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**Title I Comprehensive Schoolwide Plan**  
**PLEASANT CITY ELEMENTARY SCHOOL (2591)**

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# ELA

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

## 1. List prioritized needs statements.

Historically, we have struggled with ELA, Math, and Science proficiency. Last school year on FAST we scored 21.5% in ELA. We are currently with Progress Monitoring 2 showing 25% of our students on track for FAST ELA for 2024. Our goals for these areas are ELA for this year is 35%. Our STAR Assessment for K-3 is showing gaps in foundational knowledge with many students in all grades lacking phonics and phonemic awareness.

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

2. List the root causes for the needs assessment statements you prioritized. Low attendance based on family issues, many students either arrive at school late or are consistently absent throughout the week. Students lack exposure to reading beyond the walls of the school house. Many of our students define books as a "school" activity and not one of life's core essentials. Parents lack the know-how to help their children with reading at home or may have trouble reading themselves. Our students lack background knowledge to help with nonfiction text with science based concepts. Language barrier as it pertains to conversational language and how it impacts students' ability to comprehend read text. Lack of interest and/or engagement in literacy activities that lead to behavior issues or attendance issues. Lack of training for staff members on how to implement engaging instruction in ELA that meets the needs of all learners. Lack of training on how to adapt to computer based testing in this digital age. Large number of students that require small group remediation (iii) for foundational skills and lack of staff members to fulfill those small rolls daily. Teachers need support in developing, planning, and implementing effective lessons that align to the rigor of the standards as well as analyzing data to inform decisions about instruction, especially in foundational skills.

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

Extended Learning Opportunities-based on student data, provide identified students with opportunities to work with Highly Effective teachers during the Summer months on the foundations of Literacy such as but limited to Phonics, Phonemic Awareness, Decoding, Vocabulary (Sight Words), and Comprehension Strategies. Continue to build relationships with Bridges (Community Partner) in an effort to reach and teach more parents on the importance of the "Go to Grow-Attendance Matters"- District Initiative. Continue to provide interactive parent trainings geared towards parents learning how to support their children at home with literacy materials and strategies provided focusing on foundational skills. Provide teachers with professional development to build capacity in preparing engaging data driven lesson plans, the knowledge to gather standard based resources and use student data to create lesson plans that address student needs as well as training around how to gain student interest in literacy. Our school is committed to building students' non-academic skills which ultimately supports their academic growth. Each classroom uses a daily behavior management system which provides a structure for helping students take accountability for their actions and decisions. In addition, it provides outlets for students to be motivated and engaged in instructional tasks. School-wide positive behavior universal guidelines are evident throughout the school. Positive reinforcement and "Dojo Points" are used to reinforce behaviors. Students can use their "Dojo Points" reward to shop at the Tiger Store once a week during Fine Arts/Lunch. Pleasant City also has a Character Counts Program in which we focus monthly on the six pillars; Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These character building skills and behavior strategies are shared with parents and families so that the behaviors can continue at home. Additionally, Pleasant City Elementary has a mentoring plan in place for students in need of emotional and social support. Our Behavior Health Professional (BHP) and Co-Located Therapist offer a mentoring program for students which provides an opportunity for them to have a non-parental adult they respect or hold in admiration to discuss school issues, personal problems, family or any topic needed to encourage student success and influence positive decision making. In addition, the administrative team meets weekly with selected mentors and teaches to discuss appropriate behavioral, social and emotional skills as needed. Increase the number of volunteers to read with students so that all students have one to one attention and support for literacy throughout the year. Academic tutors and resource teachers are needed for small group remediation and iii . Coaches are needed for PD, planning, and data analyzing support. Nonfiction resources (Science and Social Studies) are need to support critical thinking within nonfiction text.

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

- **Communication**

We will continue to provide access to parent workshops, conferences, SAC meetings, etc. via Google Meet, phone, or in person as well as increase parent participation by linking workshops with other events like shows or concerts. Parent Link messages- We will increase the number of messages sent to parents/families in an effort to solicit support from parents for workshops/training, student initiatives, etc. Title One parent workshops/training will provide another voice to communicate their understanding of how to help their students at home with reading, completing homework and assignments. Use agendas (planners) for daily communication with parents. Colored Folders will be used for parents to be able to quickly identify important information, such as an Assessments or Homework Folder. Purple folders (Assignment Folder) and Red Folder (Assessment). Folders will be the vehicle of School and Home Connection. Class Dojo- An App that allows for communication between school and home with behavior, academics, and just an eye into special events with pictures or flyers shared.

- **Parent Training**

Notice of parent trainings/workshops with resources will continue to be sent home in flyers, emailed, shared through Parent Links, posted in Class Dojo, and posted on the school marquee. Parents will have the opportunity to meet in person or online in order to increase attendance to parent meetings. The meetings serve as the platform for Academic Coaches, Administration, and teachers to provide parents with hands-on training and resources to help their children at home especially in the area of foundational skills in math and reading as well as background knowledge for science non-fiction text. Coaches and staff will provide interactive parent trainings geared towards parents learning how to support their children at home with literacy materials and strategies provided. There will be a focus on Non fiction with resources and books sent home to support background knowledge for Science. They will use these trainings to extend learning opportunities for home.

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

- **School**

Provide hands-on experiences in literacy that will engage all learners. Data chats will be conducted, which provide a platform for teachers and students to set attainable goals based on data from sources such as academics, attendance, behavior. Incentivise students in order to motivate towards grade level expectations as well as behavior and attendance. Continue to improve the Awards Ceremony and continue to provide Virtual access for parents to attend. Conduct more events in school where parents can be involved with literacy activities.

- **Students**

Come to school each day and on time. Read at least 30 minutes each night. Make attainable goals for a mindset of continuous growth. Complete all assignments in a timely manner. Reflection Assignments-Provide students the platform to write their personal academic goals in an effort to share them with parents. Utilize take-home libraries with parents to increase reading at home. Utilize online resources (iReady, Benchmark etc) geared to remediate.

