
Title I Comprehensive Schoolwide Plan
LAKE PARK ELEMENTARY SCHOOL (0141)

ELA

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

1. List prioritized needs statements.

Based on our ELA SY 23 FSA Data our 4th - 5th grade students were 45% proficient in reading. According to this school year's (SY 23) Progress Monitoring Window 2 (PM2): ELA Assessment the 4th - 5th-grade students were only 26% proficient (Level 3 or higher) which is a 19% decrease in performance. - Improve 4th Grade Reading performance current status in PM2 data shows a decline from PM1 performance - This year's 5th Graders were low performing 4th Graders from FY22-FY23 - We need to continue to work on increasing student achievement for subgroups (ESOL, ESE, 504)

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

The primary root cause of the current stagnant performance in ELA is due to: - New 4th Grade team for SY 23-24 -Three different 4th Grade teachers(ELA, Writing, Science) - Two teachers resigned/transitioned from a resource teacher to the 4th Grade ELA Teacher -Lack of fidelity in the implementation of guided reading instruction -Lack of foundational skills in K - 5 (Foundational reading skills such as phonics, phonemic awareness, and sight word fluency) -New 4th grade teachers' lack of knowledge of standards, structure of a guided reading lesson, and intervention to use to meet the academic needs of students -Lack of explicit/differentiated instruction to meet the academic needs of students -Lack of personnel, and time during the instructional day to provide interventions to meet students -Lack of parental knowledge of strategies and resources to support learning at home - Ineffective teaching, not monitoring students understanding

3. Share possible solutions that address the root causes.

Some possible solutions to address some of the root causes in our ELA performance would be to: -Create a specialized support plan for 4th and 5th-grade -Small group reading support(double down instructional model) - District ELA Specialists/school administration support small group instruction -Utilize a K-2 Learning Team Facilitator who provides coaching instructional support for teachers and also provides small group reading support for students who are performing below grade level. -Utilize the Double Down Instructional Model, which is additional small group support that reinforces the core ELA Standard(s) and individualized reading support, based on the students' needs. -Implement a guided reading group during Double Down instruction for students to receive explicit instruction on their instructional reading level (resource teacher, temp tutors, paras, etc.) -Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, LTF, conferences, collaborative planning, PLCs, webinars, etc.) -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Razz Kids, Penda Learning, etc.). - Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) for EA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5 - Offer parent trainings to educate parents on ELA strategies, share resources/materials to support student learning at home. - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of materials and resources (manipulatives, intervention kist, workbooks, etc.) Also, provide opportunities for handson experience and real life experience to reinforce standards through field trips. We need to ensure that the Double Down Instructional Model is implemented with fidelity. It's important that the small group approach reinforces the core ELA Standard(s) and also individualized reading support, based on the students' needs. This is provided during the Literacy Block in grades 3-5 each day. Our ELA Teachers also use various data sources to guide their instruction. They analyze iReady Online Instructional reports, and District's Local Assessments (FSQs and USA). To address the needs of our subgroups, we need to continue to work on Foundational reading skills such as phonics, phonemic awareness, and sight word fluency will continue to be taught explicitly in grades K-2; this will increase reading proficiency by 3rd Grade. Grades K-2 are the foundational grade levels and if we increase support for primary grade levels. It is vital that our Learning Team Facilitators (LTF) continue to provide support with data analysis, so teachers can make informed decisions about which resource to use, which skill to target, and the frequency/level of support each student needs. It is also vital that we continue to monitor instruction and provide actionable feedback when needed. It is also important to monitor the support provided by ESE Teachers and ELL Teachers to ensure that the LEP's/IEP's are being followed.

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

- **Communication**

This school year our Staff Training have been focused on ways to improve communication between school and home. Teachers should communicate with the parents on a weekly or biweekly basis about their child's performance in reading. K- 5 teachers will continue to share students' performance on various reading assessments, such as Benchmarks Unit Assessments, FSQs, Progress Monitoring/F.A.S.T Reports (Testing Windows 1 - 3), and iReady Reading Online Instructional reports. Parents will have the opportunity to inquire about ways to assist their children with skills they are struggling with in a timely manner. * Continue to work on communication between school-home (social media, newsletter, parent link, etc.) * Continue to provide flexible times for parent training/meetings to support school-home partnership -Ensure communication is in a variety of languages/home school communication should be consistent and timely

- **Parent Training**

-Parents would like more training on assisting their children with reading at home. -We will conduct more parent training on reading resources such as Benchmarks that are parent-friendly (Foundational reading skills such as phonics, phonemic awareness, and sight word fluency) -We will also train parents on how to monitor their child's performance on the iReady Reading platform at home and provide strategies to assist with skills they are deficient. -Monitor communication and ensure it is informative and meets all families' needs

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

- **School**

-The school will continue to provide frequent updates on student progress each semester. Parents should be informed if there is a decline in Reading performance. Stakeholders requested that teachers provide academic updates in Reading, so they can assist their children in a timely manner. They also requested to provide resources that are parent-friendly. It was also requested that all if not most documents be should be translated into parents' home language, so they can stay abreast of all the communication that is provided. Parents have also asked if tutorials can be provided year-round as well as including primary grades. -Continue to focus on foundational reading skills (phonics, phonemic awareness, and sight word fluency) in grades K-5 to increase student proficiency (parent training and materials). Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension).

- **Students**

-Students will continue to focus on all Reading strategies, meet their iReady instructional minutes, and read books on independent reading level. Students must follow SwPBS expectations, which include: being on time, being kind to their classmates and staff members, completing classwork and homework daily, and meeting their ELA iReady instructional minutes and pass rates. -Focus on foundational reading skills (phonics, phonemic awareness, and sight word fluency) in grades K-5 to increase student proficiency (strategies to work on at school and home). Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Parents**

-Parents will continue to be encouraged to monitor students' progress weekly/semester. -Meet with teachers or communicate frequently about student academic behavior performance. Parents can support students in reading by ensuring that the students attend school daily and on time. They should read with their child daily and monitor their ELA iReady performance, to ensure that they meet their reading goals (minutes and pass rate). - Parents are also encouraged to attend Curriculum Night to learn more about ways they can assist their children's reading comprehension and increase their vocabulary understanding. Use activities at home with students that were shared during parent workshops focusing on foundational skills (phonics, decoding, vocabulary, and comprehension).

