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**Title I Comprehensive Schoolwide Plan**  
**FREEDOM SHORES ELEMENTARY SCHOOL (2671)**

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# ELA

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

## 1. List prioritized needs statements.

We need to continue working to increase proficiency to 52% addressing specific student needs. Based on the data, we need to increase data in all ELA achievement areas as shown below: -Grade 3- FY23 FSA 39 proficiency, FY24 FAST PM2 21 proficiency -Grade 4- FY23 FSA 42 proficiency, FY24 FAST PM2 37 proficiency

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

-Lack intentionality of target and rigor when teaching in small group instruction (teaching too much) -Lack intentionality when planning student work stations -Lack of knowledge and rigor of BEST Standards -Lack engagement when teaching reading (too much teacher talk, not enough student talk) -Close the achievement gap from primary to intermediate -Vacancies for resource positions that provide intervention, small group services -Lack of knowledge on the Science of Reading of pedagogy and practices

## 3. Share possible solutions that address the root causes.

-Analyze data at PLC to plan for small group differentiated instruction, reteaching and standards based work stations -Recruit, hire and retain highly certified teachers -PLC planning during the summer to prepare for upcoming school year -Tutorial for all grade levels -Departmentalize so teachers are only teaching their "strength" subject -Have teachers loop with their class to close the achievement gap

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

### • Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

### • Parent Training

-Literacy Night with Dinner provided

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

- School

-Reteach standards not mastered -Offer tutorial to students below grade level -Show house spirit -Include culture, language and equity

- Students

-Attend school daily -Do homework -Read everyday -Ask for help if needed -Be active learners/participants -Go above and beyond to earn house points

- Parents

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly -Support your child's house

- Staff Training

-Phonics/word work for intermediate/primary

- Accessibility

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

## Math

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

1. List prioritized needs statements.

We need to continue working to increase proficiency to 52% and focus on specific student needs. Based on the data, we need to increase data in all Math achievement areas as shown below: -Grade 3 -FY23 proficiency 39, FY 23 FAST PM2 proficiency 14 -Grade 4 - FY23 proficiency 42, FY 23 FAST PM2 proficiency 2 -Grade 5 -FY23 proficiency 42, FY 23 FAST PM2 proficiency 22

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

-Due to increase in time in literacy block, lost time in math instructional -Lack of time reteaching standards and implementing standards based work stations -Lack of knowledge of math strategies and implementation of manipulatives -Lack of higher order questioning and having students explain their thinking -Students leading primary without fluency of basic math facts

3. Share possible solutions that address the root causes.

-Reflex math to reinforce basic math facts -Math problem of the week -PLC/PDD have math support focus on delivery of math strategies and implementation of manipulatives -PLC analyzing data and secondary math focus calendar for reteaching -Tutorial for all grade levels

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

• Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

• Parent Training

-Math monthly parent night to frontload upcoming unit so parents can assist at home

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

- **School**

-Reteach standards not mastered -Offer tutorial to students below grade level -Practice basic math facts daily

- **Students**

-Attend school daily -Do homework -Do your personal best -Ask for help if needed -Be active learners/participants

- **Parents**

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly

- **Staff Training**

- Using manipulatives

- **Accessibility**

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

## **Science**

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

1. List prioritized needs statements.

According to data, increasing proficiency to 54% is priority. -Grade 5 - FY23 proficiency 23, FY23 winter diagnostic proficiency 50

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

-Lack of rigor of science content -Lack of time for hands on investigations -Lack of higher order questioning -Lack of background knowledge due to real world experiences and background knowledge

3. Share possible solutions that address the root causes.

-Provide time during PLC to plan science lessons & hands on investigations -Science bootcamps after school -Implement science based texts into literacy when possible -Fine arts support science curriculum into their instruction -Have retired STEM teacher work as academic tutor with targeted students

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

• Communication

-Data driven parent conferences -Call outs, emails, and text messages in all languages -Flyers in all languages -Electronic monthly newsletter in all languages -Monthly family event calendar

• Parent Training

STEM Night

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

• School

-Deliver inquiry based hands on instruction -Offer bootcamps to 5th grade non proficient students in science

• Students

-Attend school daily -Do homework -Ask for help if needed -Be active learners/participants

- Parents

-Attend most school events -Support the school -Sign all assessments and return to school -Check agenda/folder nightly

- Staff Training

-Science inquiry process implementation into daily lessons

- Accessibility

-Wheelchair access -Flexible seating -ADA accommodations for parents in need

## Action Step: Classroom Instruction

Improve student learning outcomes in reading, mathematics, and science by providing dedicated staff for sustained additional student remediation and intervention support opportunities and consumable student resources to support learning.

