforces quick recall and fluency in a fun and competitive way. Math Manipulative Magic (10 minutes): Parents choose manipulatives that correspond to their child's grade level. (e.g., counters for addition/subtraction, place value blocks for multiplication/division) Facilitate a group discussion around different ways to use manipulatives to solve math facts. (e.g., using counters to jump on a number line for addition, grouping counters for multiplication) Parents then practice using manipulatives to solve problems from their flashcards. This activity promotes a deeper understanding of math concepts and connects them to hands-on learning. Math Talk Time (10 minutes): Choose a few challenging math facts from the flashcards. Pose one problem at a time and encourage parents to discuss different strategies for solving it. Use chart paper to visually represent the problem if needed. Guide the conversation to emphasize math vocabulary and explaining thought processes. (e.g., "I can think of $5 + 3$ as $3 + 3 + 2$ because we can decompose the 5") This activity strengthens math communication skills and helps parents model effective math talk with their children. Wrap-Up (5 minutes): Open the floor for questions and discussion. Share additional tips for using flashcards, manipulatives, and math discourse effectively at home. We will provide a handout summarizing the activities and key takeaways.

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

This training is designed to empower parents to become active participants in their child's math education. By providing practical strategies and fostering a supportive learning environment at home, the workshop is expected to lead to significant improvements in student achievement, math fact fluency, and overall confidence in math skills. This math fact fluency workshop for parents is expected to have a positive impact on student achievement in several ways: **Improved Fluency Skills:** By equipping parents with engaging strategies like flashcards, manipulatives, and math discourse, they can effectively support their child's practice at home. This will lead to increased fluency with basic math facts, which is a crucial foundation for more complex math concepts. **Enhanced Confidence:** Students who experience success with math facts due to combined efforts at home and school will develop greater confidence in their math abilities. This positive self-image can motivate them to tackle more challenging math problems. **Stronger Communication and Collaboration:** The training emphasizes the importance of math discourse, encouraging parents to engage in conversations about problem-solving strategies with their children. This fosters better communication and collaboration between parent and child, leading to a deeper understanding of math concepts. **Positive Learning Environment:** When parents understand the importance of math fact fluency and actively participate in their child's learning, it creates a more positive learning environment at home. This reinforces the value of math and motivates students to engage with the subject. **Supportive Partnership:** The workshop fosters a stronger partnership between parents and teachers. Parents gain valuable tools to support classroom instruction, while teachers are aware of the strategies being used at home. This collaborative approach benefits student learning in the long run.

- **Date of Training**

November 2024

- **Responsible Person(s)**

Ms. Brinson, Ms. Crummell, Ms. Holroyd

- **Resources and Materials**

Math Fact Flashcards: Divided by grade level (addition, subtraction, multiplication, division) with problems appropriate for each grade. Consider double-sided flashcards with the problem on one side and the answer on the other. **Math Manipulatives:** Age-appropriate manipulatives that correspond to the grade level's math concepts. Here are some examples: **Lower Grades (K-2):** Counters, counting cubes, connecting cubes, ten frames, number lines. **Upper Grades (3-5):** Place value blocks (cubes, rods, flats), fraction strips, multiplication boards, pattern blocks. **Large Chart Paper and Markers:** For creating visual representations during math discourse activities. **Online Resources, dice, fraction/decimal dominoes, 10 frames and bi-colored counters, Family Engagement Materials, Handouts**

- Amount (e.g. \$10.00)

\$0

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Rocks

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

An interactive workshop designed to introduce you to the Florida 5th Grade Science Standards and equip parents with the tools to bring science learning to life at home! Through engaging activities and experiments, parents will explore the scientific process, key science vocabulary, and discover how to use everyday materials to create exciting science labs with their child. What Parents Will Learn: The Scientific Process: Understand the fundamental steps of scientific inquiry, from asking questions and making observations to conducting experiments, analyzing data, and drawing conclusions. Florida 5th Grade Science Standards: Explore key concepts covered in the Florida 5th Grade Science curriculum, including forces and motion, matter and energy, Earth systems, organisms and environments, and scientific investigation. Science Vocabulary in Action: Learn and practice using essential science vocabulary words related to the 5th grade standards through interactive activities. At-Home Science Labs: Discover the magic of everyday materials! We'll guide you through a series of fun and engaging science experiments that you can easily recreate at home using common household items. Engaging Your Child in Science: Learn practical tips and strategies to encourage your child's curiosity and participation in science exploration at home.

