
Title I Comprehensive Schoolwide Plan
MEADOW PARK ELEMENTARY SCHOOL (0591)

ELA

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

1. List prioritized needs statements.

Based on FY24 Performance Monitoring Data (PM2), 49% of students are predicted to score a level 1 or 2. Our priority is foundational phonics and phonemic awareness at grades K-2, grade level comprehension, vocabulary, high frequency words, and fluency across genres at grades 3-5. K: Based on STAR Early Literacy Assessment Data (PM2), 61% of students are identified "At/Above Benchmark" with a need in Phonological Awareness, Phonics, Fluency, and Reading Informational Text. 1: Based on STAR Early Literacy Assessment Data (PM2), 42% of students are identified "At/Above Benchmark" with a need in Phonological Awareness, Phonics, Fluency, and Reading Informational Text. 2: Based on STAR Reading Data (PM2), 46% of students are identified "At/Above Benchmark" with a need in Phonological Awareness, Phonics, Fluency, and Reading Informational Text.

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

New computer-based, adaptive State Assessment to measure achievement and progress (transition concerns); Limited time for small group instruction and differentiation; Need for additional support for ELL and SWD students; Increased class size and influx of many new students, including emerging language learners; Gaps in phonemic awareness and phonics; Less frequent assessments (RRR vs. ORR); K-2 state assessment direct instruction on standards vs. phonics; A need to develop love for reading (students); Insufficient materials/resources (print and technology based); Needs for consistent parent engagement and support at home

3. Share possible solutions that address the root causes.

Master Schedule to reflect Literacy Instruction in the a.m., where possible; Continued Professional Development through PLC and PDD to build teacher capacity on new standards and updated curriculum, to include more around the Science of Reading as well attending conferences and webinar; Offer differentiation/ extended learning session to students, with flexibility for morning or afternoon support; Support reading curriculum with the use of supplemental resources (including poetry)- print and online; Provide ongoing remediation and enrichment and extended learning opportunity; Increased push-in support; Summer PD to map out curriculum and engage in vertical alignment of standards and concepts across grade levels and attend training to learn ELA best practices and innovative support to all students; Explicit vocabulary instruction; Support staff for parent meetings, trainings and engagement.

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

- **Communication**

Title I information will be shared through SAC, Class Dojo, Progress Reports and Report Cards, Call Outs, Emails, Eagle Tribune Smore Newsletter to all families, Parent/Family Conferences, Social Media (Facebook, Twitter, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. Through these we hope to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Training on new standards and strategies to assist with reading at home, Explanation of monthly Reading Deficiency Letters Assist with District portal and available technology, Help enforce study habits of responsible learners, AVID organization and strategies (binders, orange folders, agendas), Understanding grade level expectations and progress towards those expectations, Family Training for Dual Language Immersion Education Program

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

- **School**

Trainings throughout the year, not just at the beginning of the year; Varying times for family participation in activities; Translations available at all parent trainings and meetings; Expectations for agendas and communication folders

- **Students**

Attend school daily and be on time; Follow the Eagle Way at all times; Participate in morning or afterschool tutorial as needed; Take home materials for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.)

- **Parents**

Ensure their child attend school daily and arrive on time; Attend free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with homework and encourage reading at home; Monitor student activity on computer programs, such as iReady or IXL; Help enforce positive study habits; Communicate regularly with teachers; Attend parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress

- **Staff Training**

Summer PD to map out curriculum, AVID Organization, Vertical alignment across grade levels and content areas for progression of standards and grade level expectations, Parent Communication, 4th/5th Grade Write Score Writing strategies and best practices (to share with families), K-2 Phonics and Phonemic Awareness strategies

- **Accessibility**

Working with the ESE Team to assist parents within the school, small group instruction for students, tutoring, outside Mental Health resources, outside academic assistance, referrals/assistance with the MVP. We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

Math

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

1. List prioritized needs statements.

Based on FY24 Performance Monitoring Data (PM2), 64% of students are predicted to score a level 1 or 2. Our priority is foundational skills and fluency, with identified need in algebraic reasoning, fractional reasoning, and number sense reasoning. K: Based on STAR Mathematics Assessment Data (PM2), 58% of students are identified "At/Above Benchmark" with a need in Number Sense, Operations, and Measurement 1: Based on STAR Mathematics Assessment Data (PM2), 76% of students are identified "At/Above Benchmark" with a need in Number Sense, Operations, and Measurement 2: Based on STAR Mathematics Assessment Data (PM2), 56% of students are identified "At/Above Benchmark" with a need in Number Sense, Operations, and Measurement

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

Lack of foundational/procedural skills that allow for higher-order skills to be done with fluency and automaticity; lack of fluency of basic facts; new math standards and curriculum adjustments, including fast suggested pacing and some grade level texts that are not seen as student-friendly; interpretation of word problems and academic vocabulary within the word problems and application of skills into multi-step word problems; a move away from hands-on and small group opportunities starting with concrete representation of skills; limited opportunities for students to interact with manipulatives; limited time for small group instruction and differentiation; need for additional support for ELL and SWD students; need for consistent parent engagement and support at home

3. Share possible solutions that address the root causes.

Continued Professional Development through PLC and PDD to build teacher capacity on new standards and updated curriculum, to include the new State Testing information. Offer extended time for students to master concepts; Utilize mathematics manipulatives; Remediation and enrichment (for fluency and automaticity of math facts); Resources (flashcards, online programming) to support strengthening of foundational skills and basic facts; Additional staff to build teachers capacity and support the work of PLC/Common Planning and carry it into the classroom; Summer PD to map out curriculum and engage in vertical alignment of standards and concepts across grade levels; Continue IXL support and IXL challenge competitions; Opportunity to attend PD off campus for teachers and experiential learning for students; Support staff for parent meetings, trainings and engagement.