Budget Total: **\$236,053.25**

Acct Description	Description																		
Resource Teacher	K-5 Math Resource Teacher will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and interventions according to the Intervention Handbook. Also, will push into rooms to reteach secondary benchmarks that were not mastered.																		
Out-of-system Tutors	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5th grade, our retired STEM teacher will run a science lab 2 days a week during the</td> <td>1</td> <td>\$37.00</td> <td>2</td> <td>7</td> <td>30</td> <td>Certified</td> <td>Original</td> <td>\$15,540.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	5th grade, our retired STEM teacher will run a science lab 2 days a week during the	1	\$37.00	2	7	30	Certified	Original	\$15,540.00
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	school day with 5th grade classes rotating through. Teacher will focus on fair game and annually assessed benchmarks.									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Magnetics 3-5 books (iReady)	350	\$16.00	Instructional Materials			Original	\$5,600.00		
	Shipping	1	\$13.25	General Supplies			Original	\$13.25		
	Copy Paper	47	\$33.00	General Supplies			Original	\$1,551.00		
Resource Teacher	STEM K-5 Teacher will teach STEM on the fine arts wheel to K-5 students with a primary focus on supporting grade level scope and sequence for Science and Math.									
Resource Teacher	AMP Teacher will pull out and teach two 4th grade AMP classes as well as one 5th grade AMP class. She will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and intervention according to the Intervention Handbook. Also, will push into rooms to reteach secondary benchmarks that we not mastered									

## Action Step: Professional Development

Build a culture of continuous improvement, professional development, and collaboration among our staff that results in increased student academic proficiency, individual student ownership of learning, and equitable citizenship.

**Budget Total: \$104,952.00**

Acct Description	Description																													
Coach	K-5 Literacy Coach will use the coaching continuum model to support teachers with standards based reading instructions for k-3. She will work with students below grade level, Tier 2 and Tier 3 in small groups providing remediation and interventions according to the Intervention Handbook. Also, will push into rooms to reteach secondary benchmarks that were not mastered.																													
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="453 399 1016 457">Item</th> <th data-bbox="1026 399 1167 457">Quantity</th> <th data-bbox="1178 399 1287 457">Rate</th> <th data-bbox="1297 399 1388 457">Days</th> <th data-bbox="1398 399 1499 457">Hours</th> <th data-bbox="1509 399 1623 457">Weeks</th> <th data-bbox="1633 399 1772 457">Certified</th> <th data-bbox="1782 399 1902 457">Type</th> <th colspan="2" data-bbox="1913 399 2020 457">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 474 1016 745">Team Leaders - Create second assessments based on standards and reassess standards to target previously missed standards from assessments. Creating secondary benchmark calendars.</td> <td data-bbox="1026 474 1167 745">6</td> <td data-bbox="1178 474 1287 745">\$25.00</td> <td data-bbox="1297 474 1388 745">2</td> <td data-bbox="1398 474 1499 745">1</td> <td data-bbox="1509 474 1623 745">22</td> <td data-bbox="1633 474 1772 745">Certified</td> <td data-bbox="1782 474 1902 745">Original</td> <td colspan="2" data-bbox="1913 474 2020 745">\$6,600.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Team Leaders - Create second assessments based on standards and reassess standards to target previously missed standards from assessments. Creating secondary benchmark calendars.	6	\$25.00	2	1	22	Certified	Original	\$6,600.00	
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## 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: \$38,248.00**

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison will help parents get the information and assistance they need to support their children at home and to ensure their children's success in school.

Acct Description	Description				
Printing	Item	Quantity	Rate	Type	Total
	Printing Kinder Round up Flyers/Posters	120	\$1.00	Original	\$120.00

## 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

Our mission is to educate, affirm and inspire families, community and professional staff to facilitate effective family and community partnerships that foster the academic and personal development of all students so that they may move on to be college and career ready.