- **Staff Training**

-PLC/ PD focus on best practices around literacy/ELA -3-5 Teachers will receive training on utilizing the Benchmarks Advance resources, so they will share ways parents can work with their children at home. Primary students need more support with their foundational skills such as phonics, high-frequency words, and reading comprehension. -3-5 Teachers will receive support with ways they can assist their parents with monitoring student progress with ELA iReady. -Parents can review the students' online instructional report and review the skills that they are struggling with, some of the resources provided in the iReady Parent Corner.

- **Accessibility**

Use of audio enhancement during parent meetings. Use of Community Language Facilitators to interpret into Spanish and Haitian Creole. The use of SmartBoards would also be used so that information can be enlarged and clearly displayed to assist any parents with visual impairments Continue to provide support to all families as needed with Migrant Department and McKinney Vento/Homeless Resources -Provide CLF's for meetings and send all information in various languages -Use the Robo Call system -Various time options for meetings

Math

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

1. List prioritized needs statements.

Only 9% of 4th and 5th grade students were proficient in math on PM2 in FY24, which is a 3% increase from FY24 PM1, but a decrease from FY23 PM3. On the FY23 PM3, 54% of 4th and 5th graders were proficient. We need to continue to work on Foundational math skills such as fluency - addition, subtraction, multiplication, and division), math vocabulary, as well as work problems that involve multi-step to improve student achievement. 4th- 5th-grade students must perform at least at 60% in math proficiency. It has been a common trend that our students perform higher in Math than in ELA; however to maintain and/or increase our Math proficiency, we must prioritize our efforts.

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

-Students continue to struggle with mastery of their foundational math skills. -The 4th Grade has more standards to master before the last assessment (PM3). -Lack of differentiation during math instruction. -Limited use of math manipulatives. -Lack of explicit instruction to meet the academic needs of students -Lack of personnel, and time during the instructional day to provide interventions to meet students -Lack of parental knowledge of strategies and resources to support learning at home

3. Share possible solutions that address the root causes.

-Support teachers to strengthen math instruction through the use of PD staff (coach, a math specialist from the district will provide on-the-spot coaching to teachers). -Push-in support provided by resource teachers during the math block. -Small group math instruction provided during 4th and 5th grade math block. -Provide materials/resources to support math learning (math manipulatives recommended by the district specialist, workbooks, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Khan academy, etc.) -Provide professional developing through Math PLCs focus on planning effective small group instruction, including flexible groupings. Teachers need to continue to work on Foundational math skills such as fluency - addition, subtraction, multiplication, and division), math vocabulary, as well as work problems that involve multi-step to improve student achievement. We need to also increase the use of manipulatives during math centers and or shared/independent practice. This will help a variety of learning styles to connect to the identified math concept. Students should also have daily exposure to math vocabulary with visuals to assist ELL/ESE students - Offer parent trainings to educate parents on math strategies, share resources/materials to support student learning at home. -More frequent walkthroughs by administration to ensure differentiation. - Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) for math to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5

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

- **Communication**

The school can monitor the communication and frequency of math resources provided for parents. Teachers should communicate frequently with parents about students' math performance. We need to continue to use a variety of methods to communicate with parents about their child's performance in math. It should be frequent so parents can assist their children promptly. Teachers will send the students' performance on their FSQs, USA's, and iReady Math online instruction reports. These reports should be translated if necessary so parents who speak other languages can read and understand them. -Continue to work on communication between school-home (social media, newsletter, parent link, etc.) -Continue to provide flexible times for parent training/meetings to support school-home partnership Parents will have the opportunity to inquire about ways to assist their children with skills they are struggling with in a timely manner.

- **Parent Training**

Train parents on how to support students with basic math fluency skills. Parents should receive training that would allow them to support their children at home with deficient math skills and additional math practice to increase math fluency (addition, subtraction, multiplication, division), and math vocabulary. -The use of iReady Math can be an effective resource in teaching parents the math concepts their child needs support with.

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

- **School**

The stakeholders would like for 4th - 5th grade teachers to provide math resources that are parent-friendly, so it would be easier for parents to assist their child with math skills they are struggling with. It was also suggested that teachers should vary the type of homework that is provided; it should be tailored to the student's ability level. Students should continue to be rewarded for reaching their academic goals. Students responded well to receiving achievement metals for meeting their iReady Diagnostic Math/Reading Goals. They also received Cub Bucks, which is a part of our school's monetary system; they can purchase items from the school store (Lion's Lair). Continue to focus on foundational math skills such as fluency - addition, subtraction, multiplication, division), and math vocabulary in grades K-5 to increase student proficiency (parent training and materials). Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (addition, subtraction, multiplication, division).

- **Students**

-Students will complete weekly iReady math lessons assigned from their learning path and meet instructional minutes. -Students will continue to be encouraged to work on their iReady Math online lesson paths and teacher-assigned lessons. This will provide students with more opportunities to practice their math skills and apply the math concepts they've learned in class. Students can also access iReady Math during their After School Program, this can be utilized during Homework Hour. -Focus on foundational math skills such as fluency - addition, subtraction, multiplication, division), and math vocabulary in grades K-5 to increase student proficiency (strategies to work on at school and home). Practice activities and strategies at home that support foundational skills (addition, subtraction, multiplication, division).

- **Parents**

-Parents will monitor their child's performance in math, including homework assignments. They should monitor their child's performance on tests (USAs, Diagnostics, etc.) -Parents are encouraged to review students' weekly/bi-weekly reports to review their child's progress with classwork/homework, FSQs, USAs, and iReady Math Online instructional reports. They should also monitor their child's instructional minutes and lessons passed. They will also be able to communicate with their child's teacher if they have any questions and/or concerns about their child's math performance promptly. -Focus on foundational math skills such as fluency - addition, subtraction, multiplication, division), and math vocabulary in grades K-5 to increase student proficiency (strategies to implement at home). Use activities at home with students that were shared during parent workshops focusing on foundational skills (addition, subtraction, multiplication, division).

- **Staff Training**

-Ensure staff and teachers are trained using real-world math applications and using a variety of problem-solving strategies. -Teachers will provide more opportunities for various math training throughout the school year for parents focusing on foundational math skills such as fluency - addition, subtraction, multiplication, division), and math vocabulary. This could include mini-trainings before Data Chats and Family Nights. The training should include ways parents can use real-world activities to reinforce math concepts.