- **Parents**

Utilize Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages. (Parents easily join your class using any device). Ensure children are at school and on time each day. Attend Parent Trainings and utilize strategies with children at home. Check Agenda Planners and respond as needed as well as encourage children to complete homework Attend Family Community Events. Utilize Online Resources and Training that the school provides.

- **Staff Training**

Staff Training on Engaging Instructional Practices- How to adapt to the digital age of online assessment. Staff training on increasing student attendance and decreasing student misbehaviors. Staff training on how teachers can increase the teaching of foundational skills in reading as well as science background knowledge to support science nonfiction text. The teachers will be provided with the tools to create engaging take home library activities that can be sent home with students to support literacy at home as well as how to relate to students' home life and or culture. Staff training on utilizing data to drive instruction and communicate progress with parents, including resources and strategies for parent conferences for parents to use at home with students to address deficiencies.

- **Accessibility**

Both Virtual and Brick and Mortar Meetings/Workshops will be provided for parents. This will allow parents with special needs to access workshops from their phone in the comfort of their homes. Times of meetings will vary in order to accommodate the time constraints of all parents. Elevator Access is provided for parents and families with disabilities or in need of accommodations. Language Interpreter Services and Google Translate will be used to support students and families with English as a Second language. Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages.(Parents easily join your class using any device).

## **Math**

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

1. List prioritized needs statements.

Historically, we have struggled with Math proficiency due to gaps in math learning. Last school year on FAST we scored 40.8% in Math on target. We are currently with Progress Monitoring 2 showing 34% of our students on track for FAST Math. Our goal for this year for math is 45% on target. Our STAR Assessment for K-3 is showing gaps in foundational knowledge with many students in all grades lacking number sense and knowledge for measurement and geometry. Our goal is to remediate standards that were weak and to grow the whole student; one standard at a time. Our aim is to create strategies to build students' individual confidence, develop opportunities to encourage, and question students to provide a scaffold for them to better grasp how to digest information and to extract key components to problem solve.

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

Lack of Parent Understanding of the standards- Parents' inability to support their students at home due to the complex questions and the steps each problem requires to solve. More than 50% of our students struggle with mental computation such as solving basic calculations and manipulating numbers. Regular attendance for some students because concepts one day build on the material taught the previous day. If students miss school they miss components of the standard and may struggle. Another goal is to build our students' ability to master the spatial processes needed to align numbers, read graphs and perform geometric operations. Gaps in learning in the lower grades that affect practical application of those skills in the upper grades. Large number of students that require small group remediation and lack of staff members to fulfill those small rolls daily. Teachers need support developing, planning, and implementing effective lesson that align to the rigor of the standards as well as analyzing data to inform decisions about instruction.

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

Continue to host "Curriculum Night" both on the Virtual and Brick & Mortar platform. Host a family math night where parents learn how to help their children at home with hands-on materials provided for an array of activities that lead to increased math knowledge and support of foundational skills. Provide parents with DIPS (Direct Instructional Points) at the beginning of a chapter or as a review which will aid them with supporting their children at home. Focused Professional Development Plan- Our goal is to continue to enhance our teachers' skill-set and their ability to increase proficiency for all learners. This approach to teaching will be to provide hands on experience with math concepts, increase use of data chats, include an independent research component, participate in collaborative studies and common/vertical planning during both grade level meetings and Professional Learning Community Meetings (PLCs). Increase student attendance with programs that incentivise students to be present as well as communicate with parents the importance of daily attendance. Academic tutors and resource teachers are needed for small group remediation. Coaches are needed for PD, planning, and data analyzing support. Parent Math or STEAM Night to build parent knowledge of math concepts. Hands on materials and manipulatives are needed for increasing engagement of students with hands on activities. Provide a spiral of standards previously taught in order to fill in gaps of foundational skills. Increase basic skills with interactive technology programs.

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

- Communication

We will continue to provide access to parent workshops, conferences, SAC meetings, and Events via Google Meet, email, phone call, or in person. Parent Link messages- We will increase the number of messages sent to parents/families in an effort to solicit support from parents for workshops/training, student initiatives, etc. Title One parent workshops/training will provide another voice to communicate their understanding of how to help their students at home with reading, completing homework and assignments. Use agendas (planners) for daily communication with parents. Colored Folders will be used for parents to be able to quickly identify important information, such as an Assessments or Homework Folder. Purple folders (Assignment Folder) and Red Folder (Assessment). Folders will be the vehicle of School and Home Connection. Class Dojo- An App that allows for communication between school and home with behavior, academics, and just an eye into special events with pictures or flyers shared.

- **Parent Training**

Notice of parent trainings/workshops with resources will continue to be sent home in flyers, emailed, shared through Parent Links, posted in Class Dojo, and posted on the school marquee. Parents will have the opportunity to meet in person or online in order to increase attendance to parent meetings. The meetings serve as the platform for Academic Coaches, Administration, and teachers to provide parents with hands-on training and resources to help their children at home. Coaches and staff will provide interactive parent trainings geared towards parents learning how to support their children at home with math materials and strategies provided with a focus on foundational skills. They will use these trainings to extend learning opportunities for home.

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

- **School**

Data chats which provide a platform for teachers and students to set attainable goals based on data from sources such as academics, attendance, behavior, SuccessMaker, iReady Math in order to strengthen students' overall understanding on how to conceptualize problems. Increase stamina by engaging students in mental math activities to solidify a foundation in Math. Provide engaging hands-on math activities for both at school and at home use.

- **Students**

Come to school each day and on time. Practice math facts each night. Complete math assignments in a timely manner. Reflection Assignments- Provide students the platform to write their personal academic goals in an effort to share them with parents. Utilize take-home math activities with parents to increase math at home. Utilize online resources geared to remediate.

- **Parents**

Utilize Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages. (Parents easily join your class using any device). Ensure children are at school on time each day. Attend Parent Trainings and utilize strategies with children at home. Check Agenda Planners and respond as needed as well as encourage children to complete homework Attend Family Community Events. Utilize Online Resources and Training that the school provides.



