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

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# ELA

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

## 1. List prioritized needs statements.

The data in grades K-2 from iready Winter diagnostic and PM2 shows that students need support with foundational skills. The PM 2 data for the kindergarten phonics and word analysis category shows that 71% of students are at the beginning level. First grade PM 2 data shows that in the phonics and word analysis category 79% of students are at the beginning level, and 56% of second grade students are performing at the beginning level. The iready Winter diagnostic and PM2 data for grades 3-5 shows that the reading across genres and vocabulary category is an area of weakness. Foundational skills in phonics is also a need. In 3rd grade 79% of students are performing below the standard in the reading across genres and vocabulary category. In 4th grade reading across genres & vocabulary, 57% of students are performing below the standard, and 51% of fifth graders are performing below the standard in this category. In phonics 54% of third students are performing two or more grade levels below.

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

1. Phonics and decoding strategies are not mastered in primary grades, students need lots of foundational support, with phonics skills & decoding strategies 2. Due to limited resources in the community, it takes lots of time to build background knowledge and enhance vocabulary skills, students need real world experiences. 3. Students need more time to practice and process the skills from instruction, due to students having so many deficiencies, the pacing calendar moves quickly, limiting time for reteach . 4. Due to the majority of students needing supplemental and intensive support with comprehension, teachers need time and support planning for small groups to meet the needs of students with massive reading deficiencies 5. Teachers need support unpacking the standards and planning for instruction 6. Parents need training on content to provide them with strategies, to reinforce academics in the home.

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

1. Provide opportunities for students to engage in curriculum over the summer and receive tutorial to help them develop consistency in applying the skills taught in school. 2. Provide opportunities for students to receive exposure, and experience real world academic examples through field trips outside of the school setting. 3. Teachers need PD for student centered instruction, and effective utilization of time, to help teachers with making the reading block more effective for student practice 4. Provide human resources in primary and intermediate grades to assist students with intervention 5. Teachers need support in PLCs to model and guide teachers on identifying student needs, choosing resources, and implementing strategies using those resources for small group, to assist students with application coaching support for primary & intermediate is needed. 6. Provide PD for teachers to help them understand the progressions of standards, and support ensuring that the lessons are aligned with the rigor of the standard 7. Provide opportunities for parents to engage in trainings and receive strategies in the school setting that help them reinforce academics in the home.

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

- Communication

The school will provide parents with for more specific information on upcoming standards through class dojo to reinforce strategies at home. Parents communicated that they will set expectations to read 15 minutes daily with their child at home.

- Parent Training

To support ELA at home parents will receive SIS Training to assist in helping them understand how to read report cards, so that they understand areas for improvement such as phonics, vocabulary and comprehension. Families will also receive reading strategies and resources to help extend learning in the home.

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

- School

Assist the families in finding access to appropriate books (resources) The school will provide parents with for more specific information on upcoming standards through class dojo to reinforce strategies at home.

- Students

Read at least 15 minutes daily

- Parents

Parents will monitor class dojo for more specific information on upcoming standards to reinforce strategies at home

- Staff Training

Staff will receive training on welcoming a more inclusive environment by showing teachers different means of increasing parent participation need more training on how to identify/ communicate present levels of performance and next steps/ strategies in a welcoming and inclusive environment

- Accessibility

Meet with ESOL Support to meet each trimester with haitian creole, hispanic and migrant parents Provide meeting dates that are flexible at different times, virtually, or home visits

## Math

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

### 1. List prioritized needs statements.

K- 1 data shows similarities in data, that number sense and operations categories are a weakness. The kindergarten PM 2 Data shows that in the category of number sense 92% of students are at the beginning level. In the operations category 100% of kindergarten students are at the beginning level. The 1st Grade PM 2 Data shows that in the Number sense category 64% of students are performing at the beginning level, and in operations 64% are performing at the beginning level. The 2nd grade data shows that algebraic thinking and measurement is a weakness. In the algebraic thinking category 98% of students are performing at the beginning level, and in Measurement 100% beginning level. In Grades 3-4, there are similarities in data, in the fractional reasoning domain, 76% of 3rd grade students are performing below the standard, and in 4th grade 66% of students are performing below the standard. The 5th grade pm 2 data reflects that geometric reasoning is a weakness with 54% of students below level. Iready data shows that in grades 3-5 over 46% of students are at least 1- 3 grade levels below.