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

Welcome and Introduction (10 minutes): Introduce the workshop theme, Florida 5th Grade Science Standards, and workshop objectives. The Scientific Process in Action (20 minutes): Present a clear and engaging explanation of the scientific process using visuals and relatable examples. Facilitate a group activity where parents work together to identify the scientific process steps in a real-world scenario. Demystifying Science Vocabulary (20 minutes): Introduce key science vocabulary terms from the Florida 5th Grade Standards through interactive games and activities (e.g., matching games, charades). Encourage discussion and context-based understanding of the vocabulary words. Hands-on Science Labs (40 minutes): Divide parents into small groups and rotate them through three mini-science labs, each focusing on a different area of the 5th-grade science curriculum: Lab 1: Forces and Motion (Focus: Friction): Materials: Books, toy cars, sandpaper, different textured surfaces. Activity: Parents experiment with how friction affects the movement of toy cars on different surfaces. They discuss how this relates to forces and motion concepts. Lab 2: Matter and Energy (Focus: States of Matter): Materials: Ziploc bags, water, food coloring, stovetop (optional). Activity: Parents observe water going through different states of matter (solid, liquid, gas) by heating and freezing it. They discuss the vocabulary related to these changes. Lab 3: Earth Systems (Focus: Weather): Materials: Water, dish soap, food coloring, clear container with lid (optional). Activity: Parents create a mini model to demonstrate the concept of weather patterns, including cloud formation and precipitation. Wrap-Up and Q&A (10 minutes): Open the floor for questions and discussion. Briefly summarize key takeaways from the workshop. Provide a handout with a list of science vocabulary terms, experiment instructions for the at-home labs, and additional resources for science learning activities.

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

This hands-on science workshop for 5th-grade parents is expected to have a positive impact on student achievement in several ways: Increased Science Literacy: By familiarizing parents with the scientific process, key science vocabulary, and the Florida 5th-grade science standards, they can better understand and support their child's learning in the classroom. Enhanced Engagement at Home: Learning fun and engaging science experiments using everyday materials empowers parents to create exciting learning opportunities at home. This fosters a love for science and motivates children to explore scientific concepts further. Improved Communication and Collaboration: The workshop encourages parents to use scientific vocabulary in conversation with their children. This strengthens communication and allows parents to ask insightful questions about their child's science studies. Supportive Learning Environment: When parents feel confident about science and actively participate in their child's learning, it creates a more supportive learning environment at home. This motivates children and encourages them to take ownership of their science education. Stronger Partnership between Parents and Teachers: The workshop aligns with the Florida 5th-grade science standards, fostering communication between parents and teachers. Parents gain insight into classroom learning, allowing them to reinforce concepts at home, and teachers benefit from knowing parents are actively engaged in supporting science education. This workshop equips parents with the knowledge and tools to become active partners in their child's science education. By fostering a love for science at home, improving communication, and creating a supportive learning environment, the workshop is expected to lead to significant improvements in student achievement, science literacy, and overall scientific curiosity in 5th graders.

- Date of Training

January 2025

- Responsible Person(s)

Ms. Crummell, Ms. Holroyd, Ms. Simmons, Ms. McKenzie, Mr. Paddyuman, Ms. Gordon

- Resources and Materials

Hands-on Science Labs: Lab 1: Forces and Motion (Friction): Materials (per group): 2-3 Books of varying sizes/weights Toy cars (with wheels that roll freely) Sandpaper (different grits if possible) Felt or other textured fabric scraps Measuring tape (optional) Lab 2: Matter and Energy (States of Matter): Materials (per group): Ziploc bags (gallon size) Water Food coloring (different colors) Optional: Bowls with ice water for freezing Lab 3: Earth Systems (Weather): Materials (per group): Clear container with a lid (e.g., large plastic tub) Water Dish soap Food coloring (2-3 colors) Spray bottle (optional) All materials are clearly labeled and safe for adult use. Disposable gloves and paper towels available for the labs. Adapt the complexity of the experiments to match the parents' comfort level and available time. Instructions and safety guidelines for each science lab. Pre-packaged science kits available parents to recreate the experiments at home with their children.

- Amount (e.g. \$10.00)

\$0

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 District McKinney-Vento Program (MVP) - Homelessness

- Describe how agency/organization supports families.

The McKinney-Vento Program (MVP) - Homelessness Department team is made up of social service and education professionals who work to address problems often faced by families experiencing homelessness and children enrolling, attending, and succeeding in school. The District's Homeless Liaison coordinates the efforts of the MVP team and ensures compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. The McKinney-Vento Homeless Assistance Act ensures educational stability for children and youth experiencing homelessness. Through the program, parents enroll their child for immediate school attendance, even if they lack copies of immunization records, transcripts, or proof of residency. Parents can choose to stay in their school of origin (the school they attended before becoming homeless) or enroll in the school located near their current shelter or temporary living situation. To assist parents with getting their child to school, the school district provides transportation to their school of origin if it's feasible, considering distance and educational needs. Parents can rest assured that their homeless child qualifies for free breakfast and lunch regardless of their family's income. Additionally, we offer support services to address the unique challenges homeless families face, such as school clothes, supplies, academic support, counseling, and referrals to health services. We accept the responsibility to inform parents experiencing homelessness about their children's educational rights and available resources. We offer a school based McKinney-Vento Liaison. This person should be readily available to answer parents' questions, explain their rights, and guide them through the enrollment process. We also, provide registration packets in multiple languages that clearly explain the McKinney-Vento Act, enrollment procedures, school choice options, and available support services. During Parent-Teacher Conferences, teachers discuss the impact of homelessness on learning and explore strategies to support the child's education at home, even with mobility. We dedicate space on our school website & newsletters for resources and information related to McKinney-Vento and supporting children experiencing homelessness.