- **Staff Training**

Staff Training on Engaging Instructional Practices- The teachers will be provided with the tools to create engaging take home math activities that can be sent home with students to support math at home as well as how to relate to students' home life and or culture. Staff Training on how to connect to the digital age of testing while teaching the standards. Staff training on utilizing data to drive instruction and communicate progress with parents, including resources and strategies for parent conferences including resources for parents to use at home with students to address deficiencies. Summer workshops to solidify a framework for vertical planning and instruction across grade levels.

- **Accessibility**

Both Virtual and Brick and Mortar Meetings/Workshops will be provided for parents. This will allow parents with special needs to access workshops from their phone in the comfort of their homes. Times of meetings will vary in order to accommodate the time constraints of all parents. Elevator Access is provided for parents and families with disabilities or in need of accommodations. Language Interpreter Services and Google Translate will be used to support students and families with English as a Second language. Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages.(Parents easily join your class using any device).

## **Science**

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

1. List prioritized needs statements.

Historically, we have struggled with Science proficiency. Last school year on the SSA we scored 31% in Science. We are currently with District Diagnostic showing 13% of our students are proficient in Science. Our goal for Science is 38% for this school year and to cultivate a body of students capable of solving problems, think critically, as well as collect and analyze data.

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

Students transitioning to Fifth Grade lacking adequate knowledge of the Fair Game Benchmarks has had a huge impact on students being prepared for the rigor of the FSA. Students struggle with vocabulary and overall content knowledge which plays an integral role in students' ability to navigate through Science questions and benchmarks. In addition, hands-on experiments which to connect connect and application must be increased as a way to build comprehension. Teachers have limited time for teaching science and have lack of training for their benchmarks that they teach. Parents have lack of understanding to reinforce science concepts at home.

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

Provide hands on learning opportunities with science based materials and text. Infuse Science content through ELA with nonfiction materials. Science PD for teachers to address science knowledge and and experiences. Sciences / STEM Parent nights. Interactive science technology programs to enhance background knowledge. Coaches support science instruction through their content area as well as provide PD and academic support in this area.

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

### • Communication

We will continue to provide access to parent workshops, conferences, SAC meetings, and Events via Google Meet, email, phone call, or in person. Parent Link messages- We will increase the number of messages sent to parents/families in an effort to solicit support from parents for workshops/training, student initiatives, etc. Title One parent workshops/training will provide another voice to communicate their understanding of how to help their students at home with reading, completing homework and assignments. Use agendas (planners) for daily communication with parents. Colored Folders will be used for parents to be able to quickly identify important information, such as an Assessments or Homework Folder. Purple folders (Assignment Folder) and Red Folder (Assessment). Folders will be the vehicle of School and Home Connection. Class Dojo- An App that allows for communication between school and home with behavior, academics, and just an eye into special events with pictures or flyers shared.

### • Parent Training

Notice of parent trainings/workshops with resources will continue to be sent home in flyers, emailed, shared through Parent Links, posted in Class Dojo, and posted on the school marquee. Parents will have the opportunity to meet in person or online in order to increase attendance to parent meetings. The meetings serve as the platform for Academic Coaches, Administration, and teachers to provide parents with hands-on training and resources to help their children at home.

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

- **School**

Data chats which provide a platform for teachers and students to set attainable goals based on data from sources such as academics, attendance, and behavior. Fifth grade teacher will attend weekly and monthly Science Cadre meeting with North Region Single School Culture Coordinator. Provide engaging hands-on science activities for both at school and at home use.

- **Students**

Come to school each day and on time. Utilize Science Resources at home. Complete science assignments in a timely manner. Reflection Assignments-Provide students the platform to write their personal academic goals in an effort to share them with parents. Utilize take-home science activities with parents to increase science at home. Utilize online resources geared to remediate.

- **Parents**

Utilize Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages. (Parents easily join your class using any device). Ensure children are at school on time each day. Attend Parent Trainings and utilize strategies with children at home. Check Agenda Planners and respond as needed as well as encourage children to complete homework Attend Family Community Events. Utilize Online Resources and Training that the school provides.

- **Staff Training**

Staff Training on Engaging Instructional Practices- The teachers will be provided with the tools to create engaging take home science activities that can be sent home with students to support science at home as well as how to relate to students' home life and or culture. Staff training on utilizing data to drive instruction and communicate progress with parents during parent conferences and trainings, including resources for parents to use at home with students to address deficiencies.

- Accessibility

Both Virtual and Brick and Mortar Meetings/Workshops will be provided for parents. This will allow parents with special needs to access workshops from their phone in the comfort of their homes. Times of meetings will vary in order to accommodate the time constraints of all parents. Elevator Access is provided for parents and families with disabilities or in need of accommodations. Language Interpreter Services and Google Translate will be used to support students and families with English as a Second language. Class Dojo-An App used by teachers to connect parents to their child's academic day-instantly translates messages into 30 plus languages.(Parents easily join your class using any device).

## Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: **\$89,937.86**

Acct Description	Description									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers; Afterschool - Math, Reading, Writing, Science - Grades 3-5 to remediate classroom concepts. Will begin in January.	10	\$37.00	3	1.25	17	Certified	Original	\$23,588.00	
Online subscription	Item	Quantity	Rate	Type	Total					
	Penda Learning - will be used to support delivery of science instruction and progress monitoring for grades 3-5	200	\$25.00	Original	\$5,000.00					