- **Accessibility**

Use of audio enhancement during parent meetings. Use of Community Language Facilitators to interpret into Spanish and Haitian Creole. The use of SmartBoards would also be used so that information can be enlarged and clearly displayed to assist any parents with visual impairments Continue to provide support to all families as needed with Migrant Department and McKinney Vento/Homeless Resources

Science

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

1. List prioritized needs statements.

Based on Science Diagnostic from SY24 only 23% of our 5th Grade Students were proficient. On the SY 23 Science Diagnostic performance 54% were proficient. That is a 31% decrease in performance. We need to continue to work on consistent instruction providing foundational science skills (science vocabulary, scientific process, and comprehension) and the supplemental resource Penda to maintain students' achievement in grade 5. We also need to continue to monitor science instruction in grades K-4 to ensure students are being taught the foundational science concepts.

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

A major root cause of this poor performance is that students are not consistently taught Science Concepts/Vocabulary before 5th Grade. - Lack of exposure to Fair Game Benchmarks - Lack of student engagement during Science instruction (K-5) -Lack of reading proficiency and application of science concepts -Lack of parental knowledge of strategies to reinforce science concepts at home (real-world applications) and lack of resources - Lack of knowledge of science standards and interventions to use to meet the academic needs of students.

3. Share possible solutions that address the root causes.

-Utilize reading strategies for students to apply science concepts. -Tailor Science lessons to students' reading ability, can make an impact on their performance in Science. This should be done strategically by the classroom teacher, possibly during small group instruction, to provide additional support that meets their needs. -Infuse daily Science academic vocabulary and explicitly teach students to apply reading strategies, such as using context clues to find the meaning of unknown scientific terms. -To reinforce the science standards, students can use the Science technology resource, Penda. This provides students with science standard-aligned questions, vocabulary, and activities that would allow students to practice what they've learned. -Teachers can monitor students' progress and provide them with specific science skills that they have not yet mastered. - Utilize a K-2 Learning Team Facilitator who provides coaching instructional support for teachers and also provides small group science through reading support for students who are performing below grade level. -Provide and implement a comprehensive science professional development plan to support teachers' growth in planning for and delivering differentiated instruction (SSCC, LTF, conferences, collaborative planning, PLCs, webinars, etc.). -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, intervention kits, materials for science experiments, whiteboards, and more). Also, provide opportunities for hands-on experience and real life experience to reinforce standards through field trips. -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, BrainPop, etc.). -Expose students to the Fair Game Benchmarks with classroom teachers, Fine Arts teachers, and community partners (Cox Science Museum) to reteach and provide additional practice with foundational science skills. -Prioritize students' reading proficiency for the application of science concepts. - Provide extended learning opportunities through a science Boot Camp to support students grade K-5 - Offer parent trainings to educate parents on science concepts, share resources/materials to support student learning at home.

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

• Communication

Communication should represent our school's population (English, Spanish, and Creole). It also needs to be in parent-friendly language. Teachers should provide weekly or bi-weekly updates on their students' progress on NGSQ and USAs, so parents can monitor their child's progress. -Continue to work on communication between school-home (social media, newsletter, parent link, etc.) - Continue to provide flexible times for parent training/meetings to support school-home partnerships. This school year our Staff Training have been focused on ways to improve communication between school and home. Teachers should communicate with the parents on a weekly or biweekly basis about their child's performance in reading. K- 5 teachers will continue to share students' performance on various reading assessments, such as Benchmarks Unit Assessments, FSQs, Progress Monitoring/F.A.S.T Reports (Testing Windows 1 - 3), and iReady Reading Online Instructional reports. Parents will have the opportunity to inquire about ways to assist their children with skills they are struggling with in a timely manner. * Continue to provide flexible times for parent training/meetings to support school-home partnership -Ensure communication is in a variety of languages/home school communication should be consistent and timely

- **Parent Training**

One event that has been popular over the years is Science Night focusing on foundational science skills (science vocabulary, scientific process, and comprehension). This event is a way for parents to learn about various science concepts. It is designed with interactive activities/centers. This event allows parents to learn about the various science standards. Throughout the school year, we will provide parents with more science resources that can apply to real-world experiences.

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

- **School**

We are committed to providing students with research-based science resources. Teachers will continue to receive training in using Stem Scope and Penda resources that can assist with their science instruction. Continue to focus on foundational science skills (science vocabulary, scientific process, and comprehension) in grades K-5 to increase student proficiency (parent training and materials). Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (science vocabulary, scientific process, and comprehension).

- **Students**

Students will participate in all Science activities that are assigned to them such as classwork/homework and science projects. They will monitor their progress and respond to goals set by themselves and their teachers to improve their science performance. They can also use their reading strategies to help with their understanding of the science content; such as using context clues, vocabulary, and text features. Focus on foundational science skills (science vocabulary, scientific process, and comprehension) in grades K-5 to increase student proficiency (strategies to work on at school and home). Practice activities and strategies at home that support foundational skills (science vocabulary, scientific process, and comprehension).

- **Parents**

Parents can support their children with their assigned science homework and their Penda assignments. They can also monitor their science performance weekly or bi-weekly by reviewing their performance on the district's assessments, NGSQs, and USA that is aligned to the Florida state standards. Focus on foundational science skills (science vocabulary, scientific process, and comprehension) in grades K-5 to increase student proficiency (strategies to implement at home). Use activities at home with their child that were shared during parent workshops focusing on foundational skills (science vocabulary, scientific process, and comprehension).

- Staff Training

We will continue to train teachers to include reading strategies within their Science Curriculum. Science and Reading Teachers can share best practices and collaborate during PLCs. Teachers can also receive more training with the Science Technology Penda. They will learn how to help parents to assist their child with this program at home focusing on foundational science skills (science vocabulary, scientific process, and comprehension), which allows them to practice science standards in an interactive and engaging manner. These same strategies and resources can be shared with parents.