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

Flyers, calendars, weekly newsletters, conference notes, and emails. McKinney Vento flyers of services provided (all languages)

- Frequency

Ongoing, as needed throughout the year. {Parent workshops, weekly newsletters, parent conferences, monthly ParentLink callouts, during registration (housing form and informational flyers).}

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

- Name of Agency

Palm Beach School District Behavioral and mental Health Department

- Describe how agency/organization supports families.

Skills for Learning and Life (SLL) Family & Caregiver Unit Letters The resources below were designed to share the Skills for Learning & Life (SLL) Themes from each unit with families and caregivers. Each unit letter provides information about the themes that are being addressed in that unit. Then, for each theme, it provides possible ideas for discussion questions and family activities to reinforce these skills at home. Behavioral and mental Health school staff teach parents how to use the Mood Meter at home. We believe the Mood Meter can be a great start for family conversations around feelings that help build emotional skills. While having breakfast or before leaving for school, parents are encouraged to ask their child where he/she finds themselves on the meter and share your own feelings. Check in again in the evening at dinner or before bed. The Mood Meter is one tool that can support parents to precisely identify how their child is feeling. For example, the Mood Meter has four different color quadrants to reflect different emotional states. The top right quadrant is purple. This quadrant represents emotions that have high levels of energy and are more pleasant. The purple emotional state represents feeling happy, excited, hopeful, or optimistic. Family & Caregiver Resources Resilience Guide for Parents and Teachers (American Psychological Association) This guide includes useful tips for parents to help children develop skills of resilience. Family Emotional Safety Plan (Confident Parents, Confident Kids) A resource for creating a plan for strategies for parents to use when their child get in a high emotional state. How to Practice Belly Breathing (NeMours Children's Health System) Diaphragmatic breathing (also called "belly breathing") is a deep breath that tells the nervous system to calm down. You can practice this with your child to de-stress and help manage strong emotions.

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

Resources provided by Palm Beach School District Behavioral and mental Health Department: Copies of the SLL Family & Caregiver Unit Letters that will be sent home each trimester: The letters in all languages are designed to share the Skills for Learning & Life (SLL) Themes from each unit with families and caregivers. Each unit letter provides information about the themes that are being addressed in that unit. Then, for each theme, it provides possible ideas for discussion questions and family activities to reinforce these skills at home.

- Frequency

3 times a year

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

- Name of Agency

Palm Beach School District ESE Department

- Describe how agency/organization supports families.

Special Ed Connection® - A web-based resource that parents can use to gain an understanding of what special education is and how it works, as their child enters, progresses through and exits the world of special education requirements. From legal rights to practical application and from student referrals to IEPs, Special Ed Connection® explains specific procedures and provides real-world application strategies so parents can learn the complexities surrounding special education supports and services. Parents are provided with tools that can help them learn how to be more actively involved in meeting the special education needs of their child. Smart Starts provides parent with a quick way to gain a better understanding of almost 450 special education topics, federal regulations, case law, assistive technology, and how the special education law applies to your family member. A Special Ed Online Dictionary that lists more than 1400 widely-used terms with straightforward, easily-understood definitions is available to all parents. Special Ed Round-Ups that offer a fast and easy way for parents to quickly access best practices on hundreds of special education issues from autism to bullying to postsecondary transition and more. The ESE Parent Book is for the parents of children in Florida who have special learning needs because of a disability. This book explains the ESE process and key ideas in the state and federal laws about ESE. It provides basic information only. It helps parents of children receiving learn to work with the school as an important member of the education team. We provide parents with information about their child's rights under IDEA and how to be involved in their education. The district ESE Advisory Committee advises and assists the ESE Director and the Superintendent in reviewing the current status of Exceptional Student Education, identification of strengths and weaknesses, development of goals and objectives, by recommending priorities for the provision of a free and appropriate public school education in all areas affecting Exceptional Student Education. Disseminate exceptional student education information to parents

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

Invitational flyers about the annual ESE (parent) meeting. Information about parent support groups for parents to connect with other parents to be sent home with ESE students Electronic newsletters with links to services. Copies of conference notes where the school's ESE Contact provided parents with information about their child's rights under IDEA and how to be involved in their education. Parent-teacher conference notes discussing the IEP and progress. Parent support groups: Connecting with other parents can be a valuable source of information and emotional support.

