
Title I Comprehensive Schoolwide Plan
JERRY THOMAS ELEMENTARY SCHOOL (1651)

ELA

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

1. List prioritized needs statements.

PM2 data indicates that 42% of 3-5 grade students are not performing on grade level. *According to iReady Winter Diagnostics, 26% of K-5 students need development in phonics, 48% need development in vocabulary and 43% in comprehension. *K-2 Student Intervention Needs according to iReady Winter Diagnostics ***39% need phonics ***47% need vocabulary ***41% need comprehension ***34% need high frequency words ***47% of 1st graders need phonological awareness *PM2 3-5 ELA FAST data shows that on average that SWD are performing 31% below their peers and ELL students are performing 33% below their peers.

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

*Prerequisite skills needed for comprehension standards *Inconsistent Phonics instruction/materials 26% of students have been absent 10 or more days as of Mar 10, 2024 missing core and interventions *These students are learning through standard and curriculum shifts. *Teachers need extra support to provide what students need? more time and more strategies when know strategies are not working *change in testing platforms-- computer based test strategies *Instructional time constraints , quality core for all learners (SWD/ESOL) *Lack of foundational skills *Curriculum constraints- Benchmark isn't meeting the needs of all subgroups *Better system for early identification of students with reading deficiencies- SBT referrals before third grade

3. Share possible solutions that address the root causes.

*Additional teacher to provide needed interventions *Early identification of students with reading deficiencies, staff assigned to do this work *Programs/subscription such as IXL, UFLI or Foundations to target areas of need * Supplies to support instructional strategies in the classroom. *Provide parents/families resources for home to support student learning *Provide students with additional learning experiences throughout the school year

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

- Communication

The school will communicate title one information, curriculum information, and updates on student progress via parentlink, newsletters, social media and marquee. Weekly call outs are made to inform all families of timely information in multiple languages Offer flexible meetings in multiple languages

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) *Parent University focused on topics like homework help, developing routines, etc. *Training on SIS, Performance Matters, report cards *Provide supplemental materials for families to use at home (tie in with a completion challenge) *Give instructions on homework assignment to parents *Conference night *Phonics night *Report card training

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

- School

School will... *work with families to support student success in math by: providing safe, supportive and effective learning environment to increase student achievement providing *provide a safe and orderly school climate that is conducive to learning. *provide high quality curriculum and instruction that enables students to meet high standard *respect and value the wide variety of cultural differences of students and families. *communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning

- Students

Students will... *follow PBS matrix expectations *attend school on time every day, be prepared and dressed appropriately *use self-control at all times and solve conflicts peacefully and safely

- Parents

Parents will... *sign agenda daily *check yellow folder daily *ensure my child attends school regularly, is on time every day and dressed appropriately. *communicate with my child's teacher(s) immediately with questions and concerns and ask for assistance when the need arises. *attend trainings to help support my child at home.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)
*How to have positive interactions with parents *Discipline training *Motivation and fun activities to teach teachers how to learn new fun ways to learn for students *Teacher to teacher/ grade level to grade level coming together to efficiently create and build relationships amongst grade

- Accessibility

*Translated take home folders and all other items *Translated options for meetings and events (headphones) *Jerry Thomas offers handicaps spaces, ramps an to accommodate all disabled person. *Events are centrally located to serve smooth access for all people *Events are offered at varied times, languages to meet the needs of migrant families *Provide a uniform closet for uniforms and supplies for families in need (MVP and migrant etc.)

Math

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

1. List prioritized needs statements.

PM2 data indicates that 69% of 3-5 grade students are not performing on grade level *According to iReady Winter Diagnostics, 54% of K-5 students are one or more levels below. Geometry is the greatest area of need with 58% of students below grade level. *K-2 Student Intervention Needs according to iReady MATH Winter Diagnostics ***53% need number operations ***45% need algebra and algebraic thinking ***56% need measurement and operations ***59% need geometry *The breakdown of subgroups being on track for a level 3 or higher on FAST Math PM3 is: 32% - ELL students, 14%-SWD Students, 17% -African Americans, 22%- Hispanic and 38% - White students. *According to PM2 3-5 MATH FAST data, 13% of 4th graders and 22% of 5th graders scored a level 3 or above

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

*reading levels impact ability to do math problems *lack of Fact fluency and lack of automaticity *teachers need extra support to provide the specific instruction that students need and more time *these students are learning through standard and curriculum shifts. Transition to new standards left gaps * 26% of students have been absent 10 or more days as of Mar 10, 2024 missing core and interventions *core- rigor of standards instructional time constraints , quality core for all learners (SWD/ESOL) *scope and sequence moves at a fast rate and doesn't allow for remediation