- Accessibility

Use of audio enhancement during parent meetings/parent training or on any school event that parents are involved in. Use of Community Language Facilitators to interpret into Spanish and Haitian Creole. The use of SmartBoards would also be used so that information can be enlarged and clearly displayed to assist any parents with visual impairments -Continue to provide information to families in their native language to ensure parent engagement and support -Continue to provide support to all families as needed (Migrant and Homeless)

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: \$122,870.51

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Headphones for students to use during the day and afterschool to support engagement while using devices (K-5)	210	\$15.00	Original	\$3,150.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	BT 492019 Dissolving line - review notes for information	1	-\$1,266.30	Budget Transfer	-\$1,266.30	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Sharpie Markers to support delivery of instruction (classroom and tutorial)	40	\$10.00	General Supplies	Original	\$400.00
	Storyworks Magazines for K-5 students to support ELA	1	\$2,091.00	Instructional Materials	Original	\$2,091.00
	PENCIL PRESHARPENED TICONDEROGA #2 PACK OF 72 for classroom and tutorial	18	\$15.00	General Supplies	Original	\$270.00
	Student binder dividers	25	\$12.00	General Supplies	Original	\$300.00
	Measure Up Workbooks for students in grades 3-5 (ELA and math)	410	\$15.00	Instructional Materials	Original	\$6,150.00
	FOLDER 2POCKET W/FASTNR LBE (box of 25) for students	40	\$20.00	General Supplies	Original	\$800.00
	Shipping	1	\$3.01	General Supplies	Original	\$3.01
	Student Data binders for students to track data	40	\$10.00	General Supplies	Original	\$400.00
	Dry erase markers - Sanford Expo-2 markers, 12/Box	20	\$10.00	General Supplies	Original	\$200.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Boxes of Copy Paper - case teacher and tutorial	100	\$45.00	General Supplies	Original	\$4,500.00
	Student plastic sheet protectors	2	\$30.00	General Supplies	Original	\$60.00
	Laminating film to support delivery of instruction	3	\$75.00	General Supplies	Original	\$225.00
	Student Whiteboards to support student learning	46	\$24.00	General Supplies	Original	\$1,104.00
	Reduced line per school request BT 489521	1	-\$2,696.50	General Supplies	Budget Transfer	-\$2,696.50
	Reduced line per school request BT 491+04	1	-\$1,503.40	General Supplies	Budget Transfer	-\$1,503.40
	Increasing line per school request BT 492019 for Measure Up Workbooks to support student learning in grades 3-5 in ELA and Math.	1	\$1,266.30	Instructional Materials	Budget Transfer	\$1,266.30
Online subscription	Item	Quantity	Rate	Type	Total	
	Reading A-Z to support ELA standards for students in grade K-5 (school site license)	1	\$150.00	Original	\$150.00	
	iReady Magnetic toolbox to support ELA standards for students in grades 3-5 (school site license)	1	\$3,017.50	Original	\$3,017.50	
	BT 589521 Increasing Add to add Penda Learning	1	\$1,812.50	Budget Transfer	\$1,812.50	

Acct Description	Description									
	Item	Quantity	Rate	Type	Total					
	BT 491904 Increasing line for i-Ready Tool Box	1	\$1,503.40	Budget Transfer	\$1,503.40					
	BT 492770 Decreasing line for iReady consumables	1	-\$428.40	Budget Transfer	-\$428.40					
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide support to targeted at-risk students in grades K-5 during an after school tutorial program through a small group model of support. / Tentative start date is November 2024	6	\$37.00	2	1.75	13	Certified	Original	\$10,101.00	
	Certified Teachers will provide support to targeted students in need of additional help (based on data), in grades 2-3 in ELA and math during a Summer Tutorial program to prevent Summer Slide / June 2025	3	\$37.00	2	6	2	Certified	Original	\$2,664.00	
Resource Teacher	The 0.5 Math Resource Teacher will provide explicit small group reading tiered instructional support during the 60 minute math block for students in grades K-5 Level 1 and Level 2 students and students in need of Tier interventions.									
Resource Teacher	The 0.5 ELA Resource Teacher will provide explicit small group reading tiered instructional support during the 90 minute literacy block for students in grades K-5 going through Tier 2-3 interventions.									

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: \$103,829.00

Acct Description	Description													
Tch Res Staff Development	The 0.5 Staff developer teacher will provide support for teachers in grade K-5 to create and implement Math standards based lessons, PLC, PDDs, coaching and building teachers' capacity to deliver effective standards base instruction.													
Webinar /PD with Purchase	Item						Quantity	Rate	Type	Total				
	PD Webinar for Penda Learning - Traings teachers in grades 4-5 will participate in this training to learn program to support student learning and increase student achievement.						1	\$650.00	Budget Transfer	\$650.00				
Teacher Collaboration	Item						Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers(K-5) will work together to analyze student data, identify needs of students, create action plans,instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math,Science) to increase student achievement. / Tentative start date is July 2024 - Ongoing, various dates throughout the year						25	\$25.00	1	2	4	Certified	Original	\$5,000.00
Tch Res Staff Development	The 0.5 Staff Developer Teacher will provide support for teachers in grade K-5 to create and implement ELA standards based lessons, PLC, PDDs, coaching and building teachers' capacity to deliver effective standards													

Acct Description	Description								
	based instruction.								
Travel out-of-state	Item					Quantity	Rate	Type	Total
	NABE Conference / Atlanta, GA / February 18-22, 2025 / Dual Language- The National Association for Bilingual Education is the only national professional organization devoted to representing bilingual/multilingual students and bilingual education professionals. (Principal, coach, and 4 teachers)					6	\$1,836.00	Original	\$11,016.00
	BT 489521 increasing line to add funds for per diem for NABE conference					1	\$234.00	Budget Transfer	\$234.00
Supplies	Item				Quantity	Rate	Supply Type	Type	Total
	Chart Paper to support PLCS, PD, Collab Planning				1	\$500.00	General Supplies	Original	\$500.00
	Ink black and colors to support PLCS, PD, Collab Planning				1	\$500.00	Technology	Original	\$500.00
	White Copy Paper to support PLCS, PD, Collab Planning				10	\$45.00	General Supplies	Original	\$450.00

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: \$3,448.24

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Bright color copy paper (ream) to support school-home communication.	3	\$8.99	General Supplies	Original	\$26.97
	Agendas to support school-home communication. (flat rate for 440 agendas)	1	\$1,600.00	General Supplies	Original	\$1,600.00
	Toner (1 cartridge black) to print iReady and EDW reports for parents	1	\$85.00	Technology	Original	\$85.00
	White copy paper (case) to support school-home communication	7	\$44.61	General Supplies	Original	\$312.27
	Toner (1 cartridge each color - Magenta, Cyan, and yellow) to print color iReady and EDW reports for parents	4	\$70.00	Technology	Original	\$280.00
Postage	Item	Quantity	Rate	Type	Total	
	Postage to mail information home to support school-home communication (400 x 2 mailings = 800)	800	\$0.68	Original		\$544.00
Enrichment Contracts	Item	Quantity	Rate	Total		
	Cox Science Museum will provide Science Workshop for a Parent training to support science in grades K-5. / Tentative date is January 2025	1	\$600.00			\$600.00

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

Lake Park Elementary School is committed to providing an equitable, high-quality educational experience so each student reaches his or her highest potential. Our empathetic staff will support instructional and social emotional needs of all students. Realizing the significant impact that parental involvement has on student achievement, we are committed to keeping parents updated on their student(s) academic progress. We are committed to educating parents to work with their children at home, and involving parents in school based programmatic decision making.