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

1. Due to math foundational skills not mastered in primary grades, students need support with basic fluency facts to close learning gaps. 2. Students need more time to practice and process the skills from instruction, due to students having so many deficiencies, the pacing calendar moves quickly, limiting time for reteach 3. Students need real world exposure to content area to build background knowledge outside of the school setting 4. Due to a large amount of students needing intervention, teachers need time and support planning for small groups to meet the needs of students 5. Teachers need support unpacking standards and ensuring that lessons are aligned to the rigor of the standard Teachers need support scaffolding instruction to address deficiencies. 6. Parents need training on content to provide them with strategies, to reinforce academics in the home

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

1. During summer expose students to standards for the upcoming year with hands on experiences, and tutorial. 2. Teachers need PD for student centered instruction, and effective utilization of time, to help teachers with making the math block more effective for student practice( provide pd for the prerequisite standards to address learning gaps) 3. Provide opportunities for students to receive exposure, and experience real world academic examples outside of the school setting, so that they make connections with the content taught 4. Teachers need modeling and guidance in collegial planning from coaching support to assist them with planning for small group instruction 5. Provide assistance from a primary math coach to assist with student intervention 6. Assistance in PLCS to support teachers with the gradual release model and coaching support to assist with engaging lessons using real world objects. 7. Provide opportunities for parents to engage in trainings and receive strategies in the school setting that help them reinforce academics in the home

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

- Communication

The school will provide parents with more specific information on upcoming standards through class dojo to reinforce strategies at home.

- Parent Training

Provide parent trainings with real world objects that help parents increase knowledge on fluency facts, fractions and geometry, increasing awareness with real world application to support parents with reinforcing math strategies at home.

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

- School

The school will provide parents with for more specific information on upcoming standards through class dojo to reinforce strategies at home.

- Students

Students will practice fluency facts 15 minutes daily

- Parents

Parents will practice fluency facts with students for 15 minutes daily Parents will monitor class dojo for more specific information on upcoming standards to reinforce strategies at home.

- Staff Training

Assist teachers in understanding how to better engage families by giving the teachers options on how to meet parents where they are to increase engagement. ( complete survey, use google form, ( What is the staff doing now to increase Communication, What is your norm for communicating, What can you do different) research articles review how to document the supporting evidences( follow up with conference notes artifacts)

- Accessibility

Meet with ESOL Support to meet each trimester with haitian creole, Hispanic and migrant parents Provide meeting dates that are flexible at different times, virtually, or home visits

## Science

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

1. List prioritized needs statements.

The 5th grade science diagnostics shows that 33% of students are proficient (weaknesses- identifying physical properties identifying sexual reproduction in flowering plants)

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

1. Inconsistent instructional time devoted to science in primary grades 2. Teachers need support unpacking the standards and infusing science in other content areas, to ensure that lessons are aligned to the rigor of the standard 3. Students need more support with academic vocabulary understanding the scientific method with hands on experiences 4. Teachers need more resources that are aligned to the rigor of the standard. 5. Parents need training on content to provide them with strategies, to reinforce academics in the home

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

1. Teachers need to receive pd on unpacking and planning, infusing the science content in other areas. 2. Provide students with tutorial to support students with receiving more time engaging with science content 3. Provide opportunities for students to receive exposure, and experience real world academic examples through field trips outside of the school setting. 4. Purchase researched based materials that are aligned with the rigor of the standards and materials for a science lab 5. Provide opportunities for parents to engage in trainings and receive strategies in the school setting that help them reinforce academics in the home

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

- Communication

More specific support/ strategies on class dojo

- Parent Training

To support with science at home, parents will receive SIS Training to assist in helping them understand how to read report cards, so that they understand areas for improvement. (areas of focus-identifying physical properties identifying sexual reproduction in flowering plants) Families will also receive science strategies and resources to help extend learning in the home. (ex stem night visual examples or monthly lab experiments)

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

- School

The school will provide parents with for more specific information on upcoming standards through class dojo to reinforce strategies at home.

- Students

Study academic vocabulary to increase background knowledge in content Participate in tutorials

- Parents

Parents will monitor class dojo for more specific information on upcoming standards to reinforce strategies at home

- Staff Training

Staff will receive training on welcoming a more inclusive environment by showing teachers different means of increasing parent participation,

- Accessibility

Meet with ESOL Support to meet each trimester with haitian creole, hispanic and migrant parents Provide meeting dates that are flexible at different times, virtually, or home visits

## Action Step: Classroom Instruction

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

**Budget Total: \$23,474.95**

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Headphones	120	\$7.00	Original	\$840.00
	Earbuds	300	\$1.83	Original	\$549.00