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

• Communication

Title I information will be shared through Class Dojo, Progress Reports and Report Cards, Call Outs, Emails, Eagle Tribune Smore Newsletter to all families, Parent/Family Conferences, Social Media (Facebook, Twitter, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. The goal is to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Attendance, Communication with Staff, Assist with homework, Assist with District portal and available technology, Help enforce study habits of responsible learners, AVID organization and strategies (binders, orange folders, agendas), Understanding grade level expectations and progress towards those expectations, Math Make-and-take for resources and strategies to assist/reinforce skills at home utilizing games/manipulatives

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

- **School**

Pertinent parent trainings and make-and-take activities to allow families to work with their child(ren) on skills and strategies at home; Trainings throughout the year, not just at the beginning of the year; Varying times for family participation in activities; Translations available at all parent trainings and meetings; Expectations for agendas and communication folders

- **Students**

Attend school daily and be on time; Follow the Eagle Way at all times; Participate in morning or afterschool tutorial as needed; Take home materials for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.)

- **Parents**

Ensure their child attend school daily and arrive on time; Attend free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with math homework; Monitor student activity on computer programs, such as iReady or IXL; Help enforce positive study habits; Communicate regularly with teachers; Attend parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress

- **Staff Training**

Summer PD to map out curriculum, AVID Organization, Vertical alignment across grade levels and content areas for progression of standards and grade level expectations, Parent Communication, Math strategies to share with families and best practices

- Accessibility

Working with the ESE Team to assist parents within the school, small group instruction for students, tutoring, outside Mental Health resources, outside academic assistance, referrals/assistance with the MVP. We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

Science

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

1. List prioritized needs statements.

Based on Science Winter Diagnostic Data, 58% of students in grade 5 are predicted to score a level 3 or above on the End of Year assessment. This is a decrease from the 70% achievement earned on the FY23 Science End of Year Assessment.

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

Lack of foundational knowledge of scientific method/nature of science benchmarks; Lack of academic/domain-specific vocabulary; Limited opportunity for hands-on learning and completing experiments with consumable materials; Lack of PD on science progression and fair game standards; Some students missing core science instruction at grades K-4 because of Tier support; need for consistent parent engagement and support at home; Limited STEM remediation and enrichment supplies (print, hands-on, and online)

3. Share possible solutions that address the root causes.

Summer Collaborative planning for teachers to focus not only on ELA and Mathematics, but to include Science as well; STEM on Fine Arts rotation; Now that we have new cabinets in the STEM lab for ease of storage, ensure replacements for consumables for experiments; Science instruction daily in all grades, with science content infused through ELA blocks as much as possible; Rigorous, approved supplemental resources to support science benchmarks; Additional staff for more content support; More focus on the engineer/design model for STEM; Opportunity to attend PD off campus for teachers and experiential learning for students; support staff for parent meetings, trainings and engagement.

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

- **Communication**

Title I information will be shared through SAC, Class Dojo, Progress Reports and Report Cards, Call Outs, Emails, Eagle Tribune Smore Newsletter to all families, Parent/Family Conferences, Social Media (Facebook, Twitter, Instagram), School Marquee, School-wide Communication Folder (orange folder), Student Agenda, Parent/Family Nights and Trainings. The goal is to increase impact on informing families about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

We have gotten positive feedback on the training on Science Fair projects and how to select and conduct a science experiment, which was previously offered to students in 5th grade, and then expanded to students in grades 3-5. Now we'd like to offer to all families; STEM Night with Cox Science Center for hands-on learning opportunities for families; Help enforce study habits of responsible learners; AVID organization and strategies (binders, orange folders, agendas); Understanding grade level expectations and progress towards those expectations

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

- **School**

Offer pertinent parent trainings and make-and-take activities to allow families to work with their child(ren) on skills and strategies at home; Trainings throughout the year, not just at the beginning of the year; Varying times for family participation in activities; Translations available at all parent trainings and meetings; Expectations for agendas and communication folders; Share expectations for a successful Science Fair project

- **Students**

Attend school daily and be on time; Follow the Eagle Way; Participate in morning or afterschool tutorial; Take home materials for homework and to reinforce what they have learned in class daily; Participate in data chats and goal setting with teacher; Use technology appropriately; Employ AVID organizational strategies (binder, notebooks, orange folder, agenda, etc.) and maintain the binder appropriately; Participate in the school Science Fair and submit a class or individual project