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="422 201 1501 277">Item</th> <th data-bbox="1501 201 1646 277">Quantity</th> <th data-bbox="1646 201 1772 277">Rate</th> <th data-bbox="1772 201 1898 277">Type</th> <th data-bbox="1898 201 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
Item	Quantity	Rate	Type	Total								
	Top Score - will be used with Grades 4-5 for supplemental writing instruction.	100	\$30.00	Original	\$3,000.00							
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 370 1220 461">Item</th> <th data-bbox="1220 370 1365 461">Quantity</th> <th data-bbox="1365 370 1530 461">Rate</th> <th data-bbox="1530 370 1772 461">Supply Type</th> <th data-bbox="1772 370 1898 461">Type</th> <th data-bbox="1898 370 2024 461">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Composition notebooks.	40	\$28.99	General Supplies	Original	\$1,159.60						
	Copy Paper	20	\$45.00	General Supplies	Original	\$900.00						
	Shipping (FL Ready Reading)	1	\$395.71	Instructional Materials	Original	\$395.71						
	Florida Ready Reading Workbooks (2-5)	220	\$16.71	Instructional Materials	Original	\$3,676.20						
	J and J Bootcamp	1	\$1,600.00	Instructional Materials	Original	\$1,600.00						
	Office Depot® Brand 2-Pocket School-Grade Poly Folders With Prongs, 8-1/2" x 11", Assorted Colors, Packs Of 48	10	\$24.99	General Supplies	Original	\$249.90						
	Paper Mate® Everstrong Break-Resistant Pencils, #2 Lead, Yellow, Packs Of 72	30	\$30.99	General Supplies	Original	\$929.70						
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$607.25	General Supplies	Original	-\$607.25						
Resource Teacher	The Reading and Writing Resource Teacher will provide small-group Literacy Block push-in instructional support for students identified as Low 25%, students in need of remediation and/or enrichment in grades K-5											

## Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

**Budget Total: \$87,896.00**

<b>Acct Description</b>	<b>Description</b>
Tch Res Staff Development	The Math and Science Staff Development Resource Teacher will provide support to teachers in grades K-5 to increase implementation of rigorous, standards-based instruction, analyze data, create lessons, conduct side-by-side coaching and modeling, as well as facilitate PLCs, and PDDs.
Extra Duty Days	(5) Extra Duty Days for Valerie DeVastey, (EID#)1081430, Analyzing data for beginning of year instructional focus, create instructional blueprint/scope and sequence, and prepare for PLCs. 2 preschool days in July and 3 post-school days in June. (5) Extra Duty Days for Alexa Guy, (EID#) 1147388, Analyzing data for beginning of year instructional focus, create instructional blueprint/scope and sequence, and prepare for PLCs. 2 preschool days in July 2024 and 3 post-school days in June 2025.
Tch Res Staff Development	Staff Development Resource Teacher will provide support to teachers in grades K-5 to increase implementation of rigorous, standards-based instruction for reading and writing, analyze data, create lessons, conduct- side-by-side coaching and modeling, as well as facilitate PLCs, and PDDs.

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$3,733.89**

Acct Description	Description									
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Outside of contracted hours Teachers will conduct Parent Conferences to share student's academic progress and growth based on assessment data, teacher observations and student feedback. November	21	\$25.00	1	1	1	Certified	Original	\$525.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Copy Paper	15	\$50.00	General Supplies	Original	\$750.00				
	Student Planners K-2 (\$3.50 each X 183); Student Planner for 3-5 (183 X \$3.75)	1	\$1,326.75	General Supplies	Original	\$1,326.75				
	Printer Ink/Toner	1	\$647.14	Technology	Original	\$647.14				
	Pencils, Pens, Post-Its	1	\$27.00	General Supplies	Original	\$27.00				
	Neenah® Astrobrights® Bright Color Copier Paper, Letter Size (8 1/2" x 11"), Ream Of 500 Sheets, 24 Lb, Bright Assortment	12	\$23.00	General Supplies	Original	\$276.00				

## 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

Pleasant City's staff, parents and community are committed to providing our students with technology embedded, standards driven instruction. Instruction which showcases each students' creativity and is differentiated to meet their individual needs of each child. Moreover, to build confident, competent individuals and catapult them to their ultimate goal of being college and career ready. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family, and community partnerships through communication, resource support, and 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
Adrienne Griffin	Principal
Samantha Patterson	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair
Alexa Guy	Math and Science Coach
Danielle LeMay	Guidance Counselor
Erica DeLisa	1st Grade Teacher
David Hargreaves	Parent
Kim Husing	Mandel Library
Latricia Thomas	Bridges West Palm Beach

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

We invite parents and community members to be school stakeholders through parent invitations, flyers, parent link notifications/reminders, SAC meeting announcements, community forums, school's website, and the school's marquee. These are all ways we generate buy-in from parents and guardians. In addition, a 2-step criteria is used to build a team of individuals on campus to be stakeholders. The first criteria for members is to regularly attend meetings (Virtually or in person). The second criteria for membership is the ability to collaborate, share, and build actionable goals with others in an effort to achieve the goals set forth in the School Improvement Plan (SIP).

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

Virtual Meetings and in person meetings will be conducted at various times throughout the day in order to gather input from stakeholders. Stakeholders will be provided with a platform to share ideas, provide input, as well as recommend resources. All comments, ideas, feedback provided by members and/or participants will be documented in the meeting minutes for the various meetings such as PFEP, SAC meeting minutes, and parent training evaluations. Additional information will be gathered from parent surveys and recorded notes that were shared during parent conferences. All records will be kept in the Title I records. Lastly, continuous feedback, suggestions and recommendations from stakeholders will be collected throughout the year during parent training, workshops, and SAC meetings which will be recorded in the minutes. All stakeholders are invited to our annual Comprehensive Needs Assessment (CNA) meeting in which academics as well as home and school connections are discussed and plans are created to enhance school life for all students. The meeting will be held in Spring 2025 and it provides a platform for the School Wide Plan to be developed.

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

Stakeholders will provide input on Title One funding during the SAC meeting, Title One Annual Meeting, PFEP meeting, CNA, etc. As a result of SAC input, it was determined by stakeholders that Title I funds would be utilized to purchase student planners (agendas) for students in Grades K-5 in order to build the bridge between home and school. It was also decided through collaboration that essential resources such as chart paper, pens, copy paper, pencils, post-it notes, dry-erase markers, resources, manipulatives and composition books to present data, engage in hands-on activities and share important information to parents during workshops and/or training.