## 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
Kimberly Rogers	Assistant Principal/Parent
Michael Sabatino	Principal
Diana Heitz	School Counselor
Danny Leon	Business Partner
Samantha O'Brien	Parent/Parent Liasion
Cheri Rosen	SACC Director
Valerie Shelton	Teacher
Linda Leicht	Math Resource
Sharrie Vereen	ESE Coordinator
Maibelis Concepcion	DL Coach
Angela Angelo	Literacy Coach
Nelli Coffman	ELL Coordinator

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

Our stakeholders are selected to represent the population of our school and community. Our members are comprised of our SAC Committee (parents, staff, community) and Instructional Leadership Team. Members of the SAC Committee must be voted in each year. By phone we reached out to Mr. Leon to be our business partner.

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

Stakeholders are involved by providing input through dialogue using data and always keeping the students best interest in mind. Input took place on February 21st at 7:00 am at the SAC meeting as well at a Parent Stakeholder Meeting February 21st at 6pm, and our Leadership Team Meeting on February 16th at 11:30 am.

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

Title I funds will be used to purchase the Parent Liaison needed for the trainings for parents and staff throughout the year. At stakeholders meeting everyone had the opportunity to give input on type of training and other items they would like to include in the plan and budget. The Parent Liaison is also responsible for volunteers, school events, home visits, business partners, PTO and community relationships.

Name	Title
Kimberly Rogers	Assistant Principal
Michael Sabatino	Principal
Samantha O'Brien	Parent Liaison
Linda Leicht	Math Resource
Angela Angelo	Literacy Coach

## 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?

September 18, 2024. 6:00 pm. Cafeteria.

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

Call-out. Email. Text. Marquee.

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

Invitation, Sign-In Sheets, Agenda, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, parent evaluations, and reflection notes template.

## 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

RCA House Training for Family Involvement

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

How to get parents involved with the house systems at home and in school to increase relationships and teamwork.

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

A positive impact on relationship between home and school.

- What will teachers submit as evidence of implementation?

Pictures of parents implementing strategies and house swag at home and at school.

- Month of Training

August

- Responsible Person(s)

Samantha O'Brien

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

SIS Gateway Training

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

Will train the teachers on how to show parents how to access all things SIS Gateway. (report cards, progress reports etc.)

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

Parents will be aware on how to pull the data to stay abreast of their child's education.

- What will teachers submit as evidence of implementation?

Conference logs.

- Month of Training

September

- Responsible Person(s)

Samantha O'Brien

#### 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

UFLI- Phonics & Word Work

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

UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

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

Parents will be able to help with decoding and encoding words words when reading with their children. Parents will be given various manipulatives to assist with this process. This will in turn have a positive impact on writing and reading.

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

More students will be able to read and write. Increase in literacy scores for FAST.

- Date of Training

August/September

- Responsible Person(s)

Angie Angelo

- Resources and Materials

UFLI manuals, sign in and manipulatives

- Amount (e.g. \$10.00)

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Angie Angel

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

Monthly grade level math nights to frontload the upcoming units and teach parents the how and why behind the concepts.

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

This will give the parents the skills needed to help their children with homework each night along with manipulatives to assist each unit.

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

Increase in overall math knowledge of the concepts and FAST math scores.

- Date of Training

Monthly September- April

- Responsible Person(s)

Linda Leicht

- Resources and Materials

Manipulatives, sign in and parent guides for each unit

- Amount (e.g. \$10.00)

TBD

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

STEM Night

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

To support student learning at home, parents will be able prepared with strategies that they can use to encourage real life STEM in their home- that are directly tied to the standards.

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

Grade levels will have stations set up modeling different activities to support this and parents will have the opportunity to practice.

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

Students will begin using these skills often at home, that they will become fluent in these skills. In turn, this will increase students overall understanding of these concepts.