- Frequency

Annually and weekly

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

Dr. Mary McLeod Bethune Elementary can ensure parents and families are well-informed about Title I programs, meetings, and activities through a multi-pronged approach that emphasizes clear communication and accessibility: Website: A dedicated Title I webpage on the school website <https://mmbe.palmbeachschools.org/> provides a central hub for information. Here, parents can find descriptions of Title I programs (tutoring, mentoring, parent trainings), meeting schedules, translated materials, and contact information for further inquiries. Flyers and Brochures: Distribute informative flyers and brochures in both English, Spanish and Haitian Creole. These will be sent home with students, displayed on bulletin boards, and included in welcome packets for new families. Email and Text Messaging via Parentlink and Classroom Dojo for important announcements and reminders about Title I meetings and activities. During open houses, back-to-school events, new student orientation and parent-teacher conferences, allocate time to explain Title I programs and upcoming events. Prioritizing Clarity and Accessibility: Language: Utilize plain language that is easy to understand by parents with varying education levels. Translation Services: Offer translated versions of key documents and presentations in the most common languages spoken at the school. Visual Aids: Incorporate visuals like charts, graphs, and pictures in flyers and presentations to enhance understanding. Accessibility: Ensure meetings are held in accessible locations and offer interpretation services for families who require them. Encouraging Parent Participation: Two-way Communication: Welcome questions and feedback from parents at meetings and through designated communication channels. Parent Advisory Committee: Involve parents in a Title I Parent Advisory Committee to discuss concerns and program effectiveness. Success Stories: Showcase success stories of students who have benefited from Title I programs to motivate other families to participate. Parent/School/Community Stakeholder communication is at the core of our school's success. Our goal is to provide timely notification and extend invitation to participate to all families. Therefore, the school will provide flyers in English, Spanish & Creole; Parent link; School newsletter; School Website; Monthly Parent/Community Calendar; Social media-Twitter, Class Dojo, during parent conferences & other platforms.

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

Copies of the Parent link report; school newsletter; Social media-Twitter, Class Dojo, PFEP summary, Compact, & other platforms forwarded to the parents.

- Description

Curriculum Night: In the fall and Winter, we will host an annual Curriculum Night to explain the core subjects, learning objectives for each grade level, and the resources used. School Website: We will create a dedicated webpage outlining the curriculum for each grade level. Downloadable materials, pacing guides, and links to relevant learning standards will be available. Regular Communication: Teachers/school will send out monthly updates via email and in back packs outlining what students are currently learning, upcoming assessments, and how parents can support learning at home. During parent/teacher conferences, we will use clear language to explain the learning goals and proficiency levels expected for each subject and grade level. "Standards Nights" where parents can learn about the specific learning standards used in the school district or state will be offered. Progress Reports with an explanation of the learning goals covered during the reporting period and the student's progress towards meeting them. Curriculum documents and information about learning standards in Spanish and Haitian Creole. We will provide a glossary of educational terms used in communication with parents, particularly when discussing learning standards and proficiency levels. Maintain an open-door policy where parents feel comfortable approaching the principal with questions about the curriculum or proficiency levels. Organize and host workshops that demonstrate how parents can support their child's learning at home based on the curriculum and learning goals. Provide parents with a list of recommended resources (books, websites) that align with the curriculum and can be used for home learning activities at that time. Explore a Parent Advisory Committee where they can provide feedback on curriculum communication and suggest ways to improve understanding. Benchmark Parent/Home Reports will be sent home in the students backpacks Parent/Family Huddles.

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

Sample copies of iReady, Benchmark and Successmaker parent/home reports and diagnostic assessment results; Family Huddle PowerPoint and handouts, photos of parent engagement in the planned events, and conference notes shared with parents will be uploaded as evidence.

- Description

Dr. Mary McLeod Bethune Elementary will inform parents about the academic assessments used to measure student progress and achievement of State academic standards as follows: Assessment Information Page: A dedicated webpage on the school website will explain the different types of assessments used throughout the year. This page will detail the purpose of each assessment, how it aligns with State standards, and how the results are used. Teacher-Parent Communication: Teachers will be encouraged to discuss upcoming assessments with students and parents during class and through regular communication channels--Dojo, email, newsletters. Parent Information Segments: We will organize information sessions specifically focused on explaining State academic standards and the assessments used to measure them. "Assessment Night": We will host an "Assessment Event" where parents can learn about the different types of assessments used, how they are scored, and what the results mean for their child's learning. Sample Assessments: Provide parents with examples of questions or tasks from different assessments to familiarize them with the format and expectations. As provided on the FLDOE website Making Information Accessible: Offer key information about assessments and State standards in all languages--Spanish, English and Haitian Creole. During conferences, teachers use clear language to explain how recent assessments inform the student's progress towards meeting State standards. Diagnostic assessment parent conferences/Parent Huddles (iReady and district diagnostics) in person, phone, or google link.