Name	Title
Adrienne Griffin	Principal
Samantha Patterson	Assistant Principal
Valerie DeVastey	Literacy Coach - SAC Chair
Alexa Guy	Math and Science Coach

# 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?

Wednesday, September 11, 2024 at 5:00 pm in the Media Center.

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

In order to notify parents, we will send out flyers as well as a Parent Link, post information on the marquee, school website, provide flyers to our local business partners to distribute to parents, post flyers in the office as well as on Class Dojo.

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

The following resources will be prepared for the meeting; Annual Meeting PowerPoint, Script, agenda, sign-in sheet, PFEP, evaluations, and copies of What it means to be a Title I School; The school's Title I Schoolwide Plan, Parent and Family Engagement Plan, the School-Parent Compact, Special programs such as Migrant Education and McKinney-Vento, and Parent's Right-to-Know. Supplies needed include, paper for copies of handouts and flyers, paper clips for attaching copies, and printer ink for printing copies.

# 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

School-Wide Positive Behavior Support Training

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

Teachers will partake in a School-Wide Positive behavior Support Training to determine which behaviors warrant assistance and which can be handled with classroom interventions as well as how to implement behavior interventions within the classroom along with parent support and involvement that encourage increased student engagement in core subject areas to improve student progress and growth. Staff will learn to engage parents in the implementation of the Positive Behavior plans and to communicate with parents when students are behaving appropriately.

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

Teachers will implement behavior interventions with support of parents within the classroom to provide a safe and supportive learning environment where students learning is the focus. With this positive behavior plan, teachers will learn to involve parents in the good things that are occurring on campus. Parents will be informed of and included in the positive behavior plan. Parents will be an active and engaged participant in the positive behaviors of their children on campus. Teachers will communicate effectively with parents and share positive behavior support strategies with parents to support a safe and supportive learning environment.

- What will teachers submit as evidence of implementation?

Conference Notes Behavior Intervention Charts with Home School connection

- Month of Training

September

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey Reading Resource, and Alexa Guy Math Resource Teacher

## 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

Data Training - The School and Home Link

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

Teachers will learn how to access data points, share data points with parents, and inform parents how to utilize this data and subsequent reteach resources to help their children at home. Staff members will be able to share data with parents as well as how to show parents what resources they can implement at home in order to increase student performance.

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

Parents will use the data to be informed about their children's progress. The parent will then be able to use the provided resources and tools in order to work with children at home.

- What will teachers submit as evidence of implementation?

Parent Conference Notes Data Chat Meetings Template Sample Reteach Resources shared with parents

- Month of Training

February

- Responsible Person(s)

Samantha Patterson, Valerie DeVastey Reading Resource, and Alexa Guy Math Resource Teacher

#### 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

Family Math and Science Night

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

Parents will learn math (area/perimeter, graphing, multiplication, symmetry, length measurement) and science (engineering, changing states of matter, mixtures and solutions, and scientific process) concepts to assist with supporting students with academic vocabulary at home in math and science.

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

Parents and students will participate together in hands-on activities for each of 8 stations learning the concepts and vocabulary for math and science while completing tasks together.

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

With parents' increased understanding of concepts and vocabulary from the hands-on activities, parents will be able to assist students at home with concepts and therefore students will show increased performance on concepts with state testing

- Date of Training

October

- Responsible Person(s)

Samantha Patterson - AP / Alexa Guy - Math Resource / Eric Mirc- Science



- Resources and Materials

Chart Paper, Markers, pencils, crayons, paper, folders, binders, journals, playing cards, dominoes, seeds, plastic baggies, paper towels.

- Amount (e.g. \$10.00)

TBD

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

- Name of Training

Reading, Math and Writing Workshop

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

Workshop will provide a interactive platform for parents to learn and understand strategies and obtain resources necessary to assist their child at home. Reading: Increasing Comprehension - Writing: Elaboration strategies - Math: Fluency skills.

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

Parents will be engaged in an hands-on activity geared towards using household items as manipulatives for Math and newspapers, cereal boxes, milk cartons for Literacy.

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

As a result of training, we expect our parents to be able to use everyday household items to assist their child with addition, subtraction, multiplication, understanding text features in nonfiction text, etc.

- Date of Training

December

- **Responsible Person(s)**

Alexa Guy - Math Resource / Valerie DeVastey - Reading Resource

- **Resources and Materials**

Chart paper, copy paper, pencils, pens, markers, post-it notes, milk cartons, newspaper, cereal boxes, etc..

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

TBD

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

- **Name of Training**

Falling in Love with the Testing

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

Parents will be engaged in an interactive training geared towards breaking down the layers of the FAST; Reading, Math, Writing and Science into digestible bites of information.

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

Teachers will model how to extract information from the texts, problems, identify key words/phrases through a fun game.

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

As a result of training, we expect our parents to be able to implement the learned activity at home with their child (ren) in which improve student achievement.

- Date of Training

February

- Responsible Person(s)

Alexa Guy - Math Resource / Eric Mirc- Science

- Resources and Materials

Chart Paper, Markers, Teacher created game, SMART Board, copy paper, crayons, pens, pencils.

- Amount (e.g. \$10.00)

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Safe Schools supports the importance of a safe and supportive school climate. Safe Schools will train teachers to involve parents in the positive behavior plans on campus. The department emphasis is to provide behavioral and emotional supports for students and families to ensure success. To ensure this success, the following service are provided: PBS and Proactive Classroom Management Behavioral and Mental Health Services Skills for Life and Learning (SLL) There is also a component on how parent/families can help their children at home with resources such as SLL tidbits and Behavior Contracts with parent/ families participation component.

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

Safe School Meeting Agenda Safe Schools Presentation Safe Schools Meeting Sign In Sheet

- Frequency

As Needed

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

- Name of Agency

Publix Tools for Schools

- Describe how agency/organization supports families.