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
Veronica Young	Assistant Principal
Danielle Hart	Parent
Lisa Ehlers	Teacher
Melvin Stewart	Staff/BHP
Lisa Johnson	Community Member
Joanna Holland	Staff

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

All stakeholders are invited to be part of SAC/CNA process and members are selected to represent the community we serve. Our members received invitations to this meeting via email and invitations. These individuals were selected based on their consistent support of LPE. At the first meeting SAC Procedures and key members were able to vote for various membership roles. SAC members are selected to reflect the diverse community that Lake Park Elementary serves.

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

Based on SY24 CNA Meeting we received input on ways to improve participation among our families/parents. They shared suggestions of more effective ways to communicate between home and school. Bridges of Lake offered to provided financial assistance that can be used to support families with home-to-school connections. Stakeholders were able to jointly develop the Schoolwide Plan during SAC meetings, staff meetings, and leadership meetings through the CNA process scheduled for February/March 20234 They were able to look at our data to identify needed strategies for student improvement as well as improving family engagement. Stakeholders will be involved in jointly developing the Schoolwide Plan during SAC meetings, staff meetings, and leadership meetings through the CNA process scheduled for February/March 2024. We will be able to look at our data to identify needed strategies for student improvement as well as improving family engagement.

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

The stakeholders suggested more support with K-1 students with reading readiness and resources Kindergarteners. They also suggested that we provide more literacy resources that are more parent friendly, so parents can support students with the home/school connection. They also provide families with literacy resources and games to help build the comprehension skills. This year funds were allocated for postage, Science Night for parents/students to attend to learn how they can apply the scientific process, and supplies for parent trainings, and agendas for school-home communication.

Name	Title
Anishka Hepburn	Bridges of Lake Park/SAC Member
Corye Readon	Parent/SAC Member
Esther Domingo	Parent/SAC Member
Keyly Vaval	CLF/SAC Member
Dr. Carlos Castro	Principal
Diane Kinne	Learning Team Facilitator
Joseph Petruzzelli	Community Partner (iThink Financial)

Annual Parent Meeting

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

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

- What it means to be a Title I School;

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

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

September 24, 2024 at 2:30 pm - 3:30 pm This meeting will be held at Lake Park Elementary Media Center and a Google Meeting (Virtually) option will be offered.

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 and Stakeholders will be notified via Parent Link, Flyer, School Website and Dojo. Communications will also be translated in Creole and Spanish.

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

The following resources will be shared at this meeting: LPE SY25 Title I Data, SY25 SIP Summary, Parents Right to Know Document, Outcome of SY25CNA, SY25 PFEP Summary and SY25 School Compact, Meeting Materials/Supplies: Paper(Flyer/Invitation), Ink Cartridges, Chart Paper, Sticky Notes, Computer(Google Meet: Virtual Meeting), SY25 Title I Annual Meeting PowerPoint.

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**

Home-School Communications Platforms

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

Teachers will learn how to use various platforms such as Google Classroom, Parent Link and SIS Parent Gateway platform to assist parents with monitoring their child's academic progress. They will learn to use this platform to communicate with parents on ways to monitor their child's academic performance and attendance status in a timely manner.

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

This training will provide a different communication tool that parents can conveniently access to monitor their child's performance. Teachers and Staff will work with navigating the SIS Family Portal in order to improve home-school communication and share important data/reports with families.

- **What will teachers submit as evidence of implementation?**

Presentation and Handouts Class Communication (Newsletter, Google Classroom, or Dojo Communication) Sample of SIS Gateway communication with families Conference Notes (Listing SIS Gateway-Communication)

- **Month of Training**

September 2024

- **Responsible Person(s)**

Young, Adams and Law

2. Reflection/Evaluation of Training #1

- Name and Brief Description

K-1 Dual Language, this training will provide an overview for our families on our new Dual Language program offered for our primary students. They will learn about the blended curriculum and resources that will be used.

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Welcoming and Inclusive Schools for All Students and Families

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

Teachers and staff will learn ways to create an inclusive classroom through academics. This training will teach staff members on way to increase parental support, by using Family Resources from FLDOE (FAST Testing) K-2 Star and 3-5 FAST. Also staff will be trained on showing parents how to assist and monitor students on progress using the iReady Platform.

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

This training will also communicate various ways the schools are creating a more inclusive learning environment for all learners. Families will be more informed on programs that are offered through the district to assist with immigration status and needs. By sharing these academic resources FAST Parent Resources and iReady Family Resources, it will increase parents knowledge of these key testing platforms and assist with supporting students in test taking strategies and increase their content knowledge

- What will teachers submit as evidence of implementation?

Teachers will provide evidence of communications to parents on how to use iReady Family Resources and FAST Parent Resources. They will also provide Resource Handouts and Photo of parents being trained on these resources.

- Month of Training

October 2024

- Responsible Person(s)

Pataca (ELL Resource) Dominique (CLF) Holland (CLF) Young (AP)

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Welcoming and Inclusive Schools for All Students and Families

- 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

Best Standards 101 (Benchmarks ELA and Savvas Math Resources)

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

Parents will learn about the new Benchmark Advance Curriculum and Savvas Math to gain more insight using the new Best Standards. Parents will learn ways they can use a variety of resources to help their children at home to reinforce the new reading standards and other content areas.

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

Parents will interact with: Benchmark Reading Resources Savvas Math Resources iReady (Reading/Math) Parents will also use a Chromebook to access technology resources at home.

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

Parents will have a better understanding of the new Best Standards and ways they can support their child with reading/language arts and math standards. They will interact with the technology resources used during the literacy block and math block.

- Date of Training

October 2024

- Responsible Person(s)

Curiel, Law and Young

- Resources and Materials

Google Presentation Reading and Math Resources Invitation Evaluation Chromebooks

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Improving Communication Between School and Home

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

This training will provide parents with the communication tools they need to improve home-to-school communication. They will also learn more about parent resources that are available within the district and our approved community partners. By providing this training it will increase parent's understanding on ways to communicate with teachers, staff, and administration about their child's education. This will in turn increase their understanding of their child's academic/behavioral expectations at school. They can also make requests for various resources in a timely manner as needed, which may be provided by our community partners.