- Parents

Ensure their child attend school daily and arrive on time; Attend IN PERSON free parent trainings offered at school; Volunteer regularly, with a goal of at least 10 hours a year; Assist with homework and encourage reading at home; Monitor student activity on computers; Help enforce study habits; Communicate regularly with teachers; Attend IN PERSON parent conferences, at least 2/year; Look for newsletters, fliers, Social Media posts, bulletins, etc. to stay informed of school happenings and student progress ; Keep contact information up-to-date

- Staff Training

Summer PD to map out curriculum; AVID Organization and how note-taking applies to Science; Vertical alignment across grade levels and content areas for progression of standards and grade level expectations to include the Fair Game Benchmarks; Science strategies to share with families; Parent Communication

- Accessibility

Working with ESE Team to assist parents within the school; tutoring; outside Mental Health resources; outside academic assistance, referrals/assistance with the MVP, as needed; We will continue to provide accommodations to families with Limited English Proficiency and/or Disabilities, in addition to any identified Homeless or Migratory Work families

Action Step: Classroom Instruction

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

Budget Total: \$168,617.59

Acct Description	Description
Resource Teacher	Math Resource Teacher to provide advanced math small group interventions in pull-out model for students in grades 3-5

Acct Description	Description						
Computer HW; non-cap	Item		Quantity	Rate	Type	Total	
	Imagine Learning Headphones with Mic		20	\$16.50	Original	\$330.00	
Online subscription	Item		Quantity	Rate	Type	Total	
	Raz Plus - English enrichment in ELA, Science and Social Studies for K-5		3	\$235.00	Original	\$705.00	
	IXL Science enrichment for Grades 3-5		1	\$2,500.00	Original	\$2,500.00	
	IXL Grades 1-5 for Math enrichment (500 students)		1	\$4,813.00	Original	\$4,813.00	
	Raz Plus - Spanish enrichment in ELA, Science and Social Studies for K-5		2	\$70.00	Original	\$140.00	
	Write Score - Writing enrichment for Grades 3-5		1000	\$5.49	Original	\$5,490.00	
Resource Teacher	0.5 STEM Resource Teacher to provide additional STEM enrichment and remediation instruction on a rotating basis in grades K-5 focused on fair game standards and hands on activities						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	J & J Science Bootcamp		2	\$385.00	Instructional Materials	Original	\$770.00
	Shipping		1	\$1.00	General Supplies	Original	\$1.00
	Classroom Chart Paper (pack of 8)		8	\$150.00	General Supplies	Original	\$1,200.00
	Florida Coach Jumpstart Science		50	\$6.95	Instructional Materials	Original	\$347.50
	Foundations/Wilson Replacement Materials		1	\$500.00	Instructional Materials	Original	\$500.00
	Math Manipulatives		1	\$1,519.09	Manipulatives	Original	\$1,519.09
STEM Replacement Materials		1	\$2,000.00	Manipulatives	Original	\$2,000.00	

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Copy Paper	225	\$36.00	General Supplies			Original	\$8,100.00		
	ACT Aspire Workbooks Grades 3-5	20	\$64.00	Instructional Materials			Original	\$1,280.00		
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide before school tutorial - K-5 ELA and Math remediation - October 2024	2	\$37.00	5	0.75	13	Certified	Original	\$3,608.00	
	Certified Teachers will provide after school tutorial - K-5 ELA, Math and Science remediation - October 2024	6	\$37.00	2	1.5	9	Certified	Original	\$5,994.00	
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total		
	0.5 STEM Teacher on Wheel - Split sub line when the staff is out	1	\$16.00	3.5	6.5	1	Original	\$364.00		

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$48,308.66

Acct Description	Description						
Community Resource Person	Community Resource Person to implement parent engagement plans and work to increase parent and family communication and support						
Enrichment Contracts	Item		Quantity	Rate	Type	Total	
	COX Science Museum; Parent training with hands on STEM activities with take away lessons; Target date - December 2024		1	\$500.00	Original	\$500.00	
Postage	Item		Quantity	Rate	Type	Total	
	Postage for post cards/parent communication to families and for regular mailings (meetings, trainings, SAC, Curriculum Nights, PTC) to families		1100	\$0.68	Original	\$748.00	
Supplies	Item		Quantity	Rate	Supply Type	Type	
	Student Planners - no customization cost in Title I		850	\$1.75	General Supplies	Original	\$1,487.50
	Colored copy paper for parent communication		10	\$85.00	General Supplies	Original	\$850.00
	Paper for postcards for parent communication		6	\$9.86	General Supplies	Original	\$59.16
	Ink for colored printers for flyers sent home		34	\$75.00	Technology	Original	\$2,550.00
	White copy paper for parent communication		15	\$36.00	General Supplies	Original	\$540.00
Online subscription	Item		Quantity	Rate	Type	Total	
	Smore Online Subscription; Parent communication sent 2x/month in all languages		2	\$150.00	Original	\$300.00	

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: **\$115,344.00**

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Chart paper	2	\$150.00	General Supplies			Original	\$300.00		
	Copy paper	10	\$36.00	General Supplies			Original	\$360.00		
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Collaborative/Collegial planning outside contracted hours during summer to prepare for upcoming school year; K-5 ESE/ESOL/Resource Teachers	12	\$25.00	1	6	1	Certified	Original	\$1,800.00	
Single School Culture Coordinator	The Single School Culture Coordinator will build K-5 teachers' capacity in ELA, math, and science data driven instruction through on-going PD, coaching, classroom support, and PLCs									

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

Meadow Park Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective Family involvement, the staff at Meadow Park Elementary welcomes input from parents and community members and encourages them to join us in the activities outlined in this plan. We believe in working with families as equal partners in the educational process.