In an effort to ensure families are prepared to assist students with learning, the Publix Tools for Schools initiative supports schools by providing families with essential supplies such as pencils, pens, crayons, notebooks, colored pencils, notebook paper, folders and liquid glue. Families use the items in class and home to complete standardized lessons and homework with their children. The supply tools used at home with families will support literacy, math, and science activities that encourage parents to participate in and provide help with at home activities.

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

\*Parent letter for supply distribution and use at home posted on Class Dojo \*Supplies packs sent home for to families for homework \*Pictures of students using supplies that go home to work with families

- Frequency

Annually

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

- Name of Agency

Bridges Children's Home Society

- Describe how agency/organization supports families.

The Bridges organization works-side-by-side with the school and extends assistance to the child's home to bridge the gap between the the two environments. The organization is committed to establishing positive working relationships with parents and guardians. The organization provides an invaluable partnership to Pleasant City which includes volunteerism, resources, supplies, and support to ensure all students including incoming Kindergartners are prepared for learning and ultimately college or career. Bridges holds parent and family workshops to promote academic help in the home in conjunction with families. Donations provided from Bridges encourages parent/families participation in events where parents /families learn about how to support academic growth.

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

The Bridges Organization regularly attends all monthly SAC meetings, all school related activities and events. In addition donations and resources are provided to the school to be used on behalf of the students. Bridges also conducts community events that all families can attend. \*SAC sign-in sheets \*Pictures of Donations for families \* Community Event Fliers sent home to families with students

- 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

In order to provide parents and families with timely information we will send out invitations at least a week in advance, post information through community partners, i.e. Bridges, parent/teacher conferences, and student planners regarding Title One meetings and activities on our school's website, school marquee, Parent Link and our school's You Tube channel. In addition, the PFEP, the Compact Plan will be sent out in both Spanish and English.

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

\*Sample Flyers Invitations \*Copy of PFEP \*Compact Plan \* Posts of these plans on Class Dojo

- Description

We will inform parents of important information during monthly SAC meetings, parent/teacher conferences (data chats), Mid-Term Progress Report Cards, Unify/Performance Matters, iReady data snapshots, student planners, Virtual and In Person Curriculum Night and Telephone conferences, and report card nights. Translators will be available to facilitate parent conferences.

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

\*Parent conferences Notes \*Agenda and Presentation from Curriculum Night \*iReady and Star reports that show current level and proficiency level.

- Description

Parents will be informed of academic assessments through student planners which describe and list all upcoming assessments and Open House/Curriculum Night. Student assessments will be shared/discussed during virtual and phone conferences, test results as well as PM Unify reports which capture appropriate Local and State assessments will be sent home with students and Mid-term progress reports, Performance Matters data snapshots, and report cards will denote academic levels. Information will be shared with parents and families in appropriate languages.

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

Student Planner copies Sample notes from parent conferences Curriculum Night Agenda and Presentation

- Description

In order to inform parents of decision making opportunities, flyers, invitations, marquee post, Class Dojo, and Parent Link/Website notifications will be utilized. In addition, parents will be informed of opportunities to participate during SAC meetings, virtual/phone conferences, and in person invitations.

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

Flyers / Invitations Minutes from SAC meetings Sample conference notes

- Description

In an effort to decrease the number of barriers prohibiting parents from attending training or meetings, we schedule meetings at various times to allow for flexibility. For example; SAC is held at 8:30 a.m. while the Title One Annual Meeting is scheduled for 5:00 p.m. as well as parent conferences begin at 2:40 following dismissal. Staff members that are ESE, ELL, BHP, Academic Coaches and Administration are used to provide additional guidance to parents engaged in a virtual or in person workshops. In addition, content shared during meetings will also be disseminated during the Bridges (business partnership) meetings. Information will be shared with parents and families in appropriate languages. In addition, we allow for a virtual option for SAC meetings as well as parent conferences, Title One Annual Meeting, and Curriculum Night/Open House in an effort to provide another platform for parents to receive school information.

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

Agenda showing meeting times Meeting minutes referencing various times Virtual links provided for meetings as needed

## 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

In order to meet the needs of our parents and guardians with limited English, we provide written correspondence in their native language. We also use the Language Line, the Trans Act, as well as invite Language Facilitators to our annual Open House/Curriculum Night, parent/teacher conference fair and the Title One Annual meeting. In addition, we utilize our teachers/support staff that are fluent in Spanish and Creole to facilitate the academic/behavior conversations between parents and teachers. Sample Evidences include: School-Parent Compact, student reports, invitations, flyers, sign-in sheets, photos of interpreters, parent link messages (translated in all appropriate languages).

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

Email verification of Language Facilitator requests SAC Minutes with translation provided Translated Invitations Translated Agendas

- Description

To ensure our parents and families with disabilities have equal access to participate in their child's education, we provide flexible meeting times and access to an elevator to aid with mobility. In addition, we provide virtual parent conferences as well as workshops/training. Workshops are interactive and allow for students to provide assistance to parents if needed.

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

Photo of elevator Virtual parent Invitations Agenda which shows meeting time and platform used Marque reminder

- Description

We provide advance notice of events and the opportunity for parents to come in at their convenience to obtain provided information and converse with our ELL Coordinator if needed. Students of Migratory families are given state and local assessments earlier (before the season). Migrant families are also given additional support from the district. School staff works closely with region and district support staff to address any extraordinary circumstances that may be unique support. Evidences will include flyers sent out to all families, parent conference/staff records, phone logs, and the school assessment calendar.