3. Share possible solutions that address the root causes.

*resource teacher to provide needed interventions *programs such as Reflex Math, IXL *schoolwide math fluency challenges and celebrations
*math clubs for mind game clubs (critical thinking) for students *math focused and data driven PLCs *Supplies to support instructional strategies in the classroom. *Provide parents/families resources for home to support student learning *Provide students with additional learning experiences throughout the school year *math fluency Running Records for additional data point *attendance incentives

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

• Communication

The school will communicate title one information, curriculum information, and updates on student progress via parentlink, newsletters, social media and marquee. Weekly call outs are made to inform all families of timely information in multiple languages Offer flexible meetings in multiple languages

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) *parent University focused on topics like homework help, developing routines, etc. *training on SIS, Performance Matters, report cards *provide supplemental materials for families to use at home (tie in with a completion challenge) *give instructions on homework assignment to parents *conference night *interactive math fluency night *"Cheat sheet" for parents to assist with math *have a level 2 type volunteer that can help with small groups -training needed

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

• School

School will... *work with families to support student success in math by: providing safe, supportive and effective *learning environment to increase student achievement providing *provide a safe and orderly school climate that is conducive to learning *provide high quality curriculum and instruction that enables students to meet high standard *respect and value the wide variety of cultural differences of students and families *communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning

- **Students**

Students will... *follow PBS matrix expectations *attend school on time every day, be prepared and dressed appropriately. *use self-control at all times and solve conflicts peacefully and safely

- **Parents**

Parents will... *sign agenda daily *check yellow folder daily *ensure my child attends school regularly, is on time every day and dressed appropriately. *communicate with my child's teacher(s) immediately with questions and concerns and ask for assistance when the need arises. *attend trainings to help support my child at home

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) *how to have positive interactions with parents *discipline/student motivation training

- **Accessibility**

*Translated take home folders and all other items *Translated options for meetings and events (headphones) *Jerry Thomas offers handicaps spaces, ramps an to accommodate all disabled person. *Events are centrally located to serve smooth access for all people *Events are offered at varied times, languages to meet the needs of migrant families *Provide a uniform closet for uniforms and supplies for families in need (MVP and migrant etc.)

Science

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

1. List prioritized needs statements.

According to Winter Science Diagnostic, 52 % of 5th graders scored a level 2 or lower. Subgroups with a significant difference of level 3 or higher from overall score of 48% ***28% Hispanic students ***7% ELL students ***24% SWD

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

*low reading levels impact ability to do science problems *not consistently taught K-4. Core- rigor of standards *students are pulled for Speech and language and Tier 3 interventions during science *need more hands on experiences - beyond daily lessons *students are not consistently "tested" k-4 *need to have science "facts" *26% of students have been absent 10 or more days as of Mar 10, 2024 missing core and interventions *Instructional time constraints , quality core for all learners (SWD/ESOL) *often "cut" for other subjects *knowledge of the standards

3. Share possible solutions that address the root causes.

*protect science time (no pull outs, don't cut for other subjects) *all students go to STEM lab, need a full time STEM lab *accountable walk-throughs in science block *supplemental science texts that can be used for reading interventions *adjust pacing of Science Units *hands-on practice and application *Scholastic Science Magazine purchase * Supplies to support instructional strategies in the classroom. *Provide parents/families resources for home to support student learning *Provide students with additional learning experiences throughout the school year

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

• Communication

The school will communicate title one information, curriculum information, and updates on student progress via parentlink, newsletters, social media and marquee. Weekly call outs are made to inform all families of timely information in multiple languages Offer flexible meetings in multiple languages

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) * Science night to support families at home with learning experiences. *Parent University focused on topics like homework help, developing routines, etc. *training on SIS, Performance Matters, report cards *provide supplemental materials for families to use at home (tie in with a completion challenge) *conference night *report card training

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

- **School**

School will... *work with families to support student success in math by: providing safe, supportive and effective learning environment to increase student achievement providing *provide a safe and orderly school climate that is conducive to learning *provide high quality curriculum and instruction that enables students to meet high standard *respect and value the wide variety of cultural differences of students and families. *communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning

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- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) *how to have positive interactions with parents *discipline/student motivation training

- **Accessibility**

*Translated take home folders and all other items *Translated options for meetings and events (headphones) *Jerry Thomas offers handicaps spaces, ramps an to accommodate all disabled person. *Events are centrally located to serve smooth access for all people *Events are offered at varied times, languages to meet the needs of migrant families *Provide a uniform closet for uniforms and supplies for families in need (MVP and migrant etc.)