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

Parents will be provided with practical communication information/tools from them to apply in order to form more healthy relationships with the school and their child's teacher(s). This training will be in collaboration with the Community Education Specialist and Bridges of Lake Park. This training will also help build connections with parents, schools, and community partners. Parents will discover the Bridges' Website and learn how to access it, as well as learn how to access other tools and resources (navigate sites, and different communication platforms).

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

The goal of this training is to inform parents of various ways to improve communication with teachers/schools. This will increase parents understanding on what this community partner offers and utilize the resources in a timely manner in order to meet their family's needs. The Bridges of Lake Park focuses on increasing the number of children becoming proficient readers by 3rd Grade. Parents are offered Literacy workshops and ELL Lab to assist parents who are not fluent in English. By being a Community Partner with our school this support will increase parents' skillset and understanding, which in turn will impact their child/children's learning.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Young and Community Education Specialist

- **Resources and Materials**

Agenda Sign-In Sheet Photos Parent Resources Invitation Evaluation

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

November 2024

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Science Night: Sponsored by the Cox Science Museum

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

To support student learning at home, parents will learn more about Florida's State Math and Science Standards. They will experience interactive science and math experiments facilitated by the Cox Science Museum.

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

The Cox Science Museum will provide interactive experiments that reinforce science standards with interactive learning stations. Parents will be able to conduct experiments with their child to help students apply their knowledge of science/math standards.

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

The impact of this experience will allow parents to help students to apply their knowledge of science/math standards they've learned in the classroom.

- Date of Training

January 2025

- Responsible Person(s)

5th Grade Science Teacher and Young

- Resources and Materials

Invitation Sign-In Sheet Description of Science Stations Flyer Photos Evaluation

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

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

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

- Name of Agency

Palm Beach School District Multicultural Department

- Describe how agency/organization supports families.

A representative will assist our Haitian/Spanish Parents with the virtual learning academic tools such as: Google Classroom Navigation, Email (Google Translate), Imagine Learning. Multicultural Dept will share information and resources for parents.

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

Meeting Notes/SAC Meeting Notes Meeting/ Presentations Agenda Emails Information regarding resources for families in the community and in the District

- Frequency

Once a year

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

- Name of Agency

Bridges of Lake Park

- Describe how agency/organization supports families.

Bridges supports our parents, school and community in many ways. They provide volunteers at school events and with donations of school supplies to help our students adapt to virtual learning. They also assist our parents by educating them on school readiness by supporting with Kindergarten Round-Up and teaching parents how to support their child at home with reading and other academic skills.

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

School Newsletter, Class Dojo, and School Website

- Frequency

Monthly/SAC Meetings

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

- Name of Agency

iThink Financial

- Describe how agency/organization supports families.

They will provide resources for families, students and teachers. For students and parents, iThink offers Financial Literacy, which will teach students and parents about savings and smart spending habits to help build wealth. iThink would like to support teachers in offering resources throughout the school year (Gourmet Snake Cart, Financial Resources and Donations to assist with classroom resources).

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

Emails, Google Slide Presentations and photos

- Frequency

Ongoing

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 notify parents through Dojo, newsletters, flyers, school website and parent link as necessary and update parents on Title I related activities, parent training, curriculum nights, parent conference and monthly SAC Meetings. Creole and Spanish Translation will be provided in each correspondence.

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

Flyers Parent link Dojo Google Classroom and School Website (Screenshots) SAC Meeting Minutes

- Description

We will notify parents during curriculum night about the expectations of the various content areas of Reading, Writing, Math and Science. Parents will also be informed through monthly data chats, progress monitoring per semester, progress reports, progress monitoring plans (if needed), parent training, parent conferences, FSA workshops for parents and monthly SAC meetings. We will also share i-Ready ELA Diagnostic Student Report and Success Maker Math Reports each Trimester. Creole and Spanish Speaking CLF will assist with translation of these documents.

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

Curriculum Night PPT and handouts Meeting Agendas Handouts Meeting Minutes Parent Conferences Notes

- Description

Parents will be informed of the various assessment results and Student's Academic Progress Documentation provided by the school and classroom teachers through, SAC Meetings, Curriculum Night, IEP/LEP Meetings and Parent/Teacher Conferences.

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

Progress Reports / Report Cards Data Chats Documentation IEP/LEP Meeting Notes Parent Conference Notes Assessment results

- Description

We will provide parents with a schedule of the FY 25 Parent workshops/trainings, Title I Annual Meeting, encourage parents to request parent/teacher conferences for updates on their child's progress and invite parents to attend our monthly School Advisory Council (SAC) Meetings (Creole and Spanish Speaking CLF will be provided for assistance).

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

Invites Meeting Minutes Parent/teacher conference notes

- Description

The meetings will be held during a reasonable time after normal working hours, light refreshment will be served and Childcare will be provided. We will offer Parents/Families options to attend trainings/conferences/meetings In-Person or Virtually over Google Meet, which is a virtual meeting platform that would allow parents to participate remotely. The Google Meeting link will be sent via Parent Link Email and/or Flyer.

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

Invitations with links to virtual meeting/conference/training Flyers - with link Screenshots

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

According to our Family Involvement Survey, parents requested that more school communication. During the FY 25 School Year, we will provide our parent link messages in English, Creole, and Spanish. We will also provide flyers that announce school events in English, Creole, and Spanish. Due to the increase of Creole and Spanish-speaking students and parents, we will have our Creole and Spanish Speaking CLFs to support the various forms of communication.

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

Parent Link Translated Parent Letters/Flyers Dojo (Translations) School Website (Screenshot of Translations) FY24 Compact and PFEP Summaries in all languages

- **Description**

We will provide any necessary accommodations for parents who have any specific disability, so they can benefit from any information sharing educational activity held either during school or after school hours. The staff at Bridges at Lake Park will help us acquire the assistance of qualified support personnel who may be visually impaired. Audio enhancement equipment is available in each classroom, the media center and cafeteria to further assist parents who are hearing impaired. Parents that need additional assistance have access to an elevator that is located in the 800 Building, which contains most of our classrooms (Grades 1 - 5), the other buildings on campus are single story and have access ramps. There is designated disabled parking areas located around our school campus. Each meeting location is wheelchair accessible; if any other accommodations are needed, the district's ESE Department will be contacted to provide any additional provisions.

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

Flyers Parent Link/Emails Dojo Photos of ADA compliant building

- **Description**

We have not had any families that are identified as migratory workers, but if we do during the FY 25 school year, we will work to contact the district's Migrant Education Office; to provide any necessary resources and assistance. If a family is identified as meeting migrant status, we will provide necessary school supplies, school uniforms (if needed), and additional information on services the school district may provide.