Acct Description	Description								
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Tutor will provide small group push-in/pull-out support to K-5 students who are below grade level in ELA & Math. Will begin in September.	1	\$37.00	5	3	25	Certified	Original	\$13,875.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Pencils (pack of 240)	4	\$44.81	General Supplies			Original	\$179.24	
	Chart Paper (pack of 6)	3	\$106.00	General Supplies			Original	\$318.00	
	Pens	6	\$7.19	General Supplies			Original	\$43.14	
	Card Stock	7	\$30.79	General Supplies			Original	\$215.53	
	Dividers for AVID Binders	22	\$6.99	Program Supplies			Original	\$153.78	
	Copy Paper (case)	50	\$30.99	General Supplies			Original	\$1,549.50	
	Composition Books (pack of 6)	40	\$2.90	General Supplies			Original	\$116.00	
	File Folders	25	\$9.70	General Supplies			Original	\$242.50	
	Magnetic Reading Teacher's Guide	5	\$30.00	Instructional Materials			Original	\$150.00	
	Color Copy Paper (case)	6	\$64.38	General Supplies			Original	\$386.28	
	Sharpies	5	\$13.99	General Supplies			Original	\$69.95	
	Dry Erase Markers (pack of 8)	40	\$6.52	General Supplies			Original	\$260.80	

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Magnetic Reading Student Workbooks	51	\$15.00	Instructional Materials	Original	\$765.00
	Modeling Clay	12	\$4.19	Manipulatives	Original	\$50.28
	Poster Board (pack of 10)	5	\$13.39	General Supplies	Original	\$66.95
	Shipping	1	\$85.00	General Supplies	Original	\$85.00

## Action Step: Parent & Family Engagement

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

**Budget Total: \$40,091.28**

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
Supplies	Tuesday Folders	17	\$42.23	General Supplies	Original	\$717.91
	Ink Colored	7	\$89.00	Technology	Original	\$623.00
	Card Stock	3	\$30.79	General Supplies	Original	\$92.37
	Chart Paper	5	\$106.00	General Supplies	Original	\$530.00

<b>Acct Description</b>	<b>Description</b>
Parent Liaison - Para Level	Parent Liaison will ensure parents are provided with timely communication, assist teachers with parent trainings and conferences, and ensure parents have access to school and community resources that help families support students at home.

## Action Step: Professional Development

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

Budget Total: **\$99,176.77**

<b>Acct Description</b>	<b>Description</b>					
Computer HW; non-cap	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Lexmark C3224dw Color Laser Printer		1	\$295.00	Original	\$295.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink	1	\$274.77	Technology	Original	\$274.77
Single School Culture Coordinator	Single School Culture Coordinator will help implement strong systems of support regarding academics by leading PLCs, implementing real time coaching/modeling, and conducting PD in all areas.					

## 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

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

## **Involvement of Stakeholders**

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
Shundra Dowers	Principal
Jamie Evans	Assistant Principal(Title 1 Contact)
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC
Whynett Jones	SAI
Kimberely Bullard	Parent Liaison

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

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

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

The school will share the Title I survey areas of strengths and areas of needed growth to stakeholders. In groups, stakeholders will give input on how to maintain areas of strength and improve areas of need growth. Each group will share suggestions and comments to the larger group. The suggestions will be recorded in SAC minutes. Parents were invited to the CNA meeting on 2/15/23 to communicate input for improvement. We reviewed the parent compact and we reviewed strategies, the SAC meetings were ongoing and the CNA process was reviewed in the spring to receive continued growth.

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

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

Name	Title
Shundra Dowers	Principal
Jamie Evans	Assistant Principal
Kimberely Bullard	Parent Liaison
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC

## 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?

October 16 , 2024 Media Center, 5:30pm

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

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

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

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

## Staff Trainings

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

Welcoming an Inclusive Environment Training

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

Staff will receive training on welcoming a more inclusive environment, by showing teachers different means of increasing parent participation. Staff will receive development on how to document parent conferences and on how to effectively communicate present levels of performance and next steps.

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

To support staff with engaging families into the school community, and ensuring that staff receive strategies on building a rapport with parents, so that parents feel welcome to collaborate with school staff in helping students excel academically.

- What will teachers submit as evidence of implementation?

Use google form as survey, ( What is the staff doing now to increase communication, What is your norm for communicating, What can you do differently) Staff will utilize class dojo as evidence of increasing parent participation, and document conferences notes of flexible meetings scheduled to show evidence that staff implemented what they learned during the training with families.

- Month of Training

August

- Responsible Person(s)

Mccall, Garcia, Livingston Reese, Godfrey, Bailey

## 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?

Develop strategies to increase parent participation and effectively document information from parent conferences.

- 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

Report Card Training

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

To support staff with meeting the needs of parents they will receive SIS Training on how to help parents understand how to read information on report cards. Staff will be able to assist parents by identifying and communicating student strengths and areas for improvement. Staff will also communicate and model reading strategies and resources to help extend learning in the home.

