
Title I Comprehensive Schoolwide Plan
PIONEER PARK ELEMENTARY SCHOOL (2371)

ELA

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

1. List prioritized needs statements.

43% of K-2nd grade students showed proficiency on STAR PM2 Assessment in Reading 30% of 3rd-5th grades students showed proficiency on the PM2 Assessment in Reading

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

Lack of foundational skills in reading (K-5) Large quantity of students not reading on their current grade level Teachers lack consistent differentiated instruction Lack of Explicit Small group instruction

3. Share possible solutions that address the root causes.

Adaptive technology and online reading subscriptions. Professional development around explicit small group instruction in-school or after school tutorial for students who are performing below grade level in reading and/or require foundational skills.

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

• Communication

Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Remind parents (via email and/or Parent Link) the importance of attendance. Reward students and/or parents who show improvement in attendance.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Parent Training on the use of iReady Reading at home and phonics practice at home.

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

- School

School will...provide parent trainings around ELA in various settings (Parent Family Engagement Nights, SAC Meetings)

- Students

Students will...come to school with a positive attitude prepared to learn.

- Parents

Parents will...Ensure students are in school daily, on-time and remain for the entire day..

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)
Staff trainings on identifying appropriate phonics practice for students and parents to utilize at home.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Math

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

1. List prioritized needs statements.

25% of K-2nd grade students showed proficiency on the iReady Winter Diagnostic in Math 34% of 3rd-5th grades students showed proficiency on the iReady Winter Diagnostic in Math

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

Lack of foundational skills in math (K-5) Math standards do not spiral (repeat) Teachers lack the ability to spiral math standards so students get enough practice with them. Lack of Explicit Small group instruction

3. Share possible solutions that address the root causes.

Adaptive technology and online math subscriptions. Professional development around explicit small group instruction in-school or after school tutorial for students who are performing below grade level in math and/or require foundational skills.

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

- Communication

Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Remind parents (via email and/or Parent Link) the importance of consistently studying math. Remind parents of the weekly look-fors of our culture of studying.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Parent Training on the use of iReady Math at home and creating a culture of studying math

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

- School

School will...provide parent training around Math in various settings (Parent Family Engagement Nights, SAC Meetings).

- Students

Students will...will commit to being actively engaged in additional academic support during the school day.

- Parents

Parents will...Ensure students are in school daily to receive additional academic support provided to students.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Staff trainings on how to utilize instructional time to get the most out of the time you do have. Trainings around creating a culture of studying in our school.

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Science

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

1. List prioritized needs statements.

45% of 3rd-5th grade students are meeting threshold or proficiency based on the winter science diagnostic 28% of 4th grade students are meeting threshold or proficiency based on the winter diagnostic

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

Lack of science instruction in grades K-4 Lack of explicit science instruction Lack of science foundations K-4

3. Share possible solutions that address the root causes.

Professional Development on StemScope (district curriculum) K-4 Science in-service and resources for teachers Hands-on Science Projects and/or Science Fair.

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

- **Communication**

Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Remind parents (via email and/or Parent Link) the importance of consistently studying science content. Provide parents the weekly look-fors.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Parent trainings on foundational science content by grade level and how to work with them at home on foundational science. Training on DIY science experiments to do at home.

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

- **School**

School will...provide the virtual option for SAC meetings again to garner more parent participation.

- **Students**

Students will...effectively engage in the science resources approved by SAC to continue to make progress with their science content.

- **Parents**

Parents will...come to SAC meetings consistently and encourage other community members to attend as well.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Staff Trainings on science resources and curriculum (StemScope)

- Accessibility

Physical Accessibility and Accommodations for families with disabilities, experiencing homelessness, or engaged in migrant work...continued partnerships with Migrant and McKinney Vento. In addition, ensuring that our campus is equipped to accommodate families with disabilities.

Action Step: Classroom Instruction

Plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide targeted intervention for students identified using various data sources.