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

Flyers Dojo CLF Home Visit Log (If necessary) Communication Log/Conference Notes Migrant brochures of services provided in all languages

- **Description**

We have and will continue to work with the district's department for homeless families. Our school have received donations of clothing, shoes and toiletries to provide for our neediest family. Both administration and our school counselor are available to refer parents to different agencies for assistance if specific needs arise. We will continue to monitor our students to ensure that their needs are being met. Upon knowing of any family in need of housing, our school will consult with the McKinney Vento Office and provide any additional necessary assistance to meet their needs.

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

Flyers Parent Link/Emails Dojo Logs/photos of clothing, shoes and toiletries donations McKinney Vento flyers of services provided in all languages

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Every day in grades K - 2 we start with Morning Meetings; in grades 3-5 "Skills for Learning and Life" resources based upon resiliency and character education standard, will be integrated with various lessons. This is an opportunity for our students to express themselves, share with their peers, and participate in team and character-building activities. Students learn to appreciate individual differences through these meetings. Students will also have additional Skills for Learning and Life lessons every other week through Fine Arts with the school counselor. We also offer peer mediation and conflict resolution school-wide to help students learn how to constructively solve differences and problems. We have an SwPBS plan in place with specific actions to address student misbehavior while encouraging appropriate behaviors. In an effort to reduce discipline referrals, students are given an opportunity to reflect on their behavior, share their thoughts and feelings about their actions, and provide some corrective feedback. Oftentimes students who were sent to the office for minor disciplinary infractions are rewarded for making better choices. We have ensured that we are sensitive what students may be experiencing under the current health crisis with the pandemic, so it is vital that student "Skills for Learning and Life needs are being addressed. Our school School Counselor supports students' non-academic skills by meeting with grades K - 5 weekly. They are taught lessons on Kindness, Self-Control, Citizenship etc. Students also receive special weekly recognition called "Shout Outs" for showing appropriate Character Traits towards their peers and staff members. We also have a Behavior Health Professional that is an additional layer of support in meeting our students' Skills for Learning and Life needs. We also have a School Based Team that meets weekly to discuss students with barriers to academic and social success, which may lead to a Mentor being assigned to students identified with Skills for Learning and Life concerns. The school also ensures the social-emotional needs of all students are being met through the implementation of the following programs/activities: • Mentors assigned to students identified with Skills for Learning and Life concerns • Mentoring program utilized with students in need of positive adult interactions and positive feedback throughout the school day. • Connect students to agencies who have Cooperative Agreements on our campus

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

Each day teachers and administrators monitor various data points (reading, writing and math work samples, assessments, behavior charts etc..) attendance, behavior and academic performance. School staff utilizes the Student Development Plan Data Driven Practices to assess the academic/behavior needs of students. Through weekly School Based Team Meetings, teachers and administrators can review data and make informed decisions on students behavior/academic progress. We also have Pupil Progression Meetings three times per year to set goals and discuss interventions for identified students. This is supported with a comprehensive school counseling program (Student Development Plan) which develops intensive interventions. The school's ESE/ELL Resource Teachers as well as the School's Guidance Counselor are members of the SBT who support this process. Tier 1: Provide core standard-based instruction to all students. Teachers and Administration begin monitoring student(s) data, work samples and assessments at the onset of the school year. All English Language Arts classrooms (K - 5) have 90 - 120 minute daily Literacy Block. All classes utilize the balanced literacy approach that includes small group, one-on-one instruction based on student(s) needs using Florida Ready as the core language arts curriculum. English Language Arts teachers also supplement their lessons with the district's suggested resources, this includes texts to support units of study, extensive classroom libraries and leveled books for small group guided/strategy group instruction. English Language Arts teachers in grades 3-5 receive double down support for the entire literacy block to ensure students receive direct, explicit instruction in a small group setting. Students also have opportunities to practice their reading skills using technology with i-Ready, which creates a personalized instruction plan and prescribes tailored lessons. These lessons are created to boost students' phonological awareness, fluency, vocabulary and reading comprehension. Tier 2: Students who require additional academic/behavior support due to not meeting grade level exceptions are recommended to School Based Teams. Their specific area(s) of concerns are identified, goals are set and researched based interventions are applied during a 6-8 weeks process. Some of the data points that are used are Reading Running Records (RRR), i-Ready Diagnostic performance and Observational Notes. Based on data that pinpoints a student's area(s) deficiency; students will be provided supplemental support, such as using a reading intervention Leveled Literacy Intervention (LLI) for improving reading skills and small strategy grouping. School Based Team (SBT) will monitor students response to intervention (6 - 8 weeks), determine if students are responding to supplemental support. SBT will review the student's progress and determine if more intensive interventions are required. Tier 3: SBT will set a goal of the intervention and apply more intensive interventions more frequently. SBT will continue to monitor/analyze student(s) response to intervention to see if any progress was made or to determine if student(s) qualify for specialized services to meet their instructional/behavioral needs. This could include a modified behavior plan with a specialized contract with student(s), over a 8 - 10 week period, One-on-One support with identifying high frequency words, word families etc.. To document implementation Lake Park Elementary will collect SBT Meeting Schedules, Meeting Invitations, Meeting Notes, Data Tracking Forms and Evidence of Student Progress Monitoring. We are using various researched based resources to address students' deficiencies, such as Benchmarks Advance Intervention Resources, Voyager, iReady Tools for Instruction/Online Lessons, and Easy CBM.