- **Date of Training**

January 2025

- **Responsible Person(s)**

Jennifer Dery

- **Resources and Materials**

Materials, make and take and sign in

- Amount (e.g. \$10.00)

TBD

## Coordination and Integration

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

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Multicultural Department supports the school ESOL staff to inform parents of resources and timely topics relating to academics and social skills. Provide CLF's to communicate with families. Provide ELL Coordinator to provide PLC for Parents twice per year. To create awareness of the ELL program, benefits, and when parents should advocate for their child. They information and resources to parents and teachers to ensure equitable opportunities for all students.

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

Feedback from families of resources utilized which were provided by the department. Sign-In Sheets, Resources for families, and Invite.

- Frequency

2x per year

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Provides funding for tutorial for students in specific grades.

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

Attendance sheets. Lesson plans.

- Frequency

Weekly

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

- Name of Agency

Calvary Church

- Describe how agency/organization supports families.

Purchase school supplies, backbacks, clothing and monetary donations to fund academic initiatives for families unable to afford such items.

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

Pictures and emails.

- Frequency

3x per year

## 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

Title I information will be shared via the Annual Meeting, faculty meetings and SAC meetings. Stakeholders will receive invitations via Call-outs, Marquee, newsletter, social media, and text messages.

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

Evidences include sign-in sheets, agendas, newsletters, marquee photos, parent link transmissions.

- **Description**

This information will be presented at Curriculum Night, parent training's and parent/teacher conferences.

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

Evidences include sign in sheets, conference logs and/or data handouts.

- **Description**

Parents will be notified students academic assessments at Curriculum Night, parent training's, Parent-Teacher Conferences and newsletters.

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

Evidences include sign in sheets, conference logs, copy of newsletters.

- **Description**

Parents are informed of opportunities to participate in education decision making of their child(ren) via Parent-Teacher Conferences, Curriculum Night, Title I Annual Meeting, CNA Stakeholders Meeting, emails, and phone calls.

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

Evidences include sign-in sheets, newsletters, parent link transmissions/scripts, and social media snapshots.

- **Description**

Freedom Shores Elementary will invite parents to teacher conferences at a time convenient for them, SAC meetings in the mornings and Title I Annual meeting will be held in the evening.

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

Evidences include sign-in sheets, parent link transmissions/script, and social media snapshots.

## 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

Translation available at all meetings and activities through CLFs, school communications sent home in three languages (Creole, English, Spanish), availability of some one to speak their native language when parents visit the school, use of the language line, and use of translated robo-calls.

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

Evidences include photos of translation occurring at meetings and copies of parent link scripts and transmission reports.

- **Description**

The building is ADA approved, ramps are provided as well as an elevator for those with physical limitations. If any family member needs other accommodations, the school will request for it to be provided. For those with hearing impairments, a sign language interpreter or closed captioning will be provided. For those with vision impairment, support personnel will assist with movement around the building to ensure safety and accessibility.

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

Evidence includes photos showing ADA accommodations available.

- **Description**

Our ESOL Coordinator is the liaison for those migrant families. Once Migrant families are identified, school staff will survey families to determine their needs, and allow the school to provide resources and information needed. We will seek assistance from Title I Migrant Education Program. Staff will create a positive and welcoming classroom environment by modeling respect for differences and share experiences and values. Also, they will each out to the families of migrant students and help them become familiarized and comfortable with the school their children currently attend. School Counselors will contact parents and provided a list of helpful social service resources and advocacy organizations that families can call on.

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

Evidence includes a list of migrant students and parent/teacher conference logs.

- **Description**

Our School Counselors are the liaisons for homeless families. School staff will assist families experiencing homelessness by also making connections with District staff (MVP- McKinney Vento Program) with appropriate resources as needed. Staff will do the following to assist families - Inform parents, guardians, or youth of their educational rights. Link homeless students with educational and other services. Provide school supplies, including school uniforms and toiletries. Coordinate District transportation services to maintain home school stability. Ensure that free school breakfast and lunch is provided. Attend School Based Team meetings. Provide outreach services to students living in temporary residences. Facilitate parent engagement in each child's schooling. Collaborate with District personnel and community agencies.

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

Supporting Evidence may include: homeless rosters, internal/external coordination communications (as applicable) and SBT notes.