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

Translated engagement plan Translated flyers Assessment calendar Emails References work with Migrant Families (if applicable)

- Description

We work collaboratively with all stakeholders to remove any barriers for any student/family experiencing homelessness. The District's Homeless Liaison works alongside of our Guidance Counselor to coordinate the efforts and to ensure compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. Parents are informed of their educational rights and to link homeless students with educational services, school supplies; including school uniforms and toiletries

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

Photo of clothing closet Photo School supplies and backpacks Email correspondence regarding Students experiencing Homelessness (if applicable) Completed Student Housing Questionnaire (if applicable) SBT meeting documentation for a McKinney-Vento Student to your list of evidence (if applicable)

## Other Activities

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

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

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

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote 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

Pleasant City's Guidance Counselor and Behavior Health professional provide students with support through small groups. Our Co-Located Counselor provided one on one counseling for students in need. Students struggling are identified and individual plans are created to help students learn how to regulate emotions and ways to appropriately interact with school mates. The guidance counselor and Behavior Health Professional also meet weekly with students on an individual basis to provide one-on-one support. Topics of weekly sessions include but are not limited to tools to handle happiness/frustration, anxiety, friendship, grief counseling, divorce, self esteem and decision-making. Also, specialized incentives are developed to reward appropriate social interaction with students. For example, rewards are earned daily if students meet social and behavioral expectations. If students aren't able to meet their goals, goals are reviewed with students and they are encouraged to work towards their goals. To date, students have already earned a dance as a reward for positive classroom behavior. Students engage in daily instruction called Skills for Learning & Life (SLL) activities provided by the district in order to develop life skills needed to support and maintain healthy relationships and coping skills. All staff promote positive behavior by teaching desired behaviors in all locations of the campus as well as communicate clear expectations of all students in each location. The positive behaviors are then incentivised in class and school-wide with Tiger Bucks, glow dance party, dress down Fridays, ice cream socials. Our school is committed to building students' non-academic skills which ultimately supports their academic growth. Each classroom uses a daily behavior management system which provides a structure for helping students take accountability for their actions and decisions. In addition, it provides outlets for student to be motivated and engage in instructional tasks. School-wide positive behavior universal guidelines are evident throughout the school. Positive enforcement and Dojo Points are used to reinforce behaviors. Students can use their Dojo Points reward to shop at the Tiger Store once a week during Fine Arts / Lunch. Pleasant City also has a Character Counts Program in which we focus monthly on the six pillars; Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Additionally, Pleasant City Elementary has a mentoring plan in place for students who need supports. The mentoring program provides students an opportunity to have a non-parental adult who they respect or look up to to discuss school issues, personal problems, family or any topic needed to encourage student success and influence positive decision making. In addition, the administrative team meets weekly with selected mentors and teachers to discuss appropriate behavioral, skills for lifelong learning as needed.

## 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

All learners are provided with differentiated instruction based on their academic needs. Students in risk of poor learning outcomes are identified through universal screening assessments, including Reading Running Records (RRR), Oral Reading Records (ORR), Progress Monitoring 1-3 - STAR Math and Reading Prek-2 and Florida Assessment of Student Thinking (FAST) 3rd -5th, District Diagnostics- 5th, iReady Diagnostic, and other informal measures. All students receive Tier 1 support from teachers as core instruction. This may or may not include slight adjustments or small group support in an effort to ensure students achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. Once a student is identified as needing support, their areas of improvement is determined by looking at several sources of student data. The student is then provided with a iii pre-intervention, which is a small group intervention based on the greatest are of concern. The parent is notified that the student will be placed in iii with weekly progress monitoring in order to start the Multi Tiered System of support for Tier 2 for academics. Tier 2- The next step involves 8 weeks of data collection for Pre-Intervention which is data that reflects opportunities of academic or behavior remediation. Next, the teacher notifies the parents of the referral to school based team using a conference form document or a mailed letter. School based team personnel along with the teacher meet to determine an appropriate intervention for the behavior or academic concern. SBT referral requires the submission of the following documents: initial referral, student checklist, parent conferences, observations, and progress monitoring data. The teacher implements the approved intervention (Tier 2) and tracks the students progress based on the intervention for 8-10 weeks as designed and intended. Tier 2 refers to interventions that are provided to small groups of students who need more support that the Tier 1 provides. Tier 2 is either takes place in the classroom in a small group for 30 minutes each day or they are pulled by the Supplemental Academic Instructional (including the Leveled Literacy Intervention (LLI) teacher outside of the instructional block. For behavior, the student is tracked using a behavior log that requires 4-6 weeks of behavioral data in order to move to Tier 2 process. A behavior plan is created based on this data to help the students be successful. Tier 3 refers to interventions that are provided to individual students. They are individualized and take place in an one on one setting, as prescribed. Progress monitoring tools measure the specific skill or skill set being addressed and is expected to be administered with fidelity. If the intervention is successful, the student continues to receive the support until the students academic gap is closed or student begins displaying the appropriate behavior. The teacher collects the data over the 8-10 weeks and meets again with school based team personnel if the intervention is unsuccessful. School based team and the teacher meets again based on the lack of success on the 8-10 week intervention. The intervention is modified or intensified, based on students need (Tier 2 and adding Tier 3) and the input of the teacher and the school based team. The teacher implements the new intervention for 8-10 weeks and collects data on the success of the intervention (Tier 3).

## 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).
- Opportunities to extend learning time.

- 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.
- 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