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
Kelly Patrick	Principal
Cassandra White	Assistant Principal
JoAnne D'Angelo/Juliana Mercado	SAC Co-Chairs
Susan Haag	Single School Culture Coordinator
Lauren Rodriguez	Parent
Katrina Kahook	Parent
Erin Docx	Parent
Kristin Osment	Parent
Khadiijua Riley	Parent
Otmara Portilla	School Staff

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

SAC is vital in this process. Membership for the School Advisory Council (SAC) shall strive to be representative of the community served by the school. The SAC will have an appropriately balanced numbers of teachers, parents, support employees, and business and community partners. Elections are held in September of each year, followed by the installation of new members. Parents, teachers, and support employees shall be approved by their representative groups through an election in which all parents have an opportunity to participate. Business and Community members shall be recommended for appointment by any SAC member and shall be selected by the principal with the advice and consent of the SAC. Officers are elected to a two-year term. SAC requires a quorum (51% of the membership) if any formal action is to be taken. All parents/families are invited to attend parent meetings. The opportunity for input is held each year as part of our Title I Annual Input Meeting. Invitations are sent to all parents wishing to attend. Meeting is also advertised on the marquee, school website, and Class Dojo School Story. Invitations are extended in Spanish as well as English.

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

CNA input meeting and PFEP meeting were held in the Spring. Minutes from the meetings will be typed and shared with stakeholders via newsletter, follow-up meetings, etc. The agenda and sign-in sheets will be archived. Parent input will be documented throughout the year through our School Advisory Council. "Title I Items" will be a standing agenda item on our SAC meeting agendas. Survey results from the Title I survey will be analyzed and shared. Evaluation from previous meeting will be also be discussed. Those attending will discuss and provide ideas for the Engagement Plan and School Parent Compact. Not only will there be open discussion, but participants will be able to have the opportunity to provide written feedback. Participants rotated in small groups throughout the Media Center to spend time recording ideas/feedback on large chart paper for each topic area. Participants were encouraged to talk and collaborate. The Stakeholder Input Meeting was held and feedback was documented in the recording template. All stakeholder input was recorded in the template and required CNA evidence for steps 1, 2, and 3 meetings were submitted to Federal and State Programs Department.

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

Survey results from the Title I survey will be analyzed and shared. Evaluation from previous meeting will be also be discussed. Those attending (Spring Stakeholders meeting) will discuss and provide ideas for the Engagement Plan and School Parent Compact as well as school priorities. Not only will there be open discussion, but participants will be able to have the opportunity to provide written feedback. The Stakeholder Input Meeting was held and feedback was documented in the recording template. As a result of the CNA process and outcome of the Stakeholder Step 3, Parent/Family Engagement items purchased are as follows: Community Resource Person, Math Coach, Supplies for Parent/Family engagement (copy paper, postcards, ink, envelopes, student agendas and Orange communication folders), S'more Online Newsletter Subscription, Postage, and Enrichment Contracts (Cox Science Center).

Name	Title
Kelly Patrick	Principal
Cassandra White	AP

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?

Tuesday, September 24, 2024 at 6:00 - 7:00 p.m.

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

An invitation will be sent home in English and Spanish (and Creole/Portuguese, as needed). In addition, an email will be sent through Parentlink in identified languages. Class Dojo School Story and "Eagle Tribune" S'More newsletter will contain invites and details for the meeting as well. Finally, meeting will be advertised on our marquee.

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

A PowerPoint/Google Slides presentation will be developed and shared with stakeholders along with copies of the Parent and Family Engagement Plan summary and School Compact. Resources from Sharepoint (agenda, sign in, evaluations) will be prepared. School personnel will also be available to translate and answer questions and assist parents during this meeting.

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

Strengthening the Home/School Connection through Positive Communication

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

Staff members will be trained on engaging families with thorough and timely communication. To strengthen communication, teachers should remember to be positive, but accurate. Teachers should aim to tell parents something that will help the student....actionable Next Steps. During the training, teachers will explore platforms for communicating and connecting with families to develop a positive home and school partnership. These platforms will include SIS e-mail capabilities, Class Dojo, telephone calls (documenting on SIS comments log), "Mighty Mail", "Eagle Tribune" S'more newsletter, and orange communication folders and agendas. In addition, to grow this training from last year, we will present ways to engage in a professional manner and discuss setting clear and consistent expectations with families. Families should know that teachers have "quiet hours" during instruction time and in the evenings. Teachers should remember to communicate through messages in a formal and professional manner. All messages are public record and should be treated as such.