## 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

TBD

- Brief Description

TBD

### 2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

### 3. Activity #3

• Name of Activity

TBD

• Brief Description

TBD

## 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

Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "SOAR" are evident throughout the school. Each class has the first fifteen minutes set aside to address the students social- emotional needs through morning meetings (DEAL- drop everything and lead). Schools around the world like ours are adopting Leader in Me to address common global education challenges. These challenges include preparing students for a global economy and equipping them with skills to successfully navigate a world of constant change and choice. Additionally, principles embodied in Leader in Me, such as The 7 Habits of Highly Effective People® and The 4 Disciplines of Execution®, transcend cultural boundaries with their universality, preparing every kind of student for what lies ahead. The school wide PBS expectations are taught and implemented daily where students learn strategies to be Safe, On-task, Ambitious, and Respectful. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Using RCA's methods helps our school confidently implement processes that build character, relationships, and school spirit. Our guidelines are designed to give you a streamlined framework that can be applied to any type of learning environment. The Freedom Shores House System features four houses — our learning and leadership communities for students. Each House has unique properties, such as its own color, symbols, nation of heritage, history, and more. Over time, each House also starts to take on its own values and personality-driven by the culture of the students and staff within it. Teachers implement various strategies to such as Class Dojo app, Remind, and student agendas and communication folders to reinforce positive behaviors and social emotional skills. These strategies are also used to communicate students' daily behavior and social emotional progress. The Eagle's Way Award is given out each trimester to students that demonstrate "The Eagle's Way" on a daily basis. The Principal/AP presents these certificates along with a bracelet to each student along with a pep talk on how others can be role models and earn it as well. Each classroom as a Chill Zone where students can choose to use taught strategies to calm down or focus on the social emotional well being when needed. Peace Tables are also established in each room where students use taught conflict resolution skills to work through problem solving techniques with classmates and friends when conflicts arise. During classroom guidance the students are led in conflict resolution strategies, study skills, coping skills and personal safety. The students are taught the skills necessary to handle conflict and to seek adult assistance when they are not able to take care of the issues themselves. Students who are struggling socially and/or emotionally are invited to participate in small group counseling. Some of these groups are led by a community agency and some are led by the school counselors during the student's lunch. The counselors also intervene one on one when a student is in crisis. At any time when a student may need further assistance the counselors communicate with the parents to suggest seeking outside services. Guidance is also on the wheel as one of the fine arts classes. Students attend guidance once every six days. The school counselors organize several clubs to help meet the needs of our students. Clubs such as student government, cooking club, morning mile and the STEP team help teach students persistence, healthy habits and a sense of service to the community. We have a Behavior Health Professional that works with students on social emotional skills. For students that need more intensive services, we have a co-located therapist on our campus that works with these children. These two people, along with the school counselor, AP, and ESE Coordinator are part of the Mental Health Team. This team meets weekly to discuss students that have social emotional needs and ensure they are all getting the proper support. Primary Project (Boystown) provides play therapy one-on-one to kindergarten and first grade students who are having difficulty adjusting to the school setting.