Budget Total: \$111,392.36

Acct Description	Description									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Tutors will provide Grades 3-5 with additional standards-aligned instruction in ELA, Math, & Science to remediate classroom concepts.	12	\$37.00	2	1	14	Certified	Original	\$12,432.00	
	Amendment 25-BT 491331 *review notes for information	1	-\$5,328.00	1	1	1	Certified	Amendment	-\$5,328.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Pencils	1	\$164.36	General Supplies		Original	\$164.36			

Acct Description	Description								
	Item	Quantity	Rate	Supply Type			Type	Total	
	Amendment 25 BT 491331 general supplies	1	\$12.00	General Supplies			Amendment	\$12.00	
Resource Teacher	This K-5 Reading and Math Resource Teacher will work with students for remediation and extra practice through push-in/pull-out targeted small group instruction.								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Out-of-System Tutor will provide push-in/pull-out small group support to students in Grades K-5 in ELA & Math.	1	\$15.00	5	3	38	Non-Certified	Original	\$8,550.00
	Id - Amendment 25 BT 491331 review notes for information	1	\$15.00	5	2	38	Non-Certified	Amendment	\$5,700.00

Action Step: Professional Development

SSCC will facilitate PLCs, lead monthly team collaborative plannings (subs required) to unpack standards aligned with current scope & sequence, support SBT meetings, and model best practices.

Budget Total: \$98,607.00

Acct Description	Description
Single School Culture	Single School Culture Coordinator will provide support to teachers through Common Planning, data analysis and instructional delivery for grades K-5.

Acct Description	Description
Coordinator	

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: **\$2,538.14**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper and Card Stock	1	\$798.19	General Supplies	Original	\$798.19
	Chart Paper	5	\$119.99	General Supplies	Original	\$599.95
	Bags for Kindergarten Round-Up	60	\$10.00	Program Supplies	Original	\$600.00
	Printer Ink	6	\$90.00	Technology	Original	\$540.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our school strives to empower our parents and families to support their children's cognitive and social development through effective communication and by providing them with training and resources for support. We will encourage parental engagement through effective and timely communication in their native language as well as implement parent trainings which will help improve student academic achievement and school performance. We are committed to involving our parents and the community in a shared decision making process by creating an environment that is inviting to all. We aim to establish the school as the center of the community by making our families feel welcomed and involved as they are seen as meaningful partners in learning.

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
Dr. Sandra L. Moreau	Principal
Claudette Joseph	Assistant Principal
Ronelda Arnett	Single School Culture Coordinator
Quesona Peterson	Resource Teacher
Samantha Gama	Parent
Arthur Robinson	Parent
Brenda Chavez	District Staff
Dolores Rodriguez	Parent

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

At the start of each academic year, the School Advisory Council (SAC) initiates its process to reflect the diversity of the school's demographics. This ensures the procedures are both suitable and effective for the community they serve. The selection of SAC members occurs during the first SAC meeting. The SAC is composed of all key stakeholders, including the school's leadership team, parents, and community members, ensuring a broad representation of interests and perspectives. During this initial meeting, nominations for elected members are taken from the floor. This open nomination process allows for a fair and inclusive selection of candidates. Once all nominations have been made, the SAC members proceed to vote on the nominees. By adhering to this process, the SAC guarantees a democratic and representative selection, fostering a council that truly reflects the community's diversity and needs.

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

Stakeholders will be actively involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP) through regular participation in SAC meetings. These meetings provide a structured and consistent forum for collaboration and decision-making. We will meet monthly at 5:30 PM on the third Wednesday of each month. During these meetings, stakeholders, including members of the school's leadership team, parents, and community members, will be invited to provide their input and contribute to the development of the plans. Stakeholders' insights and suggestions will be crucial in shaping the Schoolwide Plan, the PFEP, and the School-Parent Compact. By engaging in this collaborative process, we ensure that the plans reflect the needs and priorities of our entire school community.

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

Stakeholders provide input during Title 1 input meetings. Proposed initiatives are shared, costs, and impact to student outcomes and then jointly decisions are made with regard to funding these initiatives.

Name	Title
Dr. Sandra L. Moreau	Principal
Claudette Joseph	Assistant Principal

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?

The Annual Meeting is September 18, 2024 at 5:30 PM.

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

Parents will be notified via a callout and email regarding the meeting. The school's marquee will also reflect the meeting information as well.

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

Parents will be reminded that the school's compact and the PFEP summary are available via the school's web page. Materials needed will be a power point presentation, compact, PFEP as well as an agenda, parent invite, and sign in documents.