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

The expected impact is that teachers will establish a regular line of communication on classroom and school happenings. Teachers and families will establish a positive home and school connection.

- What will teachers submit as evidence of implementation?

Class Dojo class/school story posts, SIS comment log and email communication (redacted, as needed), messages with parents through communication folder and/or agenda, samples of Mighty Mail postcards, S'more newsletter

- Month of Training

August 2024

- Responsible Person(s)

Cassandra White

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Strengthening the Home/School Connection through Positive Communication Staff will learn new strategies and review existing platforms for connecting positively with families and establishing a strong home/school partnership.

- 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**

AVID WICOR in Action!

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

Using information gleaned at Summer Institute, the AVID Site Team will present a myriad of WICOR strategies that teachers can immediately implement in their classrooms. To focus on Organization, teachers will learn how to create and organize individual student binders. Subject have their own colored folders and the binder is strategically organized to support organization and achievement. Binders, coupled with the agenda and orange communication folder, are great school-home communication tools. To focus on Writing and Reading, teachers will learn AVID note-taking strategies (2- and 3-column notes, Focused Notes), along with AVID Inquiry and Collaboration strategies, which may include World Cafe, Socratic Seminar, Philosophical Chairs, and Inside/Outside Circle.

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

Families will be able to partner with the school in checking for the AVID binder and folders and ensuring that monitoring is taking place at home. Families will know to look for the orange communication folder and agenda. Families will begin to understand the AVID organizational and note-taking system which will lead to students that take ownership of their own learning.

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

Photo samples of the AVID binder, AVID Binder Checklist, possible samples of communication with families about the AVID binder, 2- and 3-column note samples, lesson plans of WICOR strategies in use

- **Month of Training**

October

- **Responsible Person(s)**

AVID Site Team Members and Administration

4. Reflection/Evaluation of Training #2

- Name and Brief Description

AVID WICOR in Action! Staff will build on the foundations of AVID Elementary to help their students become AVID Scholars in the areas of WICOR, with a specific focus on Writing, Collaboration, and Organization.

- 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

Helping your Child with Mathematics using Manipulatives

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

Families that attend this hands-on training will learn how to help their child with math at home, highlighting some of the areas seen across grade levels such as Place Value and Number Operations. Participants will learn about the mathematical practices and domains their child will explore this year.

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

We will go "hands-on" with participants and show them how to build concrete understanding of mathematical concepts through the use of manipulatives. We will discuss how everyday objects can also serve as manipulatives. Participants will leave the meeting with a "make and take" activity that they can use with their child at home.

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

When families understand the expectations of the grade level and content area, they are better equipped to help their child at home. If parents can engage in the mathematical concepts with their children, we would hope to see an increase in mathematical understanding. In addition, we can increase the use of manipulatives both in-school and at-home by making them an easy and fun way to introduce and practice math concepts.

- Date of Training

September/October

- Responsible Person(s)

Mathematics Coach Jill MacCloud, AP Cassandra White

- **Resources and Materials**

Presentation, handouts for participants, applicable manipulatives, sample math items to share with families, "Make and Take" items for take home, all Title I required documentation such as agenda/sign in/evaluations.

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

0 from SWP

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEM Family Night / How to Conduct a Science Experiment

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

This training has two components. First, parents will learn how to help their child at home with key Science strategies and academic tools. Parents will be able to gain understanding of the Scientific Method and the Science Fair expectations. Parents will leave with ideas on how to best support their child in the completion of the project. Teachers will conduct a science experiment (LIVE!) with families to show them the steps of the Scientific Method needed to conduct an accurate Science Experiment. The second component invites the Cox Science Museum to guide families through interactive and hands-on STEM activities they can do alongside their children.

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

With the assistance of the STEM Teacher and 5th Grade Science teachers, families will be able to learn side by side with their children to create their Science Fair Project using the Scientific Method. Families will interact with an actual Science Fair experiment, learning about the importance of three trials and data collection. As an additional component, the Cox Science Museum will be on hand to guide students and families through hands-on STEM activities.

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

Students will be successful in creating a Science Fair Project with the assistance of their parents. The Scientific Method is a critical concept to understand as part of the STEM and Science Curriculum.

- Date of Training

Thursday, November 7, 2024

- Responsible Person(s)

STEM Teacher, 5th Grade Science Teachers, Administration

- Resources and Materials

Science Fair sample project, Science Fair directions and manual, science fair online template, Cox Science Museum contract for hands-on STEM activities, staff volunteers for STEM Night, translation headsets and/or translator

- Amount (e.g. \$10.00)

0 from SWP

5. Parent and Family Capacity Building Training #3

- Name of Training

Dual Language Parent Series

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

The Dual Language Program at Meadow Park develops bilingualism, biculturalism, and biliteracy. Through an interactive Parent Series, families will learn how to support their child in two-way immersion. Dual Language Programs can help develop and demonstrate positive attitudes towards other languages and cultures.

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

Families will learn how to support their Dual Language child at home. Sample reading passages and materials will be shared alongside question stems and support documents. Parents can learn how to support their child in either language, or even both!