Action Step: Classroom Instruction

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

Budget Total: \$113,599.75

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non Instructional Tutor for grades 1-5 ELA/Math beginning in October	1	\$17.00	1	1.25	15	Non-Certified w/ Degree	Original	\$319.00
	Certified Teachers for grade 1-5/ ELA/Math beginning in October	10	\$37.00	2	1.25	15	Certified	Original	\$13,875.00
	Non Instructional Tutor for grades 1-5 ELA/Math beginning in October	1	\$15.00	1	1.25	15	Non-Certified	Original	\$281.00
Supplies	Item				Quantity	Rate	Supply Type	Type	Total
	Expo Markers 12 pk				16	\$6.49	General Supplies	Original	\$103.84
	Fundations Student Durables 10 pk				3	\$500.00	Instructional Materials	Original	\$1,500.00
	Copy Paper case				11	\$44.61	General Supplies	Original	\$490.71
	2nd Fundations Kit				1	\$2,299.00	Instructional Materials	Original	\$2,299.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Foundations 8% shipping	1	\$518.96	Instructional Materials	Original	\$518.96
	1st Foundations kit	1	\$2,299.00	Instructional Materials	Original	\$2,299.00
	K Foundations Full kit	1	\$1,889.00	Instructional Materials	Original	\$1,889.00
	Take home baggies for student use to bring books home	30	\$32.99	General Supplies	Original	\$989.70
	Shipping	1	\$16.29	General Supplies	Original	\$16.29
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$257.25	General Supplies	Original	\$257.25
Resource Teacher	Resource Teacher for ELA/Math will provide interventions and support with push-in/pull-out small groups to students in grades K-5.					

Action Step: Professional Development

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

Budget Total: \$6,868.00

Acct Description	Description									
Stipends	Item		Quantity	Rate	Days	Hours	Weeks	Type	Total	
	K-2 Teachers will attend a PD for Foundations.		19	\$25.00	1	6	1	Original	\$2,850.00	
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Academic Leaders will be in school wide planning and data review during the Summer FY25		15	\$25.00	1	6	1	Certified	Original	\$2,250.00

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: \$5,842.00

Acct Description	Description									
Computer HW; cap	Item			Quantity	Rate	Type		Total		
	Language Mini 900MHz Interpretation System			1	\$1,980.00	Original		\$1,980.00		
Out-of-system Subs for Parent Conferences	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Subs days for Homeroom Teachers for conference day		36	\$16.00	1	6.5	1	Non-Certified	Original	\$3,744.00

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

Jerry Thomas Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

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
Kristen King	Principal
Rachel Roche	Assistant Principal
Megan LaVogue	ELL Coordinator
Jamie Wilson	Media Specialist
Erin Stanton	SAC Co-Chair
Jenelle McNeill	SAC Co-Chair
Jillian Falco	Parent/PTO President
Travis Conway	Community Partner- Executive Director of Edna Runner Tutorial
Caroline Soyka	Mom

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

SAC voting members are elected by the SAC committee and represent the diversity of the school. SAC members are recruited and volunteer for the role to ensure proper representation of all of the JTE students.

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

Collaborative discussions were held with stakeholders to gather input on Google forms and charts Stakeholders reviewed and provided input on PFEP/CNA/SWP draft CNA staff input meeting held on March 13, 2024 at 2:30pm CNA stakeholder meeting held on March 14, 2024 at 5:00pm

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

Collaborative discussions were held with stakeholders to gather input on Google forms and charts. This identified the need for increased accessibility through easier translation and parent/ teacher conference times. The school will purchase translation headsets to provide a more welcoming and inclusive environment for all families. We will be funding subs to have school-wide conference days to accommodate all parents' schedules.

Name	Title
Kristen King	Principal
Rachel Roche	Assistant Principal
Erin Stanton	SAC Co-Chair
Jenelle McNeill	SAC Co-Chair

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 2,2024 at 6pm in the JTE Media center

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

The school will notify the parents, teachers and the community via school website, parent link, flyers, marquee and social media. This will be provided in student home languages.

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

The school will utilize the computer devices and paper to prepare for the annual meeting . The PFEP and school parent compact will be shared at the meeting via handout and presentation. A sign in will be provided for all participants as well as an opportunity for written reflections. A presentation will be utilized to review the information with all stakeholders.