## **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

Administrators along with faculty members review EDW, iReady Diagnostic Scores, recent classroom assessments and Performance Matters data reports from standardized assessments in reading and math. Those students performing significantly below grade level in these subject areas, once identified, begin receiving support intervention in the classroom, either during small group instruction, or intervention time (iii). The teacher will identify the students' area of need, and conduct a baseline assessment and set a goal for the student using an approved progress monitoring tool aligned to the intervention the teacher has identified. If the student fails to make progress towards the goal, they are then referred to the (SBT) School-Based Team to begin the RTI formal process. Students are also brought up to School-Based team for behavioral concerns that reoccur on a regular basis when the Tier 1 schoolwide behavior system in place in the classroom has not been sufficient in eliminating problem behaviors. Students referred have behavior interventions put in place. In addition to academic and behavioral indicators students are also monitored for attendance. Utilize existing data systems to identify students who have attendance, behavioral or academic concerns. All students receive support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Supplemental Intervention. Supplemental (Tier 2) intervention is provided in addition to and in alignment with effective core instruction and behavioral supports to individual students or groups of targeted students who need additional instructional and/or behavioral support. Supplemental intervention may be provided in the general education classroom by the general education teacher, in the general education classroom by trained instructional personnel, or outside of the general education classroom by trained instructional personnel. A progress monitoring data review date is included in each Supplemental (Tier 2) Intervention Plan. Review dates for Supplemental (Tier 2) Intervention Plans are generally scheduled for 8 - 16 weeks from the current meeting date. Interventionists collect progress monitoring bi-weekly. When we meet to review the current data, if it is determined that the student did not make positive progress towards their goal, an additional intervention will be added, Intensive (Tier 3) Intervention using the same process as listed above. The interventionists identified to provide Supplemental (Tier 2) intervention must be trained to provide the intervention. PS/SBTs should carefully evaluate a student's rate of progress and response to intervention before developing a more intensive plan of action. Continuing the current Supplemental (Tier 2) Intervention Plan as is or with adjustments may be the appropriate course of action - even when the goal has not been met. Intensive support is the most intensive intervention and is teacher directed, as well as based upon an individual student's specific needs. Intensive support is provided daily in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports. Intensifying intervention should include a consideration of the following variables: group size, time, intervention integrity, skill or skill set focus, data-based individualization, and interventionist expertise. It is recommended and encouraged that the teacher to student ratio reflects 1:3 during intensive intervention. A progress monitoring data review date is included in each Intensive (Tier 3) Intervention Plan. Review dates for Intensive (Tier 3) Intervention Plans are generally scheduled for 8 - 10 weeks from the current meeting date. Interventionists collect progress monitoring data weekly. The program selected is based on the students' deficiency and need. The programs are taught by trained individuals with fidelity according to the criteria for researched based intervention daily. Students receiving Intensive (Tier 3) Intervention are progress monitored weekly. All students are progress monitored using an approved intervention tool, that aligns with the area of deficiency. A baseline assessment is conducted when the student begins receiving the intervention, and a goal is set. The student's progress is monitored weekly or biweekly, depending on the intensity of the intervention, graphed, and reported at the following SBT meeting. If a SBT meeting is needed in the interim due to individual changes to the students' progress, a meeting will be scheduled.

## 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

Students participate in core classes that are supplemented with a 35 minute period of fine arts instruction. Our fine arts rotation consists of 6 offerings: music, art, PE (physical education), STEM (science technology engineering and math), media and guidance. Students rotate through the fine arts each 6 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. Freedom Shores offers a in house program for Spanish Dual Language also known as Spanish two-way immersion programs. This program allows students to develop proficiency in two languages by receiving content area instruction in both English and Spanish. This program is offered in our VPK- 5th grade classrooms. Students are taught ELA in Spanish and English (every other day), science lesson in Spanish and math is taught in English. Students, regardless of native language proficiency, are provided with ample exposure to both languages, allowing them to achieve academic excellence while becoming bilingual and bi-literate. The program also emphasizes cultural awareness and sensitivity. Due to the rigor of the program, native English speakers will not be admitted to the program after the first grade. AMP (Accelerated Math Program) is offered for students that are working above grade level in mathematics. Students in 3rd grade work on 3rd and 4th grade standards, 4th grade works on 4th and 5th grade standards and 5th grade works on 6th grade standards. Data is analyzed during PLC and used to drive instruction. The second thirty minutes is set aside for resource(ESE/ELL) teachers to plan with the homeroom teachers whose students they support. This ensures that students are being taught on their level, retaught the standards on mastered and that those students are seen in small group by both teachers. Teachers plan for small groups and lesson plans are created and left for Admin review. During PLC, Principal and AP meet the teachers monthly to do data chats to monitor student achievement. Informal classroom walkthroughs are done daily and feedback and support are provided as needed. Lesson plan checks are done during informal and formal observations and on an as needed basis. Tutorial is offered daily for 2 hours through 21st Century for 65 students in grades 1-5. Starting in October, we have an afterschool tutorial for reading and math with Title One funding. Tutorial in reading is offered by Roots and Wings for grades 1, 2, 3 and 5.

## Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- 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

AMP (Accelerated Math Program) is offered for students that are working above grade level in mathematics. Students in 3rd grade work on 3rd and 4th grade standards, 4th grade works on 4th and 5th grade standards and 5th grade works on 6th grade standards. We offer the dual language program and gifted/high achieving class at every grade level as an accelerated program. Career Day gives students an up-close look at different career paths and connects their learning to the real world. Community members and leaders come into the classroom to share insights about their career and details about necessary education and training for career success. Meanwhile, students get the opportunity to listen to presenters, ask questions, and consider what careers pique their interest. Career Day is put on annually by the School Counselors.