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

The goal of this training is to build understanding of the Dual Language program and immersion basics. When parents understand the expectations of the Dual Language program and know how to help their child at home, we can expect an increase in student achievement and parent involvement.

- Date of Training

February 2024

- Responsible Person(s)

Dual Language Coach, Dual Language Teachers, Administration

- Resources and Materials

Presentation, handouts for families, Dual Language readers and resources, all Title I required documentation (agenda, sign in, evaluations)

- Amount (e.g. \$10.00)

0 from SWP

Coordination and Integration

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

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provide support to families and teachers with ELL and DL students in possible PD sessions, provide support with interpreting ACCESS results, and provide help with resources for parents assisting students at home.

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

Minutes from work/meetings with the ESOL Coordinator, agendas and notes from district meetings

- Frequency

As needed.

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

- Name of Agency

Jack the Bike Man

- Describe how agency/organization supports families.

In alignment with our Character Now! SLL program, students are nominated monthly for a certificate for a bicycle and helmet. Through our partnership with Jack the Bike Man, we can provide students and families with limited resources the opportunity to shop for a donated bicycle and connect with other community resources.

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

Certificates, photographs, emails from Agency

- Frequency

As needed.

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

- Name of Agency

Rotary Club of West Palm Beach

- Describe how agency/organization supports families.

Provide dictionaries to all Third Grade students; Monetary support for school supplies; School support and provide assistance to families during the holidays and end of year

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

Email, invitation to Annual Luncheon, thank you notes/email.

- Frequency

Annually.

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

Our school will provide parents and family with timely information through the CNA and PFEP Input meetings; Monthly School Advisory Council Meetings; Call outs using ParentLink in both English and Spanish; School Story posts on Class Dojo (translated in multiple languages); "Eagle Tribune" Newsletter sent out monthly using S'more (translated in multiple languages). In addition, communication will be posted to the school marquee and sent home through the orange Parent Communication Folder in all grades.

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

Copies of meeting agendas, minutes, sign-in sheets, invitations. S'more newsletters and Class Dojo posts.

- Description

We will conduct the following for this purpose: Curriculum Night Parent and Family Night Trainings Parent-Teacher Conferences

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

Flyers, Invitations, PowerPoints/Slides, Sign-in sheets, Parent conference notes.

- Description

Families will be informed through: School Advisory Council meetings, Student Communication Folder, planner/agenda, parent conferences, phone conferences, letters home/Dojo messages, progress reports, Progress Monitoring (PM) window reports for STAR/FAST Testing.

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

SAC minutes, Parent conference notes, phone conference notes, copies of letters sent home, copies of progress reports, Dojo message screenshots, report cards.

- Description

This will be done through: School Advisory Council Meetings; CNA Input meetings; Title I Annual Meeting

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

SAC Minutes; CNA documentation; Title I Annual Meeting docs

- Description

Meadow Park will offer all meetings in the evening so that parents who work can participate. Parent trainings have been planned to include the students so that childcare outside of the school is a non-issue. CNA Input meeting and the Annual meeting will also be scheduled in the evening to assist with those parents that work. Meetings will be translated in real time using the translation headsets. Many meetings are offered through a hybrid approach, where families can log onto a Google Meet link to participate virtually.

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

Agendas, minutes, invitations, sign in documentation

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

A Community Language Facilitator (CLF) is present at all parent meetings (including parent conferences and IEP meetings) to assist with translation. Translation head-sets are used to assist with communication during parent and family events. All notifications and call-outs are translated as well. Dojo messages and S'more newsletters offer in-app translations, offering a myriad of available languages.

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

Parent conference notes, CLF log, agendas, flyers, call outs, letters home, newsletters, translation headset check-out sheet.

- Description

When request for accommodation is received, sign language facilitator, large print, or Braille will be provided. We will coordinate request with the ESE Department. Meadow Park is an ADA compliant school and includes multiple accessible parking spots, ramps, etc.

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

If requested, copies of large print, Braille, notes will be collected. Picture of ADA Accessibility area.

- Description

Flexible meeting times are provided to identified families. We will work with the District Migrant Offices to provide necessary support.

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

Flexible meeting times, agenda, sample email to Migrant Office

- Description

Meadow Park will receive the list of families involved and in consultation with the McKinney-Vento Office in the District, we will provide the necessary assistance and support.

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

Emails, letter home, McKinney-Vento flyer.