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

Bridging the Gap Between School and Home

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

Best practices on how to have an effective parent conference Topics include... How to share academic data that doesn't leave parents confused Tips on how to help their child improve How to effectively share behavior concerns Communicating when there is a language barrier Well rounded conference that includes strengths, academics, social/emotional, behavior and attendance

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

Parents will leave the conference with a solid understanding of their child's overall performance as well as additional ways they can provide support. All families will feel welcomed to attend parent conferences.

- What will teachers submit as evidence of implementation?

Conference notes

- Month of Training

September

- Responsible Person(s)

Leadership Team

2. Reflection/Evaluation of Training #1

- Name and Brief Description

will be added after training

- Number of Participants

will be added after training

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

will be added after training

- How do you know?

will be added after training

- What went well with the training

will be added after training

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

will be added after training

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Global Connections through Cultural Awareness

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

Staff will learn more about strategies for equitable family engagement Focus on understanding culture and communication of families from Guatemala and Mexico

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

Staff will gain a deeper understanding of families from different cultures and use this to increase family engagement

- What will teachers submit as evidence of implementation?

Conference notes, exit ticket

- Month of Training

January 2025

- Responsible Person(s)

Kristen King, Rachel Roche, Multicultural Department

4. Reflection/Evaluation of Training #2

- Name and Brief Description

will be added after training

- Number of Participants

will be added after training

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

will be added after training

- How do you know?

will be added after training

- What went well with the training

will be added after training

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

will be added after training

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

Books and Brownies

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

Books and Brownies is a community focused event which enables our families to foster literacy awareness at home. In addition to providing invaluable resources, families participate in a smaller environment which allows them to communicate and learn about the various components of foundational success in reading. The hour-long event brings stakeholders together to promote literacy by providing bilingual resources, translation services to clarify misconceptions about literacy and, most importantly, cement a positive home/school relationship.

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

Parents participate in easy hands on learning activities that they can replicate at home to help their child with reading skills. They receive many resources to assist with this that are also translated in a variety of languages.

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

Students will get additional hands-on practice at home on foundational reading skills. Parents will be more connected to the school through parent conferences, school events, etc.

- Date of Training

October 2024

- Responsible Person(s)

ELL Team

- Resources and Materials

Families will get to select several donated books to take home for reading practice. Handouts in the home language will be provided on ways to support literacy at home.

- Amount (e.g. \$10.00)

na

3. Parent and Family Capacity Building Training #2

- Name of Training

Let's Get Connected!

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

Parents will learn how to stay connected with their child's performance by utilizing and understanding report cards, SIS parent portal, iReady and Performance Matters. Parents will be provided with a device to log onto portals and guided through the process with staff in home language.

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

Parents will learn how to access these platforms and access their child's data.

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

Parents will have an increased awareness of student data which will lead to increased involvement.

- Date of Training

January 2025

- Responsible Person(s)

Leadership

- Resources and Materials

Handout in home language will provide step by step instructions to access SIS portal to view grades, attendance, test scores, etc. Handout in home language will provide step by step instructions on understanding iReady reports available to parents such as pass rate, usage and lesson path
Invitation will be sent home in home language via parent link as well as a paper copy with students- invitation will include details on session content

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

COX Science Museum Night

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

Review of science standards through hands on practice and demonstration

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

Over 20 Hands on STEM activities and demonstrations for families to participate in as they engage in standards based practice.

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

Students knowledge of science standards will increase as a result of this event.

- Date of Training

March 2025

- Responsible Person(s)

STEM Committee

- Resources and Materials

COX Science center provides all the materials needed

- Amount (e.g. \$10.00)

N/A

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

Homeless (McKinney Vento)

• Describe how agency/organization supports families.

MVP team is made up of social service and education professionals who collaborate to address problems faced by children experiencing homelessness with attending and succeeding in school. The goal is to remove barrier for homeless students.

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

Flyers about services offered by McKinney Vento Conference notes from School Based Team meeting regarding McKinney Vento students School referrals to McKinney Vento team for assistance

• Frequency

ongoing

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

• Name of Agency

EL Sol- Multicultural

• Describe how agency/organization supports families.

Parent Trainings held on campus in home language. Topic include: positive discipline at home, Ways to help with homework etc,

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

Sign in sheets Flyers Thank you from school

- Frequency

every 6-8 weeks

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

- Name of Agency

Literacy Coalition/ New Worlds Reading/Literacy Night

- Describe how agency/organization supports families.