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

Using Vocabulary to Improve Students' Comprehension

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

We will train teachers on how to build students' vocabulary in order to increase their comprehension. Teachers will turn in vocabulary strategy/resource and/or communication they will utilize and/or provide to their parents.

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

Parents will learn strategies on how to help their children become better readers by enhancing their vocabulary.

- What will teachers submit as evidence of implementation?

A selection of different vocabulary resources utilized (2-3 teachers), reflection forms (2-3)

- Month of Training

The training will take place in October.

- Responsible Person(s)

Claudette Joseph and Ronelda Arnett

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Developing students' math fluency at each grade level.

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

Teachers will learn strategies to help students develop their math fluency at each grade level. Teachers will turn in math fluency strategy/resource and/or communication they will utilize and/or provide to their parents.

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

Students will increase their math fluency at each grade level as measured on unit assessments.

- What will teachers submit as evidence of implementation?

A selection of different math fluency resources utilized (2-3 teachers), reflection forms (2-3)

- Month of Training

November

- Responsible Person(s)

Ronelda Arnett and Quesona Peterson

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night-Vocabulary Development

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

We will teach parents strategies to help enhance students' vocabulary. Parents will be able to take home activities geared towards enhancing vocabulary. Parents will engage in breakout sessions at the K-2 and 3rd-5th levels.

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

Parents will build vocabulary flashcards.

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

Students in grades K-2 will increase their vocabulary as demonstrated on assessments. Students in 3rd-5th will increase their content vocabulary as demonstrated on assessments.

- Date of Training

October 16th

- Responsible Person(s)

Claudette Joseph

- Resources and Materials

Resources and materials include index cards, chart paper, metal rings, cardstock, markers, reading board games

- Amount (e.g. \$10.00)

\$500

3. Parent and Family Capacity Building Training #2

- Name of Training

Building Math Fluency

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

Parents will learn strategies to help build students' fluency at each grade level. Parents and students will go to designated classrooms to work on specific math fluency strategies. The classroom will provide them with how to do the math fluency strategy and then allow them to do the strategy in real-time with their child. The parent walks away with being able to independently do the strategy with their child which will transfer to effective at home learning to the student.

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

Parents will engage in strategies to build students' math fluency.

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

Student math scores will improve as measured on weekly assessments.

- Date of Training

November 20th

- Responsible Person(s)

Ronelda Arnett and Quesona Peterson

- Resources and Materials

Cardstock, math flashcards, math board games.

- Amount (e.g. \$10.00)

\$500

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Science Night

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

Helping parents learn the influence of science in the world. Hands-On Experiments (i.e Baking soda & vinegar volcano), Everyday Science Skills (observations, hypothesis, measurement & data).

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

Parents will learn about different science experiments they can perform at home. Students and parents will attend break out sessions focused on their grade level standards in science and engage in hands-on activities.

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

An increase in students' science knowledge and an increase in students' interest in science.

- **Date of Training**

January 29th

- **Responsible Person(s)**

Ronelda Arnett and Claudette Joseph

- **Resources and Materials**

Chart paper; different materials needed for the experiments and demonstrations

- Amount (e.g. \$10.00)

\$500

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

Migrant Tutorial Program

- Describe how agency/organization supports families.

Provide Migrant Tutorial program for migrant students as well as supplemental academic support through materials, resource and parental support.

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

List of students for our migrant tutorial program, student rosters, target groups, and meeting notes will also be shared.

- Frequency

Quarterly

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

- Name of Agency

Digital VibeZ, Inc.

- Describe how agency/organization supports families.

This agency provides incentives to our student by providing motivation and mentoring services. They mentor a group of students utilizing a love for music.

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

Reflection from student mentees and pictures from different events. Collaboration with company via email and phone conversations.

- Frequency

Annually

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

- Name of Agency

Youth Services of Palm Beach County

- Describe how agency/organization supports families.

Youth services provides us with a grant for our summer camp. The funds of this grant help to prevent possible summer slide of our students.

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

Our awarded grant, student rosters, and meeting notes. Emails for correspondence and referrals.