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

Letters to parents about iReady diagnostics, state assessments and District diagnostics, sample report cards and mid-term reports; Parent trainings agendas, Powerpoints, handouts and google meet recording links.

- Description

A dedicated section on our school website outlining opportunities for parent involvement in decision-making on committees, councils, and specific projects where parent input is valued. We will utilize multiple channels like email newsletters, social media posts, and school announcements to highlight upcoming decision-making opportunities and how parents can get involved. We will also use online surveys and suggestion boxes. Childcare Support during evening meetings or events to remove barriers to parent participation. Showcase examples of how parent input has positively impacted school decisions and student learning. We will begin to share testimonials from parents who have participated in the decision making process. Publicly acknowledge and appreciate the contributions of parents who actively participate in decision-making committees and projects. The school will inform parents about opportunities to participate in decision-making related to the education of their children through parent-teacher conferences, 504 conferences, IEP conferences SBT conferences, SAC meetings, the school's website and weekly newsletter.

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

IEP, 504, SBT, ELL meeting invitations and notes; Parent conference notes, SAC meeting invitations and meeting minutes; snapshot of the website, a copy of the newsletter.

- Description

We will offer the same training/activity at different times throughout the week or month. This caters to parents with varying work schedules or childcare commitments. Some events will be scheduled in the early mornings or evenings to accommodate parents who work during the day. We will begin to consider hosting occasional workshops or events on weekends to provide another option for busy parents. Most training sessions will be recorded and will be made available online for parents who cannot attend in person. This will be supplemented with online resources and materials available on our school's website. Google meet options for meetings or events will be available, allowing parents to participate virtually from home. One-on-One Meetings: Offer individual meetings with teachers, the principal and/or relevant staff to discuss topics typically covered in group sessions. We will conduct surveys among parents to gauge their preferred times and formats for meetings and activities by placing suggestion boxes in the main office for parents to anonymously share their preferred schedules for events. Use the automated reminder systems via Dojo to keep parents informed about upcoming events.

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

Invitations/flyers showing meetings, links to virtual meetings, trainings, activities and parent conferences during the morning, lunchtime, evenings and Saturdays.

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

District and school based interpreters for all languages, will provide translation during the events. Flyers will be translated in all languages represented by the population served. If school based interpreters are not available, district CLFs will be secured.

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

The following evidence will be uploaded in multiple languages: Copies of flyers Invitations and handouts in all languages represented by the population served PFEP Parent/School Compact Copy of PBSO 1944 requesting a CLF for Spanish speakers

- Description

Assistance will be provide to parents and families with disabilities, including audio enhancement equipment, designated handicapped parking spaces, elevator and large print ehandouts. The school is ADA Compliant to meet the needs of the disabled. District will be contacted if additional support is needed for families.

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

Copies of enlarged print flyers and ehandouts Photos of designated handicapped parking spaces and audio enhanced equipment being used. Emails

- Description

School will make sure families feel welcome, will survey families to determine needs, and provide the necessary information for student success as well as available resources. School staff will seek the assistance of the Welcoming and Inclusive Schools Department for assistance with home visits and resources (attire, supplies, etc).

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

Emails/communication with the Welcoming and Inclusive Schools Department, log of resources distributed, Migrant brochures of services provided (in all languages).

- Description

The school prioritizes overcoming barriers that hinder families' experiencing homelessness to foster parent's full participation in school meetings, trainings, activities and events. School will make sure families feel welcome, will survey families to determine needs, and provide the necessary information for student success as well as available resources. School staff will contact District for additional support as needed for families.

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

The school will work with community partners and businesses to provide families of Prek-5th grade students with groceries, school clothes and school supplies. The following evidence will be uploaded: Photos of donations. Copies of Thank You letters for school clothes, shoes, school supplies and other donations Photos of children receiving school clothes and school supplies, Emails, Log of distributed resources McKinney Vento flyers of services provided (in all languages) Communication via emails requesting food, clothes, school transportation and beds. Request school transportation to/from school to overcome truancy barriers.

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

- Name of Activity

Best Buddies International Partnership

- **Brief Description**

The school will partner with Best Buddies International to connect experienced parents of children with IDD with new parents. This endeavor will provide emotional support, share valuable resources, and offer guidance on navigating the journey of raising a child with IDD. The school will organize workshops or webinars focused on topics relevant to parents raising children with IDD.

2. Activity #2

- **Name of Activity**

Calming Corner

- **Brief Description**

All K-2nd grade classrooms will create a Calming Corner to provide students with a designated quiet space to reflect on self-regulation, breathing techniques and reengagement techniques. The school will provide parents with simple activities to practice self-regulation and breathing techniques at home with their children via handouts and online resources. The school will encourage parents to create a designated calming space at home with their children. We will provide a list of suggested materials and activities. We will invite parents to share their experiences with the Calming Corner at home through photos, drawings or videos.