## 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
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

## 1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Freedom Shores Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Kindergarten Round Up takes place in April. Our school offers a staggered start for new Kindergarten students, allowing for a smaller group and more personalized start to the Kindergarten year. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to the start of school to ensure an easy and independent transition on the child's first day. Opportunities for preschool children to visit a kindergarten class, making plans for preschool children to practice kindergarten routines, such as transitioning, opening up materials, taking assessments on the computer, providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher, distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten and providing home learning activities to families to help them prepare children for kindergarten entry.

## 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

We provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). PLC's have been built into the schedule to meet on a 6 day rotation from 2:00-3:30 pm for standards based planning. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. Teachers engage in data analysis, collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers/district specialists, as well as the PLC Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. With Title One funding we purchased a Literacy Coach. She provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. Teachers are given the opportunity to be clinical educator trained, and we invite student teachers to experience being mentored on our campus. We have a new teacher welcome committee where all stake holders are given the opportunity to affect the onboarding experience. New teachers and teachers new to our school are provided with a mentor or buddy. The mentors and buddies meet monthly to build capacity as instructional coaches, mentors, and leaders. We hosted a book study this year for all mentors, buddies, and any other clin ed trained teachers or teachers interested in mentoring in the future where we discussed leading, and mentoring in depth. Mentors and buddies are also coached on how to help their mentees prepare for observations, write PGPs and how to guide new faculty on classroom management and instructional practices that align with the Palm Beach Model of Instruction. The professional development team meets prior to faculty meetings, and PD Days to collaborate and plan for PD that is needed based on new curriculum, curriculum that needs to be unpacked, instructional need we see based on observations, PGPs, and determine if we need the support of district PD specialists or if we have an expert on our campus that can lead the scheduled sessions. We use surveys to gather feedback from teachers as to what PD they need, as well as give them choices to pick which sessions they would like to attend. Mentors are chosen and paired based on grade level and subject taught, years successful teaching, and desire to assist in the development of new teachers. The mentors will assist with monitoring & supporting the new educators with the ESP program which includes getting them acclimated with the school site & providing support with Marzano. They will assist with planning & making sure the new teachers have the appropriate training's to enhance job performance. They will meet on a regular basis to confer and make sure they are on track with completing the beginning teacher program.

# 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

Administration, and ESP program support team strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, word of mouth and recruitment of highly qualified teachers with help from HR to teach in our dual language program. Additionally, We have a strong commitment to preparing and thus recruiting future educators in the district's educator support program which places pre-service and intern teachers. We also utilize before and after school tutoring, 21st Century tutorial, and support staff to support small group instruction which in turn provides valuable school experience for potential permanent hires. Our main goal has been improving the culture and climate here at Freedom Shores with our staff. We feel this is built on a mutual understanding of trust and respect. Administration and fellow staff, acknowledge fellow staff members with staff shout outs during staff meetings, through social media posts and monthly incentives to improve the overall morale and in hopes to retain teachers. Teachers are surveyed to find out how they want to be recognized, and teachers are recognized for going above and beyond, as well as being on track with various tasks at faculty meetings with give always and recognition. Administration has an open door policy with all staff members. We host a New Teacher Welcome committee where all stakeholders are invited to be included in the onboarding of our new staff. We also have a New Teacher Welcome Event during the summer where we bring in our new staff, mentors, new teacher committee to establish expectations, welcome them, and start to build support connections We also have weekly breakfasts and other social activities to make sure our teachers new to teaching as well as our school feel supported and have the opportunities to build relationships and collaborate. . We have a new teacher welcome committee, made up of staff members who find it important to help support the culture, as well as new staff, to ensure retention. The improvement of culture and increase of support has improved recruitment as well, with successful, happy, and supported staff referring their colleagues to our school. We conduct surveys to ensure new teachers are best supported by experts in the areas they need most support. We have sent several teachers to clinical educator training to improve upon the mentorship and coaching capabilities of our team members. We celebrate our ESP teachers as they graduate the program, after having monthly meetings to build instructional capacity.