- Frequency

As needed

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

Parents will be called, emailed and texted through parent link. Parents will be sent a letter regarding tutorials. These will be in multiple languages.

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

Call out logs; flyers; tutorial letters to parents

- Description

Parents will be informed during parent-teacher conferences and during parent data chats.

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

Parent-teacher conferences forms, progress reports, parent/family state data reports

- Description

Parents will be informed during parent-teacher conferences as well as during curriculum night, parent trainings, and data chats

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

Conference notes, , parent trainings, and call outs

- Description

Parents will be informed during monthly SAC meetings, parent-teacher conferences as well as during curriculum night and a variety of parent trainings.

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

Curriculum Night powerpoint, SAC meeting, and Title I meeting,

- Description

Our meetings will take place in the evenings when most parents are available. Parent trainings have break out sessions with staggered start times for those parents who have students in multiple grade levels. SAC meetings will be conducted in the mornings and in the evenings alternating between the two.

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

Call outs and emails will show different meeting times as well as virtual and in person options.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

We use our language facilitators for Spanish and Haitian Creole speaking parents for meetings as well as registration. Flyers will be translated and then shared in multiple languages.

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

Callouts and flyers and other communication are sent home in all three languages. parent conference forms

- Description

Our ESE coordinator invites parents to ESE meetings and provides them with procedural safeguards. ESE parents are a part of the decision making for their children. We have handicap parking and meetings will be held in accessible areas. Restrooms are accessible. Virtual sessions or telephone conferences can be offered for certain meetings as well.

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

Copies of conference meeting notes, images of handicap accessibility, Google Meet Invite.

- Description

Migrant families are supported through the migrant department. They are contacted when they miss school and their children can also receive tutorial services, school supplies, and other academic support as requested.

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

Migrant tutorial permission letters, emails to migrant dept., and meeting notes.

- Description

Our families experiencing homelessness our assisted by our school counselor who stays in contact with those families and ensure they have transportation for school and other services they need. Counselor, touch base, make sure transportation is not an obstacle. Ms. Vernell Derosier-Williams, homeless support

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

Emails between the school counselor, the district's homelessness contact, and department.

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

Dads Take Your Child to School-Doughnuts with Dads

• Brief Description

Dad's Take Your Child to School Annual event where dads and father figures take their children to school.

2. Activity #2

• Name of Activity

Memories with Moms

• Brief Description

Breakfast with Moms to celebrate Mother's Day

3. Activity #3

• Name of Activity

.Fall Festival

• Brief Description

.Activities and games to celebrate fall

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Our school works diligently to focus on the whole child. We utilize the Skills for Learning and Life curriculum which helps build student confidence, supports mental health, and enables youth to overcome challenges which helps improve their academic needs. We provide counseling support for identified students through the school's counselor. Our Behavior Health Professional (BHP) works closely with the school counselor, administration and teachers to identify students in need of mentoring and support. We also refer students to outside agencies. We use our school-wide positive behavior support program to motivate students and help with their academic and mental health needs. Some of our school-wide initiatives include Character Now, and celebrations for behavior. We also have a mentoring program for boys and girls identified as needing social skills development. Our mentoring program follows the Character Now program. Character Now includes Respect, Responsibility, Generous and Helpful, Honest and Trustworthy, Kindness and Empathy, Tolerance, Cooperation and Citizenship. Students are recognized at Honor Roll with certificates and are invited to an ice cream social. A bulletin board featuring the students' identified monthly will be on display with their pictures. We are also focusing on attendance this year. Students will be celebrated twice per trimester for having perfect attendance. At the celebrations, students will receive prizes. Each Trimester, students with perfect attendance for the entire trimester will receive a certificate.