3. Activity #3

- **Name of Activity**

Kiwanis Club of Riviera Beach K-Kids Club

- **Brief Description**

The Kiwanis Club of Riviera Beach sponsors the school's K-Kids for fourth and fifth grade students. The school will organize a special family service day where parents and children can work together on a K-Kids projects to fosters a sense of family involvement and teamwork. The school will establish a K-Kids Parent Advisory Committee where parents can provide input on projects, and overall program activities. Here are the key aspects of K-Kids clubs: Focus on Service Learning: K-Kids clubs provide a platform for young students to develop leadership skills and a sense of responsibility through community service projects. They plan and execute projects that address needs within their school or local community. Through participation in K-Kids, students have opportunities to take on leadership roles in various aspects of the club. This could involve planning meetings, organizing projects, or even serving as club president. By collaborating on service projects, students learn valuable teamwork and communication skills. They work together to achieve a common goal and learn to listen to and respect each other's ideas. Building Self-Confidence: The experience of planning and completing service projects can significantly boost self-confidence in young students. Seeing the positive impact of their work helps them feel empowered and capable. K-Kids clubs provide a fun and engaging way for 4th and 5th graders to develop important social and leadership skills while making a positive difference in the world around them.

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

We go beyond academics to develop well-rounded individuals with strong social-emotional skills and character. Here's how: Skills for Learning and Life (SLL): Daily Morning Meetings: Homeroom teachers use research-based SLL resources to foster positive connections and life skills. Weekly Life Skills Groups: The school counselor provides targeted support for specific grade levels. One-on-One and Small Group Support: Our Behavioral Health Professional offers personalized assistance to address mental and social well-being. Character Education Program: We partner with the District's "Character Now!" program, focusing on seven pillars like respect, responsibility, and kindness. Weekly discussion topics and activities reinforce these values. Monthly International Baccalaureate (IB) Attitude assemblies promote positive character traits. Mentorship Programs: iMentors: High school students mentor elementary students, fostering positive role models and academic support. Bi-Wi: This on-campus program provides mentorship and guidance for girls in grades 3-5. Safe and Supportive Environment: The Scholar Way: Our school-wide expectation matrix guides student behavior and promotes a positive learning environment. Anti-bullying Initiatives: We have a zero-tolerance policy and provide resources for students to report incidents. Safe Schools Partnership: We collaborate with Safe Schools to promote anti-bullying programs and behavior management strategies. Character Building Assemblies: Fine arts and homeroom classes incorporate character education through creative activities. Developing Global Citizens: IB Primary Years Programme: As an IB school, we encourage critical thinking, cultural awareness, and responsible engagement in a globalized world. By nurturing both academic and social-emotional development, we prepare our students to thrive as well-rounded individuals.

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

Tiered models of support (MTSS/SBT) provide a multi-tiered approach to address student needs, ensuring that all students receive the support they require to achieve academic success. Dr. Mary McLeod Bethune Elementary School implements a tiered model for reading, math, and behavior, led by two Single School Culture Coordinators, as follows:

Tier 1: Core Instruction Universal Access: All students receive high-quality, evidence-based core instruction in reading, math, and behavior. We utilize the district scope and sequence and curriculum resources. All teachers participate in Core/Tier 1 instruction. **Differentiation:** Teachers differentiate instruction to meet the needs of diverse learners within the classroom. **Progress Monitoring:** Teachers regularly monitor student progress using iReady, Benchmark Advance, FSQs, USAs, exit tickets, and observations to identify students who may need additional support.

Tier 2: Targeted Interventions Small Group Instruction: Students who require additional support are provided with targeted interventions in small groups led by a member of the instructional team (Classroom teacher or pull out teacher). **Supplemental Instruction:** Teachers use supplemental materials or programs to address specific skill deficits. (Fast Bridge, See Say Move, SLL, etc.) **Progress Monitoring:** Frequent/weekly or at the end of a unit, progress monitoring is conducted to assess the effectiveness of interventions and adjust them as needed.

Tier 3: Intensive Interventions Individualized Support: Students who continue to struggle despite Tier 2 interventions receive intensive, individualized support by the Tier 3 teacher (SAI, ELL, ESE teachers). **Specialized Programs:** Students receive one-on-one instructional support. **Comprehensive Evaluation:** A comprehensive psycho-evaluation is conducted to identify underlying causes of learning difficulties and develop a tailored intervention plan. **Identifying Students for Tiered Support** is conducted through the School Based Team (SBT). Teachers complete the SBT packet (checklist and observation forms) and submit it to Mr. Greeley or Ms. Crummell. Students are placed on the SBT agenda for the team to use the reading and/or math decision tree and student data to identify the students' strengths and weaknesses and to identify interventions. **Universal Screening:** Conduct diagnostics in reading and math to identify students who may need additional support. **Data Analysis:** Analyze student data from assessments, observations, and other sources to identify patterns of need and inform intervention decisions. **Teacher Recommendations:** Teachers can seek the assistance of the SBT by completing the SBT packet for students for Tier 2 or Tier 3 support based on their observations and classroom performance.