The agency provides a free event with food and books for the families. They provide detailed instruction on literacy strategies that parents can use at home with their children. Parents can access the supports in their home language. This event further strengthens the partnership between home and school.

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

Flyer and sign in sheets Pictures of event Thank you mentioned in the newsletter.

- Frequency

annual

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

We will make efforts to remove barriers to parents attending school trainings and activities. We can provide childcare and clearly communicate dates and times of meetings. Information will be provided in home language in a timely manner. It will be advertised on marquee, social media and newsletter.

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

1. social media snapshots 2. newsletters 3. parent link reports

• Description

The school will host curriculum nights and parent teacher conference events. This will be in the home language to inform parents of the student progress, grade level curriculum and student/class routines.

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

1. Invites 2. conference notes samples 3. sign in sheets

- Description

The school will promote SIS portal use. The school will host parent teacher conference events in the home language to inform parents of student's academic levels, attendance and behavior. Parents will be informed about academic assessments used to measure student progress during curriculum nights, SAC meetings, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, assessment results

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

1. Invites to curriculum night 2. IEP/LEP sign in sheets 3. SAC agenda & sign in sheets

- Description

The school will host SAC meetings and Title 1 meetings in the parent home language. Stakeholders will participate in collaborative decision making with the goal of continuous school improvement.

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

1. Sign in sheets 2. agendas 3. sample presentation

- Description

The school will offer child care and google meet link option to decrease barriers for parent attendance. Meetings will be offered at flexible dates/times to increase attendance. Parents will know in advance that the meeting can be provided in their home language. Parents will be provided options to select a time that is more convenient for parent-teacher conferences.

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

1. Meeting invitation showing virtual options 2. Parent link report 3. Letters asking parents to choose a time that is more convenient for parent-teacher conferences

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

For parents and families with limited English proficiency consider translation of all communication, interpreters during parent teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings.

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

1. Translated compacts 2. Translated Newsletter 3. Translated Parent Link message

• Description

For parent and families with disabilities the school will consider ADA compliant building, availability of disabled parking, and special seating during meetings.

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

1. photo of handicapped parking 2. photo of audio enhancement devices 3. photo of elevator

- **Description**

For families engaged in migratory work we will share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc.

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

1. when applicable school staff referrals to Migrant Department 2. Information about migrant services shared at Title 1 Annual Meeting 3. translated Parent link messages about Migrant services available

- **Description**

For families experiencing homelessness consider a donation of uniforms, school supplies, food, sharing information about available services, Student Housing Questionnaire and reaching out to District or other organizations for support.

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

1. Student Housing Questionnaire (SHQ) form (2479) 2. McKinney-Vento program flyer of services offered 3. weekend food bag lists .

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**

Books and Brownies Annual Event

- Brief Description

The Fall Parent Leadership Council meeting at Jerry Thomas Elementary was the award-winning Books and Brownies: Family Literacy Night event. Families of ELLs were invited to come back to school for free pizza, and of course, free books and brownies. Community partnerships with Publix, Home Depot, the Literacy Coalition of PBC and JTES PTO are among the many who made this fantastic event possible.

2. Activity #2

- Name of Activity

Math Night

- Brief Description

Families engage in hands-on math activities with the goal of increasing math fluency skills.

3. Activity #3

- Name of Activity

Literacy Night

- Brief Description

Jerry Thomas partners with New World reading initiative to provide books and literacy strategies/games to families.

Building Non-Academic Skills

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

- Build coping skills;
- Promote positive behavior;

- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- 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 Behavior Health Professional teaches Skills for Learning and Life (SLL) to all K-2 classes each week and our school counselor teaches character education and growth mindset lessons to all K-5 classes on a monthly basis. We have small, need based counseling groups to teach resiliency, problem solving and persistence. Our school also has a co located counselor that works with students on an individual level for higher needs students. These students get support on campus with a therapist. We have a schoolwide positive incentive program where students receive "Tiger Tickets" for following the schoolwide expectations and demonstrating positive character traits. Students can spend these tickets to get fun prizes in our Tiger's Den Shop. We have a Friendly Tigers club for students that promotes kindness and community spirit. Our school also participates in the Peer to Peer and student voice initiative.