In an effort to ensure all students are engaged in rigorous standards based instruction, teachers collaborate during weekly Professional Learning Communities (PLC) and Common Planning meetings, alongside the academic coaches to analyze data, create differentiated lessons aligned to the Florida Standards, and collect resources to support those standards. The lessons created are standards based and tiered to meet the academic needs of all learners. During PLC teachers unpack the Florida standards to ensure that curriculum is addressing each part of every standard. In order to determine core instructional needs of all students, teachers and administration analyze data from iReady, Unit Standards Assessments (USAs), Florida Standards Quizzes (FSQs), iReady Math and Reading, the Florida Assessment of Student Thinking (FAST), and STAR Assessments. Opportunities for remediation and enrichment are built into each lesson. The students at Pleasant City receive a well-rounded education which encompasses Art, Music, Media, and Physical Education classes. The Fine Art classes have demonstrated through data that the Arts have a positive impact on the educational experience and can lead to greater academic achievement. In addition, recess takes place at the end of the Fine Arts block. The opportunity for students to engage in physical activities has proven to help students focus in class and perform at higher levels. Daily instruction embodies key skills necessary for college and career readiness, such as organization, promptness, adherence to rules and procedures, and practice of everyday life skills. Students are also involved in Social Studies classes which encourage project based learning such as Anti-bullying, Florida History, Holocaust, Hispanic Heritage as well as African American History. Invitations are also extended to 21st Century afterschool students to participate in Dance, Art, Chess, Media, and the Music Club. All clubs collaborate on Winter, Holiday, Talent and History Shows. These classroom learning opportunities and extra curricular activities apply to real world experiences for students in that they practice skills needed outside of school and interact with scenarios they will encounter outside of school. The extra curricular activities enrich the students' overall educational experience by providing exposure to multiple forms of learning where students can then dive deeper into topics and activities of interest to them such as music, art, or physical activity. . Based on progress monitoring, students in need of additional support participate in extended learning opportunities such as after school tutorial. Teachers connect to students beyond the academic blocks in order to remediate deficiencies, proficiency in all core content areas: Reading, Writing, Math, and Science. This includes before school, after school, and Saturday learning opportunities.

# 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

Pleasant City Elementary hosts an annual Career Day. Career Day provides students with the chance to dream big and observe first hand how individuals in the community turned their dreams into professions. Professionals are given the platform to share their professional stories and the steps they employed in order to become successful in their field. In addition, through the Social Studies framework, students are engaged in project based learning opportunities on topics such as the Holocaust, American History, African American Studies and Hispanic Heritage. Students are given opportunity for rigorous coursework daily with enrichment opportunities for each standard in all core subject areas. This is the pathway to acceleration which will lead to accelerated course work in middle school and beyond. The students identified as qualifying for acceleration are provided with opportunities to have learning opportunities above their grade level work.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming



- Bridges Program
  - Meetings at local preschool programs to provide information to rising Kindergartners' parents
  - Kindergarten Round-up
  - Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindergarteners
  - Staggered start
  - Meet the teacher
  - Kindergartener for a day for pre-K students
  - Looping from Pre-K to K
  - Collaboration with local preschools to develop readiness skills

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

### 1. Transition to Elementary School

Our school offers a Full-time Head Start program which is integrated into the K-5 functions of the school. Our Head Start students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, and other school related initiatives. Pre-K parents are invited to Title One Parent Workshops/Training. The workshops are designed to capture academic expectations of the students during the year. The classroom teacher meets with parents throughout the year to communicate progress towards Kindergarten readiness. In addition, to ensure the transition from Early Childhood to Kindergarten is seamless, we encourage Kindergarten teachers to visit Pre-K classrooms. The visits allow Pre-K students the opportunity to "get to know" the teachers, teachers to become familiar with student needs both academically and socially. Kindergarten Kick Off is an annual event in which we market our school to current and potential parents by sending informational flyers home with students, posting notices in neighboring childcare agencies/churches, a Parent Link is sent out and the event is advertised on the marquee as well as on our school website and Class Dojo in order to recruit Kindergartners. During the kick off parents are able to register their child(ren) for the upcoming year, visit Kindergarten classrooms, interact with teachers and become familiarized with Kindergarten grade level expectations and standards. Parents are able to ask pertinent questions regarding Kindergarten readiness, daily procedures, the academic schedule and preparation.

## 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

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days. Days that are dedicated to building teacher capacity, improving the delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Weekly 90-minute Professional Learning Community and monthly faculty meetings are conducted for Administration, Teachers, and Support Staff. The meetings provide a platform for data dis-aggregation, goal setting, lesson plan creation and opportunities for teacher collaboration. Teachers also partake in weekly common planning for math a literacy provided by the north Region to go over standards and best practices for teaching each standard. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. Professional Development from the North Region and District office is also provided to teachers based on need. For example, these teams are instrumental in building teacher capacity in the new K-2 Literacy program, small group instruction, iReady support, Cloze Reading, as well as the UNIFY-Performance Matters training-ways to navigate through the platform, analyzing data and using the data to drive instruction, Writing workshops which focus on writing a cohesive text-based essay, Math and Literacy focus calendars which capture how the standards will be delivered and research based resources. In addition, teachers attend individualized professional development and Title I Training's in the areas of Conducting Effective Student Data Chats, Literacy, Morning Meeting, etc.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Our school's administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, Word of Mouth, Pay for performance, and Best & Brightest Teacher Scholarship Program. Pleasant City Elementary School is the most pleasant place on earth which has allowed us to retain 81% of our teachers. Administration has created a culture of teachers committed to setting high expectations for every student, teacher and staff member. Providing on-going classroom support, building meaningful relationships, ensuring all teachers have resources and supplies necessary to provide effective instruction, striving to maintain a productive climate and having an open-door policy for teachers/staff to reach out to administration for support or guidance. In addition, bi-monthly Leadership meetings are conducted to ensure the "one-voice" message from support staff is aligned to the Principal's vision. The leadership team comprised of Administration, Academic Coaches, Grade Chairs/Department Chairs, ESE Department, Guidance, etc work collaboratively to provide "double down" instruction in the classrooms and side-by-side coaching. The Educator Support Program (ESP) allows beginning and experienced educators to connect. The mentors provide on-going classroom support and hands-on experience for the beginning educators. The teachers in ESP are given additional support with classroom instruction through the coaching continuum provided by the math coach and literacy coach. Teachers also collaboratively plan together to ensure grade level continuity and support. In order to retain highly qualified teachers, professional development will be on-going throughout the year to increase teacher knowledge and capacity. Monthly socials, staff breakfasts and luncheons, coffee and donut carts, and the employee of the Month parking space are used to motivate, celebrate and recognize teachers. For students, the PBS initiatives such as Djo Points/Tiger Store, ice-cream socials, dances, dress-down Fridays, announcement "shout-outs" are used to solidify meaningful relationships that transfer to the classrooms.