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

Students are identified for School Based Team through various avenues and for various reasons. These reasons may include but not be limited to academic concerns, behavior concerns, absenteeism/tardy or meeting one or more of the early warning sign indicators. At the start of each school year, members of the SBT provide training to staff during PLCs on the referral process as well as reasons for a referral. In addition, at this time teachers are made aware of students currently being tiered to ensure there is not a lapse in service. One way students are identified is through data chats that Admin has with classroom teachers at least three times per year. If through these conversations the teacher feels that the CORE instruction or FBS (Functional Basic Skills) is not meeting the needs of the child, the student may be referred to SBT. In addition, a committee meets with the Principal bi-weekly to review absenteeism and tardies. Students who continue to have excessive absences/tardies even after following the systems the school has put in place is referred to the SBT. Mandatory referrals may also be made due to events that occur on campus and are governed under the student code of conduct. The team meets weekly on Wednesdays and consists of the Guidance Counselor, ESE Contact, School Psychologist, teacher and Principal. If additional staff is required they are also invited. Monitoring logs (academic and behavior) are collected every Friday for the week of implementation. The SBT members (Guidance Counselor, ESE Contact and Principal) meet on Fridays to review the logs, new referrals and create an agenda. This ensures that the tiers are being monitored with fidelity and the documentation is accurate. If feedback needs to be provided to the interventionist it can be done immediately and not after incorrectly implementing the intervention 6-8 weeks later when the team reconvenes.

Tier 1 implementation: Students in grades K-5 receive CORE instruction daily based on grade level standards for all subject areas. In addition students participate in SEL for 15 to 30 minutes per day. During whole group in ELA, Math and Science students receive on grade level instruction. In ELA there is a focus on the three CORE ACTIONS: text complexity, talk and task. During small group instruction the teacher provides instruction on the child's level or the lesson may be scaffold to meet the needs of the student to get them to the standard. Lastly students also received 1 hour of extended learning in ELA. In grades K-2, students receive 30 minutes of vocabulary or phonics support and then 30 minutes of small group which focuses on their needs. In grades 3-5 students receive small group using Ready Florida with a teacher and 30 minutes of I-Ready on the computer.

Tier 2: Students receiving Tier 2 academic services receive an additional 30 minutes of supplemental instruction focusing on the target set forth through SBT. This may include LLI, SPIRE, Voyager Passport, lessons from I-Ready Tool Kit, Small Group guided reading lessons, phonics skills, sight words, etc. Students receiving Tier 2 Behavior support may be receiving guidance, mentoring, an individualized behavior plan, etc.

Tier 3 Students receiving Tier 3 academic services receive an additional 30 minutes of intensive instruction focusing on the target set forth through SBT. This may include lessons from I-Ready Tool Kit, Small Group guided reading lessons, resources from Raz Plus, Voyager Passport, SPIRE, etc.. This would give the child an additional hour of instruction which focuses on his/her individual needs. Students receiving Tier 3 Behavior support will have had a Functional Behavioral Assessment implemented from which the Tier 3 target will be created.

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

To determine the instructional needs of our students and ensure that instruction is aligned to the standards, data is consistently being reviewed by admin during our weekly PLCs, common planning with teachers and support staff. Teachers and admin monitor FSQs and USAs through google spreadsheets which are shared between instructional staff and administration. Data is reviewed during either morning or afternoon common plannings. In addition to reviewing FSQs and USAs, we also review the I-ready reading and math diagnostics. Students participate in Progress Monitoring Assessment three times a year. We review the data after both the PM-1 and PM-2 administrations. PM-3 serves as the official testing from the state for school accountability. From the data, determinations are made regarding reteaching and intervention support for both in school and after school tutorial. Students participate in core instruction that includes, Language Arts, Mathematics, and Science with the integration of Social Studies into the ELA block. Students also receive 30 minutes instruction in fine arts to include Music/Band, PE, Art, Media and Guidance. In addition, students have opportunities to be involved in after-school clubs and activities. Some of these activities include Academic Games, Math Club, Dance Club, Band, mentoring through Digital VibeZ, etc. All of our instructional staff with a homeroom have received a smart panel to support technology rich instruction.