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

For enrichment opportunities, our high functioning reading students receive support from a Gifted Teacher, who has a group called "High Flyers". They are provided enrichment activities in reading which targets their right portion of the brain, which stimulates their creativity functions. Through researched based- lessons students increase their vocabulary skills and view writing as an art form. Due to our high English Language Learners (ELL) we utilize an interdisciplinary approach to instruction throughout all grade levels that enable our instructional staff to educate all students in grades K-5 about both cultural and historical tragedies and the specific impacts that people from a variety of different cultural backgrounds have made to our culture and society. For instance, our students learn about the contributions of famous African Americans, the tragedy of the Holocaust, and contributions of a variety of contributions made by different people through non-fiction guided reading lessons during our 90 minute literacy block. We offer a variety of academic resources. This year we are offering Accelerated Math courses for 3rd and 4th Grade students who are performing average and above average performers. In math, students use the district's approved enVision/Pearson Math as the core curriculum, it is also supplemented with standard-based resources. Math instruction is delivered using the gradual release instruction model as well as the small group instructional model. Each day supplemental resources are used to enrich students' math instruction, such as Flocabulary, which presents vocabulary skills with a musical twist. This year K-2 classes are implementing a new Literacy Curriculum, Benchmarks Advance. This robust program offers lessons in each of the Balanced Literacy components. It also offers opportunities for students to strengthen their reading fluency through Readers Theater (stories created in a play format). And this program provides an opportunity for independent reading; the students can select books of interest and apply their reading strategies they learned daily in class. The Physical Education program supports students' physical bodies and promotes healthy eating choices. The students participate in a variety of physical education activities based on the Florida Standards, they also have supplemental activities such as an after-school Running Club Biking Program. We also have a small garden donated by the American Heart Association that students help tend to and during harvest season they can take some of the fruits and vegetables home to enjoy. Students' progress is tracked and monitored through-out the school year. Based on reading and math performance, students are offered tutorial opportunities. One is offered during the school day; some teachers provide "Lunch and Learn" academic support. During lunchtime, students review math/reading skills they are currently deficient in. Students are also provided an after-school tutorial for reading and math. They are provided an opportunity to work with a different teacher who provides a variety of instructional strategies and students are also given additional opportunities to work on i-Ready, which is an adaptive reading and math technology program that creates individualized lessons based on students' individual needs. Our ELL's who are beginners speakers of the English Language, will also have an additional opportunity to improve upon their English Language experience daily by working on the technology software, Imagine Learning, during their Literacy Block. This year for our 3rd Grade Mathematicians, we are offering AMP for Math enrichment. This will provide an enrichment with math skills and challenge these students with high order thinking/problem solving with various math concepts/skills. To document implementation Lake Park Elementary will collect lesson plans and activities for the High Flyers Group, Lunch and Learn Activity and Lesson Plans and Performance Reports from (ELL) Imagine Learning.

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

Each year our 5th Graders have an opportunity to visit the two feeder Middle Schools in the area. They are paired with a sixth grade student and shadow them throughout the day. This gives the students an opportunity to be prepared for what middle school entails. Additionally, select students serve as safety patrols, which provides them with leadership opportunities in serving the school and the community. We will also offer students and parents the opportunity to meet several representatives from area middle schools during the Middle School Showcase. Parents and students will be informed of the middle schools' course selection and/or choice programs. Our 5th Graders each year visits the Town of Lake Park to learn about our local government. They also sit in on a City Council Meeting. We also invite Lake Park Elementary graduates to speak about their current post-secondary experiences. 5th Graders also have the opportunity to shadow the principal for the day. They have an opportunity to assist on the decision making process, duty coverage and parent communication (College or Careers). To document implementation Lake Park Elementary will collect artifacts such as photos, activities and pamphlets about the programs that were previously mentioned as evidence.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming

- 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
- 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

Our campus has one VPK Unit. This class is housed with the other Kindergarten Units. Our VPK students interact throughout the day in order to build positive relationships with one another. These students engage in a variety of learning activities that stress the importance of teamwork, responsibility and problem solving. In addition, students are exposed to some of the academic contents they will later receive in grades K-2. As a part of our Single School Culture, VPK Students are rewarded when they meet school wide exceptions. The VPK Teacher will meet with the Kindergarten Teachers, in order to become familiar with Kindergarten Expectations and Learning Standards. VPK Students and Kindergartens participate in Reading with my Buddy. In the spring, Kindergartens who are reading pair up with Pre-K students every other Friday and read their favorite book. This year the students will record their Read Aloud to share with their Pre-K Buddies. A pre-kindergarten transition meeting is held in May inviting all of the child day care centers and voluntary pre-kindergarten sites in the area to visit Lake Park Elementary. A kindergarten Round-Up program in May is held to prepare students and parents for Kindergarten expectations, such as reading readiness skills, basic math functions and social skills and procedures. During this time parents are allowed to register their child, the school's nurse presents necessary information about treating illness and proper procedures in providing medication. Kindergarten Round -Up also promotes strategies to assist parents in helping students on kindergarten academic standards and social skills. Lake Park Bridges- Is a local parent outreach that supports early childhood through monthly parent workshops that provides academic support and informs parents of various outside resources. Through the Children's Home Society of Florida, this agency offers a variety of parent/child activities throughout the school year. Their goal is to support parents and children starting at Pre-K level, targeting foundational skills, such as letter recognition, phonics and vocabulary acquisition. They provide books and interactive activities for parents to reinforce what is taught at school. To document implementation Lake Park Elementary will collect the Kindergarten Round Up Flyer, Invitation, Sample VPK Activities, Bridges Resources and photos of events as evidence.

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

Instructional Coaches, which is called Learning Team Facilitator for (K-5), facilitate weekly PLC's which provide professional development opportunities for teachers. The master schedule has been designed to provide consistent time for teachers to meet by common content areas and grade levels. Research-based protocols will be utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Based on the teacher's instructional needs and students' data, support will be provided during PLC's. Regional/District's ELA and Math Specialists will provide coaching, mentor and standard based resources for differentiation of instruction. Additionally, teachers will receive professional development through collaboration with area schools (with similar student demographics), by participating in a coaching cycle in an effort to enhance instructional strategies. Summer professional development will be provided to lead teachers and coaches.. They can increase their instructional capacity by attending Marzano/Learning Science International Conference and Model School Conference. These conferences allow teachers to share innovative ideas and best practices. This year this conference may be rescheduled and/or a virtual option may be provided. Academic Tutors will provide push-in support to grades 2 - 5. They will participate in several district training, such as RRR (Level 1 and 2), Leveled Literacy Intervention (LLI) to support our small instructional group during the literacy block. They will also receive support from the Learning Team Facilitator, who provides one on one, modeling and coaching support for ELA and Math strategies. To document implementation, Lake Park Elementary will collect the Academic Tutor Lesson Plans, PLC Meeting Agenda and Notes, and PD Resources as evidence.

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

The following strategies are utilized in order to recruit, develop and retain certified-in-field and effective teachers:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment event

Additionally, all first year teachers and/or experienced teachers who are new to our school are required to participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support\ include a mentor support team, staff development opportunities, observations, conferences, and written and verbal feedback.

- ESP, this is a program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Tutorial Opportunities for part-time pay are offered, based on reading and math data; tutorial support is offered for students in grade 3 - 5. Teachers within the school are encouraged to offer their expertise in reading and math to students who are not meeting grade level expectations, based on the new Best Standards. To document implementation, Lake Park Elementary will collect ESP Support, emails/advertisement of scheduled interviews and/or vacancy can be shared as evidence.