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

None

• Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

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;
- Promote positive behavior;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Meadow Park uses School-wide Positive Behavior Support, a systematic approach for implementing pro-active discipline. Last school year, Meadow Park was recognized as a Silver PBS Model School. Teachers use the PBS matrix to explicitly teach the Meadow Park expectations known as the Eagle Way. Students can earn a Soaring Eagle Award and be recognized on the WMPE morning news. At the beginning of the year, Administration will conduct PBS assemblies with all grade levels (4th/5th), (2nd/3rd) and (K/1st) in-person in our Cafeteria. Students will be taught/reminded of our schoolwide attention signal, The Eagle Way expectations of "I am Safe, I am Respectful, I am Responsible," the PBS school matrix, and specific behaviors needed to be successful here at Meadow Park. In addition, students will see how they can earn brag tags and will sign the Eagle Pledge for their first brag tag. Meadow Park school counselors support students in grades K-5 through a variety of methods. Counselors are available to students throughout the school day and offer guidance classes to grade levels weekly. We have an ELL school counselor who is available to work with ELL students and parents. We also have a school counselor that serves the entire student population. Our counselors use the Character Now! program which is aligned to the District's Character Pillars. Each month, a teacher can nominate two students that exemplify that Character Pillar to earn a certificate and a special brag tag. Meadow Park pairs with "Jack the Bike Man," a local non-profit, to award one Character Now! winner per month with a certificate for a donated bicycle, helmet, and bike lock. Other areas Meadow Park helps with the social-emotional needs of students include:

- Continue to implement our Morning Meeting in all classrooms. -Our ESE Pre-K implements Conscious Discipline
- School based team meets weekly (and as-needed) to discuss students with barriers to academic and social successes.
- Instruction and various campus activities which address social/emotional needs of students including class meetings (Morning Meeting)
- Develop and implement a comprehensive school counseling program
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Implementation of the Social Contract with Faculty as well as Classroom Specific Social Contracts used with students. -Implementation of Brag Tags for demonstrating positive behavior.

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 MTSS/RTI Leadership Team will use the problem solving model and District decision trees to conduct all meetings. The team will identify students, based on data and discussion, who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed using the (PBCSD Form 2284) which identifies the students' specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (example: teacher, RTI/Leadership Team, Guidance Counselor, academic coach, SSCC, and ESOL coordinator). These liaisons will report back on all data collected for further discussion at future meetings. Parents are included in every step of the MTSS/RTI process through conferences, letters, and phone calls. Copies of all paperwork are also provided to parents. Below are the specific descriptions of the service we provide for each tier: Tier 1 - Core instruction for all students is based on rigorous standards using effective strategies in large/small group settings (for all). Tier 2 - Students with a deficiency in reading receive iii services for an additional 30 minutes, ELL and ESE teachers are scheduled to support students in an inclusive setting, the SAI teacher provides reading support, and our School Counselors provide services for students in Tier 2 for Behavior. Tier 3 - Intensive support is provided in a one-on-one setting for students in Tier 3 using a research-based intervention. To document implementation, Meadow Park Elementary will collect Form 2284 from each meeting to denote specific areas of deficiencies and appropriate research based interventions to address these deficiencies, SBT Logs for student meetings, conference notes, and copies of all paperwork. All SBT interventions and interventionists assignments are housed on a shared Google Sheet. Meadow Park has an efficient system to document and keep track of our Tier students, academic assessments (classroom and District/State), supplementary programs etc. We have entitled it our Purple Folder System.

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

At Meadow Park, there is alignment of curriculum and instructional materials to the Florida Standards and we use Professional Learning Communities (PLCs) to utilize problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to develop learning goals and scales based on the true and thorough intent of the standards. Through PLCs, teachers plan and discuss reading, writing, math, and science curriculum which align to the Florida standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Meadow Park ensures every teacher contributes to literacy improvement of every student by: -Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the BEST Standards as well as Benchmark curriculum materials; -Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Effective small group instruction is critical to have an increase in student achievement; -Implementing our Benchmark Literacy Block, based on the Science of Reading, with fidelity in Kindergarten through Fifth Grade; -Providing standards-based iii instruction based on student needs; -Providing instruction aligned with the District pacing and the BEST Standards for their grade level; -Providing resources to support instruction, such as extensive classroom libraries, texts to support reading, writing, math and science. In addition, Workshop, big books, leveled books for small group instruction, as well as complex text are utilized to support quality instruction; -Administering targeted assessments which measure instructed standards; -Monitoring progress at the grade, class, and individual student level during Professional Learning Communities (PLCs); -Conducting data chats with students as well as with the teachers and administration; -Choosing methods of instruction for mini-lessons based on the needs of students (modeled, guided practice, inquiry); -Students self-selecting texts based on the Benchmark System for Grades K-5 and the Scholastic Classroom Libraries; -Providing process and strategy anchor charts for reminders of teaching; -Providing push-in services for ESE/ELL students; -Providing Intervention to ELL students using Voyager and -Providing intervention to ESE students using SPIRE. Meadow Park offers many opportunities for extended learning through Afterschool and Morning Tutorial. We also offer many clubs for enrichment as well. Meadow Park provides enrichment in several ways. First, we use the gifted framework in every grade level, Kindergarten through Grade 5. In grades 3-5 we offer the Accelerated Math Program (AMP). Our Service Learning Program is in place in which our Grade 5 students assist in the classroom and cafeteria once a week for 30 minutes. As a STEM School, school-wide STEM challenges are provided to each grade level. Students in grades K-5 receive direct STEM instruction through our Fine Arts Program. To document implementation, Meadow Park Elementary will collect PLC agendas/sign-In Sheets, master schedule, Afterschool and Morning Tutorial sign-in sheets/plans, as well as club sign-in sheets. Dual Language is provided in Kindergarten through fifth grade this school year.