Support Needed for Each Tier

Tier 1: High-quality core instruction, differentiated instruction, and ongoing progress monitoring.

Tier 2: Small group interventions, supplemental materials, and frequent progress monitoring.

Tier 3: Individualized support, specialized programs, and comprehensive evaluations.

Implementing Support for Each Grade Level

Grade-Level Teams: Develop and implement tiered support plans that are tailored to the specific needs of students at each grade level. The SBT reconvenes to review the effectiveness of interventions and to make additional recommendations. **Professional Development:** Provide teachers with professional development opportunities during PLC and through the district and region to learn about tiered models of support and effective intervention strategies. **Collaboration:** Foster collaboration among teachers, administrators, and support staff to ensure a coordinated approach to providing tiered support. **Tracking Student Progress**

Progress Monitoring Tools: Use standardized progress monitoring tools to track student progress in reading, math, and behavior. (Fast Bridge, SLL lessons, UFLI) **Data Analysis:** Regularly analyze student data to identify trends and inform intervention decisions during PLC and common planning. **Individualized Goal Setting:** Set individualized goals for each student and track their progress toward achieving those goals.

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

Building Strong Minds and Well-Rounded Individuals at Dr. Mary McLeod Bethune Elementary through the following:

1. Extended Learning Programs: After-school clubs: Offer clubs focused on subjects like STEM, arts, Spanish, Legos, Safety Patrols, iB Ambassadors, and Girls on the Run to provide students with additional opportunities to explore their interests. Summer programs: Organize summer academy with field trips that align with the district's curriculum and offer hands-on experiences.
2. Mentorship Programs: Community partnerships: Connect students with mentors from Suncoast High School (iMentor Program), community organizations (Project FACT and Bi-Wi Girls mentoring program) who can share their expertise and real-world experiences. Peer mentoring: Encourage older students to mentor younger ones, fostering a sense of community and support. (The iMentor Program at Suncoast High School)
3. Field Trips: Organize field trips to museums, Kravis Center, Mount Botanical Gardens, and MacArthur Beach State Park to provide students with firsthand experiences related to their studies. Virtual field trips: Utilize technology to explore places and experiences that are not be accessible through traditional field trips.
4. Community-Based Learning Projects: Service learning: Involve students in community service projects that allow them to apply their knowledge and skills to real-world problems. We participate in the the 4-H Club/Embryology Lab(Life Cycle/. Problem-based learning: Present students with real-world challenges and guide them through the process of researching, analyzing, and finding solutions. We study about countries in need of clean water and how to support them. This year are partnering with Farm Shar- Student program to distribute water once a month
5. Technology Integration: Digital tools: Use technology to enhance learning and provide opportunities for students to explore and create. Online resources: Connect students to online resources that allow them to access information (Google classrooms, Penda Learning).
6. Outdoor classrooms: Utilize outdoor spaces for learning activities, such as gardening and scientific experiments. We applied for a new garden project and a Butterfly Garden for SY25.
7. Daily Science: Our curriculum includes daily science exploration to foster curiosity and scientific thinking.
8. Fine Arts Rotation: Students explore their creativity through a rotating schedule of Spanish, Music, Media Center and Physical Education. All students learn about Spanish culture and vocabulary.
9. International Baccalaureate (IB) Learner Profile: We are an IB Primary Years Programme school, promoting critical thinking, communication, and a sense of global citizenship.
10. Comprehensive Literacy Block: A dedicated 240-minute literacy block ensures all students receive focused instruction and practice.
11. ESE and ELL Services: We offer in-class and pull-out support for students with special needs and English Language Learners.
12. Adaptive Technology: We leverage technology to personalize instruction and enhance learning experiences.
13. Diagnostic Assessments: iReady assessments are used to identify student strengths and weaknesses and guide instruction.
14. IB Learner Profile: The IB Learner Profile guides our approach to education, fostering students who are inquirers, knowledgeable, thinkers, communicators, and more.
15. Skills for Learning and Life: Providing students with strategies and techniques to overcome emotional, social and traumatic adolescent experiences.

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Project-based learning opportunities;
- 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

Dr. Mary McLeod Bethune Elementary ignites futures! Think Big Career Day: In the fall, 40+ medical professionals, lawyers, law enforcement officers, and more visit our 3rd-5th graders! They share their journeys and inspire students to dream big about their own careers. Graduation Walk Celebration: During graduation season, Suncoast High School seniors walk through our halls, cheering on our future graduates! It's a powerful reminder of the exciting path ahead. 5th Grade Completion Ceremony: We celebrate our 5th graders with a special ceremony—complete with speeches, a guest speaker, and a processional. It's a proud moment mirroring a high school graduation. College & Workforce Ready Fridays: Every Friday, our faculty and staff wear college gear or motivational tees, showcasing their college pride and inspiring students to aim high. Teachers even decorate their doors with their alma mater! Building a Caring Community: We go beyond academics, fostering empathy, respect, compassion, diversity, and inclusion. We empower students to be positive contributors to the world.