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

We are committed to promoting a college and career ready campus. We take our fifth graders on college tours when we are able to receive the funds to do so. Teachers decorate their doors with the schools they attended themselves to promote post-secondary success in order to start conversations with our students about college and career options. We celebrate College Fridays and recognize various schools throughout the state of Florida while providing important information about being prepared for college. We will implement a college and career day for our students. Visitors from various career fields will share with students the vast opportunities that are available to them as they begin to consider which field they would like to explore as they grow. Presentations from our sistering middle school will also support career decisions as students in 5th grade can explore a wide variety of elective courses from which to choose that can guide them as they make future career choices. Through our curriculum we provide students with opportunities to think critically, problem solve, and work collaboratively as a way to embed job related skills.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

We have a total of four Pre-K classes on our campus. We have two VPK/Headstart classes, one VPK class of which serves our migrant population, and one full time ESE class. The students participate and are included in assemblies and activities throughout the school. Special trainings are offered throughout the year for students in our VPK program. In addition their parents are also involved in our school-wide parent events training such as Curriculum Night, Literacy Night, Math and Science Night, Summer Slide, etc. Our Pre-k students also participate in our evening programs such as multicultural night, black history night, holiday performance, etc. We want to reinforce that Pre-k is the foundation for learning and is a part of the learning process in the school. To reinforce this concept, administration meets at least two times per year with the Pre-K teachers to review data, discuss expectations for students entering kindergarten and ways to ensure they are Kindergarten ready. Pre-k teachers will also meet with the Kindergarten teachers to discuss where students left off in Pre-k and also discuss how to better support the students to ensure they are Kindergarten ready. We host a Kindergarten Kick Off in the Spring for all of our future students. We invite local daycares and students participate and hands on activities. They are given materials to encourage summer learning. We also visit some of the area pre-K programs to provide information to incoming parents.

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
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers are provided professional development through our Professional Learning Communities (PLCs) by utilizing our teachers and their talents to help lead other teachers in analyzing data and identifying student needs along with student strengths and weaknesses on assessed benchmarks. Teachers also engage in common planning every week in reading and mathematics in the afternoon. These planning sessions include both resource and classroom teachers to ensure all are focused on increasing student performance. Teachers are also provided one planning day per month where they have an opportunity to plan with Regional support staff as well as administration. When appropriate, we also encourage our non-instructional staff to partake in school PD as well as district provided professional development. In addition to monthly planning, both the Glades Region and District have provided the school support through common planning and content specific cadres. We are participating in the district's K-2 Reading Cohort. In grades 3-5, we are focused on providing enrichment and interventions based on student needs. We are focused on standards-based instruction and the science of reading. In math, we are focused on standards and teachers will be attending face to face cadres. Support will be focused new materials, text complexity, unpacking the new BEST standards, alignment of text, task and talk in ELA. Additional curriculum support has been in the area of writing for our 4th and 5th grade ELA students. Science is being taught in grades K-5 and the fourth and fifth grade teachers will attend the district and regional science cohorts. Teachers are provided PD and then given an opportunity to have a lesson modeled or participate in co-teaching with feedback from the district support person. Staff is also encouraged to participate in online training created by the district as well as the curriculum department. Staff is made aware of these trainings through school email, weekly communications via the Morning Message, and bulletins when applicable. As a school we are focusing on our ESSA subgroups and closing the gap of our ELL and ESE students. ESE and ELL support teachers and contacts are also invited and encouraged to attend our weekly planning and PLC meetings. This allows teachers to share ideas and experiences they have had with various strategies and techniques with their students with whom they share.

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

Retention:

- Orientation
- Mentoring/Peer Teacher

- 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
- 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 school's administration participates in both the Glades Region teacher fair as well as the district teacher fair. When we have vacancies, we meet with our HR support person to identify and share our vacancies as well as the type of candidate we are looking for to join our school. In addition, we encourage the placement of both clinical ed and student teachers from various universities and when we feel a fit is in place we are then able to offer a position if a vacancy should arise. Teachers seek us out at job fairs and via email inquiring about positions due to the atmosphere we have worked hard to create at our school. Teachers are provided with a Glades Supplement to assist with attracting potential new staff. We continuously celebrate and support our teachers. Our PLC staff meetings begin with a welcoming ritual to help support our teachers. With the ESSER funds we were able to provide additional support this year for our classrooms, targeting students and teachers who needed it most during high needs subject areas. Discipline support and communication with our community as well as all stakeholders helps to build a climate and culture of collaboration and support that helps us to retain our staff and grow future teacher leaders. We lost just one teacher for FY24 due to relocation closer to home. For our vacancies, we have had to place long term substitutes. They participate in all staff trainings and professional developments. Our school's positive climate and culture is a reflection of our ability to not only recruit but to also retain our teachers.