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

In previous years, Meadow Park has hosted a Career Day. Community members donate their time to share their job experiences. Some of these careers are STEM related such as the computer sciences and engineering. The AVID Site Team aims to host Career Day again this year to highlight post-secondary opportunities. When opportunities arise to invite community members to school to speak with students about college and career readiness, all efforts are taken to expose students to post-secondary options. Grade 5 students participate in Service Learning. Students will assist in classrooms, the cafeteria, and throughout the building once a week for 30 minutes. To document implementation, Meadow Park Elementary will collect STEM Career Day sign-in sheets, Service Learning work samples and attendance logs. Students in grades K-5 are part of the AVID program (college and career readiness program). Parts of the AVID program are utilized in all grade levels (i.e., communication folders, agendas, subject-area folders, color-coded board configuration). Teacher representatives at each grade level serve on the AVID Site Team, which ensures all teachers and students have the knowledge and resources to implement AVID in their classroom. There is a Gifted/Advanced placement class on each grade level and students in grade 3, 4, and 5 have the opportunity to be in the advanced placement program (AMP), including the opportunity of Grade 6 Advanced Mathematics.

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

- 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
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

As an early intervention to increase on grade level reading by third grade and to increase student readiness to enter Kindergarten, Meadow Park offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum which enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to Kindergarten ready to learn and be successful in school and later life. At Meadow Park Elementary, Kindergarten Round-Up/Kickoff is held in the spring as an opportunity for parents to be trained on expectations for their child upon entering Kindergarten. Two sessions are held, one during the day and one in the evening, to accommodate as many families' schedules as possible. Kindergarten teachers and other staff are available at that time to assist parents. All Kindergarten students follow a staggered start model for the first three days of school to ease the transition into Kindergarten. Students transitioning from the Pre-K ESE program go through assessments and reevaluations to determine needs for Kindergarten. New Individual Education Plans (IEPs) are developed to address these needs for the Kindergarten year. To document implementation, Meadow Park Elementary will collect Meet and Greet Sign-In Sheets, VPK Schedules, and Kindergarten Round-Up handouts, agenda, and Sign-In Sheets.

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
- Mentoring

- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

In order to create a positive working relationship between teachers at Meadow Park, they are provided with common planning time during the school day. Additionally, each grade level participates in Professional Learning Communities (PLCs). PLCs are conducted on a bi-weekly rotational schedule and each PLC focuses on a different content area. Our Single School Culture Coordinator (SSCC) works collegially with teachers during PLCs to share best practices, analyze student data, and unpack standards to build learning goals and scales for lesson plan development. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Grade level ESE and ELL teachers are included in these meetings. They collaborate with grade levels to provide instructional strategies and modifications required for assessment and instruction of ESE and ELL students. Administration attends these Professional Learning Committee Meetings as well. Meadow Park is providing District Professional Development in many areas, and is often based on data collected from needs assessments and the CNA process. The Benchmark Literacy Program is provided as on-going Professional Development as well focusing on how to utilize the system to increase student achievement for grade levels K-5. In addition, we are in our third full year of implementing our Certified AVID program in grades K-5. We begin with the universal binder, with specific colors for each subject by grade level. This binder will teach organizational skills which are very much needed by our students. They will carry these skills to Middle School and High School. In addition, key pieces of the WICOR system and classroom strategies will also be introduced this year by the Site Team through school-wide PD. To document implementation Meadow Park Elementary will collect PLC agendas/sign-in sheets and PD Agendas/sign-in sheets.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs

Retention:

- Orientation

- 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
- 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

Meadow Park works closely with the District in order to recruit, develop, and retain certified and highly effective staff. Meadow Park will:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures;
- Participate in Job Fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants;
- Recruit certified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events;
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time;
- Establish and maintain relationships with colleges and officials in the field of education to promote the District, including work with preservice teachers through University Practicum and Internship experiences;
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness and
- School Administrators will use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Other ways Meadow Park Elementary recruits, develops and retains certified-in-field and effective teachers:

1. Opportunities for additional assignments (with pay) outside contracted time.
2. ESP Mentoring Program in which new teachers are partnered with veteran staff (Assistant Principal/VLM/Mentor Teachers).
3. Create initiatives/incentives to increase teacher retention. Teacher peer recognition program and teacher of the month program (School Staff).
4. Work with PTA/SAC to recognize teachers and staff with Teacher Appreciation activities (Administration).
5. Conduct yearly survey to determine teacher and staff satisfaction levels and concerns (Administration).
6. Provide various professional development opportunities and workshops throughout the year. (PDD team, District personnel, Lead Teachers and Administration).
7. The SSCC and Mathematics Coach will provide academic coaching and support for teachers, as needed.
8. School Administrators and interview panel use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
9. School Administrators and Staff recognize teachers and staff members for a "job well done" through "Shout Out" board to recognize effort and teamwork. One staff member a month is picked as "Employee of the Month" and receives a special parking spot for the month. To document implementation, Meadow Park Elementary will collect teacher certifications of newly hired teachers, PD Agendas/Sign-In Sheets, and documentation through the ESP program.