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

To help staff develop knowledge on effectively communicating standards and information from report cards with parents, and increase collaboration on how to support parents with extending learning in the home. Staff will also be able to help parents effectively monitor student learning.

- What will teachers submit as evidence of implementation?

1. Parent conferences showing evidence on communicating information about report cards each trimester, which includes communicating strategies to improve student weaknesses and reinforcing learning in the home.

- Month of Training

August

- Responsible Person(s)

Mccall, Johnson, Reese, Bailey, Garcia, Livingston

#### 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

Report Card Training

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

To support ELA at home parents will receive SIS Training to assist in helping them understand how to read report cards, so that they understand areas of strengths and areas for improvement. Families will also receive reading strategies and resources to help extend learning in the home.

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

Parents will receive training by staff using the gradual release model, where staff will model how to read important information on report cards, then guide parents on how to use read information, followed by parents will independently working with their peers in groups to read information. Staff will also engage parents with hands on reading resources to help engage parents in extending learning the home.

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

For parents to be able to effectively monitor student progress, gain knowledge on how to read reports cards, and receive reading strategies for extending learning in the home.

- Date of Training

September

- Responsible Person(s)

Johnson, Reese, Bailey, Mccall

- Resources and Materials

Report card exemplars, benchmark reading resources, computers, pens, sticky notes

- Amount (e.g. \$10.00)

tbd

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

- Name of Training

Math Training

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

Provide parent training with real world objects that help parents increase knowledge on fluency facts, fractions and geometry, increasing awareness with real world application to support parents with reinforcing math strategies at home.

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

Parents will receive training by staff, using the gradual release model, where staff will model using real world examples that support fluency facts, fractions, and geometry. Parents will also receive guided instruction with a math activity, followed by parents independently working with their peers on real world math activities. Staff will engage parents with hands on math resources to help parents extend learning at home.

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

Provide parent training with real world objects that help parents increase knowledge on fluency facts, fractions and geometry, increasing awareness with real world application to support parents with reinforcing math strategies at home.

- Date of Training

October

- Responsible Person(s)

Mccall, Livingston, Bailey, Johnson, Reese, Godfrey, and Garcia

- Resources and Materials

Fraction bars, shapes, flash cards, anchor chart paper, and pencils

- Amount (e.g. \$10.00)

tbd

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

- Name of Training

Reading Training

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

To support learning at home, parents will engage in benchmark reading activities with students to help increase comprehension, fluency and decoding skills.

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

Teachers will model using the gradual release process to provide parents with reading strategies, utilizing benchmark resources to help extend learning in the home. Parents will receive guided instruction and monitoring to ensure that they are implementing strategies effectively with their child.

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

To provide families with resources to improve learning outside of school, extending learning in the home by ensuring that parents have the skills and resources to raise student achievement

- Date of Training

February

- Responsible Person(s)

Mccall, Livingston, Bailey, Johnson, Reese, Godfrey, Garcia, Posey

- Resources and Materials

Benchmark materials, sticky notes, pencils

- 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.

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

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

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

- Frequency

as needed

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

- Name of Agency

Community Partners

- Describe how agency/organization supports families.

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

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

Log of counseling services, flyers, and emails

- Frequency

as needed

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

- Name of Agency

Back to Basic Angel Program

- Describe how agency/organization supports families.

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

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

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



- Frequency

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

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

Parents will be informed of input meetings like SAC, Title Annual meeting, CNA stakeholders meeting and IEP meetings. We will also host open house.

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

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

- Description

The school will provide childcare for parents who attend the training; home visits will be provided for parents who are homebound; teachers will receive coverage to meet with parents during school day, as needed; parents are provided the opportunity to sign up for different parent conference times.

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

The offering of childcare will be noted on flyers and sent home; parent conferences will have flexible options: in-person, virtual or phone options.

## **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**

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

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

Photos of the CLF at SAC meetings and translated flyers/letters sent home. Add the sign-in sheets from events to show the CLF was present to provide translations.

- **Description**

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

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

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

- **Description**

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

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

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

- Description

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

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

Email sent to west area contact requesting assistance and/or services, Residency questionnaires

## 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

Curriculum Tutorial

- Brief Description

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

### 2. Activity #2

- Name of Activity

Goal Setting

- Brief Description

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

### 3. Activity #3

- Name of Activity

Culture Night

- Brief Description

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

## 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

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

## SBT/MTSS Implementation

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

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

## 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

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

## Post-Secondary Opportunities and Workforce Readiness

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

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

## 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

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

## Professional Development

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

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

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

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

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

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