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-Based Team (SBT) meets weekly to review the Multi-Tiered System of Support for both academics and behavior. The team uses the School District's Decision tree in conjunction with data tracking forms, classroom, district and state test scores, to make determinations on student support (Core, Supplemental, and/or Intensive). Mentoring, tutoring, and other services students receive (e.g Guidance, 504 recommendations, counseling groups and co-located therapy) are also reviewed. The focus of support is determined based on all data available and an instructional plan for each student is created. There are three levels of support in the MTSS framework used that include: Core: Every student receives high-quality, standards-based instruction from a certified teacher at each grade level. Students participate in formative and local assessments to determine any academic support that may be needed. During Core instruction, teachers provide small group and individualized instruction differentiated for each child. All students receive instruction in mental health skills as well, and students who are experiencing behavioral challenges are given additional support by their teacher based on the need. Supplemental: If students are identified by the District's Intervention Decision Tree, or are not responding to differentiated instruction in the Core, the teacher will refer the student for academic or behavioral needs to the SBT. The SBT Team will problem solve to determine the current level of support in the Core and determine if the student needs additional supplemental support. If the determination is made either by the Decision Trees or the SBT team, students identified will receive this support in addition to their Core instruction. This support may be provided by the classroom teacher in the classroom or by another certified teacher who works with other children with similar needs. This "supplemental support" is progress monitored with a frequency dependent on the intervention, using either an embedded progress monitoring tool from a research-based intervention or a curriculum-based measure. If the student responds to the intervention, the student will continue until they reach the pre-determined "goal." If the student meets the goal, the supplemental level of support will be discontinued. If the child does not respond to the intervention, the SBT Team will review the data that was collected and decide to continue, modify, intensify or discontinue the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level." Intensive: At this level of "intensive" support, in addition to the supplemental support, students may receive any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must be progress monitored weekly with a tool aligned to the intervention. If the student is making adequate progress, the intensive intervention may continue or be lessened to a supplemental level. Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during the MTSS process are included and used to make the eligibility decision. Students receiving support have their progressed tracked through Progress Monitoring Logs and then graphed throughout the review to analyze student response and make necessary changes to the plan. Progress Monitoring Plans (PMPs) are created and shared with parents for any child identified to have a deficiency in a core subject area.

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

Data chats based on student data tracking form every seven weeks, teachers follow the scope and sequence provided by the district, students get to access Fine Arts daily (art, media, STEM Lab or SLL, PE, and music) and students also have opportunities to join afterschool clubs related to art, gardening, leadership, musical theater and kindness. There is also afternoon tutorial provided as well as extended homework support in aftercare. Media center is also open every morning for homework help and book checkout.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

N/A

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

Every year our school invites incoming Kindergarten students to participate in "Kindergarten Signing Day" onto our campus to learn about our school. They are able to do walk-throughs in the Kindergarten classrooms, talk to the teachers and learn about expectations. We utilize this opportunity as a training for incoming parents so they can best prepare their child for elementary school. They are provided books to read to their children over the summer and teachers teach the parents how to ask students questions about what they read. Each family is provided information in English, Spanish and Creole to ensure they understand how to best help their children. In addition, they are given resources on how to access programs on the district website (i.e., learning tools for kids) and teach them the purpose of each program. We reach out to all surrounding preschools in our area to invite them to this event by passing out flyers to each school. Flyers are given to the daycares that pick students up from our school in the afternoons. Flyers are written in English, Spanish and Creole. Kindergarten Kickoff is also announced on Facebook, school marquee and website. Once students start Kindergarten, we offer a staggered start. 3-5 students come on the first 3 days of school and then on the 4th day the entire class comes. During the first three days, each group of students is given a tour of the school, introduced to staff members they need to know on campus and taught the school expectations. They practice walking in the hallways and how to get their lunch in the cafeteria. Students are given backpack tags indicating how they get home each day to ensure student safety. All staff members on campus are aware and can assist to make sure students get to where they need to be at the end of each day.

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

Staff on our campus has access to Regional Support through the Math & ELA department who frequently provide Cadres and Professional Development. We also receive District Curriculum Support. Staff has opportunities to participate in online workshops. During professional development days, PLC, and teacher planning, we also bring consultants (e.g. iReady). Multicultural and ESE Departments to provide trainings to staff as needed. K-2 teachers are participating the Flamingo Literacy Reading program and are receiving on-going reading training and coaching. Kindergarten teachers are part of the KIWI calm down corner cohort as well.

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 participates in the district run job fair. We also recruit student teachers as they intern on campus, receive referrals from current employees, and advertise on social media. We provide an on-boarding process through ESP, and new teachers are assigned mentor teachers. Administration has an open door policy with faculty. Additional opportunities for staff to earn extra funding is available. We provide professional development within our building and outside resources.