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
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

Kindergarten Round-Up: Join us twice in spring and summer for informative sessions about our school, curriculum, and expectations. Meet our amazing specialists like the school psychologist and speech therapist who participate in the first round-up to answer your questions and screen children for kindergarten readiness. Head Start at Home Kits: We partner with the district to provide you with kindergarten readiness kits packed with fun activities and weekly video tutorials to help your child blossom in reading, writing, math, social skills, and more! Summer Learning Fun: We go beyond the kits! We provide additional activities to develop your child's emergent reading, writing, math, and social-emotional skills. These resources will help your child thrive over the summer and be kindergarten-ready in the fall. Each child will receive a special packet with materials, supplies, and manipulatives to practice letter recognition, counting, and name writing. Community Connections: We partner with Bridges of Riviera Beach to connect you with family activities, summer programs, parent workshops, and more! Incoming kindergarten families are also invited to a new student orientation in July. VPK Program: Our Voluntary Prekindergarten (VPK) program, funded by the Department of Early Childhood Education, uses a play-based curriculum to prepare children for kindergarten success. VPK students receive a Summer Transition Backpack with books, activities, and a parent guide. Throughout the year, we host informative sessions and meet-the-teacher events to ensure a smooth transition to kindergarten.

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)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Dr. Mary McLeod Bethune Elementary offers a comprehensive professional development program to ensure all teachers and staff have the knowledge and skills to empower student success. Targeted Support: Literacy Specialists: Dedicated specialists provide ongoing professional development in literacy to K-3 teachers. North Region Specialist: This specialist offers regular support and professional development in both literacy and math. Mentorship Program: Veteran teachers mentor new teachers, while grade-level chairs and mentors provide ongoing support to all teachers. EPI/International Teacher Support: Tailored professional development sessions, monthly huddles, and Google Meets with the principal address the unique needs of EPI/International teachers. Curriculum Expertise: District, Regional, and School-Based Training: Our faculty and staff participate in professional development led by district, regional, and school-based experts. Curriculum Implementation: Training focuses on unpacking Florida B.E.S.T. Standards and implementing the Benchmark Advance (K-2 & 3-5) curriculum with fidelity across reading, math, science, social studies, and writing. Technology Integration: Teachers learn to leverage adaptive technology like iReady for effective reading and math instruction in small groups. Essential Skills Training: Assessment and Parent Conferences: All faculty and staff receive training on assessment procedures and conducting informative parent conferences. District Initiatives: Ongoing training covers the district's strategic plan, Positive Behavior Support, The Scholar Way, Bethune's Standard Operating Procedures, behavior interventions, writing and implementing interventions, and the MTSS/RTI process. Collaborative Growth: Educator Support Program: The principal, assistant principal, Single School Culture Coordinator, and teacher leaders work together to facilitate a robust Educator Support Program. Deep Deliberate Planning: Professional development fosters ongoing conversation and collaboration to promote continuous growth in teachers' instructional practices.

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
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

We're committed to attracting and retaining top educators who are passionate about making a difference. Global Recruitment: We participate in the EPI/International Teacher program to recruit diverse, qualified teachers from around the world. Interviews are conducted efficiently via Zoom. Growing Our Own: We actively support substitute teachers and academic tutors as they pursue their certifications, creating a pipeline of future faculty. Spreading the Word: The principal and current teachers leverage social media, job fairs, and our school newsletter to showcase our vibrant learning environment. Open Door Policy: We foster a welcoming and collaborative atmosphere where everyone feels valued. The principal practices an open-door policy and actively seeks feedback. Investing in Our Educators We believe in empowering our teachers to reach their full potential: Robust Support System: A dedicated Educator Support Program, led by the principal, assistant principal, and teacher leaders, provides ongoing guidance and mentorship. Professional Development: We offer comprehensive professional development opportunities facilitated by district, regional, and school-based experts, focusing on curriculum implementation, technology integration, and instructional best practices. Leadership Opportunities: Teachers are encouraged to take on leadership roles as grade-level chairs, department leads, and club coordinators. Growth and Recognition: We celebrate achievements through weekly "BBB Scholarmaker" announcements and regular shout-outs in meetings and newsletters. Work-Life Balance: We offer flexible work arrangements, part-time pay opportunities, and compensatory time to support a healthy work-life balance. Perks and Appreciation: We show appreciation through monthly refreshments, a teacher snack cart, and other thoughtful gestures.