
Title I Comprehensive Schoolwide Plan
WASHINGTON ELEMENTARY MAGNET SCHOOL (0191)

ELA

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

1. List prioritized needs statements.

78% of students in grades 3-5 achieved a Level 1 in CheckPoint 3 in January 2024. ESE students achieved 0% proficiency in CheckPoint 3 in grades 3-5. We need to continue working on foundational reading skills to address fluency that will in turn help to develop student comprehension which improve the students' overall achievement.

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

- Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of time and personnel to provide additional interventions for students - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Lack of teacher knowledge of the reading process and standards - Lack of use of engagement strategies - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home and understanding of the importance of daily attendance - Parents are unfamiliar with the literacy strategies to support learning at home - Lack of parental support/training - Lack of lessons that engage students

3. Share possible solutions that address the root causes.

- Provide PD to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support), Collaborative planning, conferences, and train teachers to utilize engagement strategies. - Provide an opportunity for students to Independently read by using reading logs (homework) - Provide students with test-taking time management strategies and increase reading stamina - Provide additional staff to support interventions in a small group setting (paras, temp tutors, resource teachers) - Provide training and support for teachers to implement explicit lesson planning to support differentiated learning - Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on reading skills) - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (Benchmark Advance, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) - Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for ELA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5 -All year intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, teachers) - More engaging and useful trainings could potentially increase attendance. Or better outreach methods. - Parent trainings to educate parents on ELA strategies to support teachers and children at home.

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

- Communication

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication) We will continue to work on sharing information with parents regarding curriculum and proficiency level expectations, assessment results, student progress to improve student achievement. We will also work on providing flexible meeting opportunities to increase parent engagement in their child's education.

- Parent Training

We will develop parent trainings geared toward a primary and Intermediate "Literacy Night." Parents will have opportunities to engage in literacy activities with the intent of supporting their student at home focused on foundational skills (comprehension, summarizing text - beginning, middle, and end)

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

- School

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (comprehension, summarizing text - beginning, middle, and end)

- Students

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments(classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Practice activities and strategies at home that support foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school on time. Use activities at home with student that were shared during parent nights focusing on foundational skills (comprehension, summarizing text - beginning, middle, and end)

- **Staff Training**

Build teacher capacity to communicate effectively with parents and work with families to increase their engagement and student success. Train teachers to learn how to support parents and help them work with their child at home with LEA foundational skills (phonics, decoding strategies, vocabulary development)

- **Accessibility**

We will strengthen our communication with families with limited English proficiency will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Math

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

1. **List prioritized needs statements.**

72% of students in grades 3-5 achieved a Level 1 in CheckPoint 3 in January 2024. ESE students achieved 0% proficiency in CheckPoint 3 in grades 3-5. We need to continue working on foundational math skills to address fluency that will in turn help develop student automaticity which will improve the students' overall achievement.

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

- Lack of fundamental skills (additional, subtraction, multiplication, and division facts) - Lack of time and personnel to provide additional interventions for students - Lack of ability to think critically - Lack of teacher knowledge of the math standards - Lack of use of engagement strategies - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of parent knowledge of how to support learning at home and understanding of the importance of daily attendance - Parents are unfamiliar with math strategies to support learning at home

3. Share possible solutions that address the root causes.

Provide PD staff (SSCC, coach) that specializes in math instruction to support delivery of instruction, understanding standards, differentiated learning (provide support through PLCs, collaborative planning, teacher training, webinars, conferences, etc.) Providing Professional Development to primary teachers on how to engage all learners. Providing Professional Development to teachers on how to effectively utilize math resources to support math instruction. Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, math manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, Reflex math, etc.) Provide training for parents to support learning at home Provide additional support to students during the day through the use of resource teachers, temp tutors, paraprofessionals to increase student achievement. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Thanksgiving break, Spring Break, and in Summer for grades K-5

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

• Communication

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication) We will continue to work on sharing information with parents regarding curriculum and proficiency level expectations, assessment results, student progress to improve student achievement. We will also work on providing flexible meeting opportunities to increase parent engagement in their child's education.

• Parent Training

We will develop parent trainings geared toward a primary and Intermediate "Math Night." Parents will have opportunities to engage in math activities with the intent of supporting their student at home focused on fluency and automaticity

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

- **School**

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting basic math facts - addition, subtraction, multiplication, and division using real-world examples.

- **Students**

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments (classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Students will practice activities and strategies at home that support basic math facts - addition, subtraction, multiplication, division using real-world examples.

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school on time. Parents will use activities at home with student that were shared during parent nights focusing on basic math facts - addition, subtraction, multiplication, division using real-world examples.

- **Staff Training**

Build teacher capacity to communicate effectively with parents and work with families to increase their engagement and student success. Train teachers to learn how to support parents to help their child learn at home focused on basic math facts - addition, subtraction, multiplication, division

- Accessibility

We will strengthen our communication with families with limited English proficiency will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Science

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

1. List prioritized needs statements.

81% of students in 5th grade achieved a Level 1 in CheckPoint 3 in January 2024. ESE students achieved 0% proficiency in CheckPoint 2 in 5th grade. We need to continue working on science vocabulary to address comprehension of science concepts to improve the students' overall achievement.

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

- Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of ability to think critically - Lack of use of engagement strategies - Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) - Lack of time and personnel to provide additional interventions for students - Lack of lessons that engage students - Lack of vocabulary skills - Missing fair game benchmarks in lower grades - Lack of ELA skills needed to take FSA science - Not enough exposure in primary grades due to scheduling - Lack prior Knowledge - Lack of reading stamina and the understanding of science vocabulary - Lack of ability to think critically - Lack of teacher knowledge of the science standards - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home and understanding of the importance of daily attendance - Teachers lack a mastery of new content and scope & sequence - Lack of equipment to do hands-on labs for our students, i.e. chromebook carts. - Novice science teachers that lack for science acceleration

3. Share possible solutions that address the root causes.

Provide a dedicated Math/Science Coach that specializes in science instruction to support delivery of instruction, understanding standards, differentiated learning (provide support through PLCs, collaborative planning, teacher training, webinars, conferences, etc.) Teachers need training/PD on how to engage learners while effectively teaching vocabulary. Re-evaluate the schedule to incorporate time weekly for "hands-on" learning experiences. Re-examine the schedule in primary grade levels to ensure Science instruction is included and monitor for compliance. Providing Professional Development to teachers on how to effectively teach and incorporate the "fair game" benchmarks. Collaborate with community stakeholders (ie. Science Museum) to strategize efforts for hosting "hands-on" learning experiences via Science Forums, Science Nights, etc. Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, materials for projects/experiments, manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.) Provide training for parents to support learning at home Provide additional support to students during the day through the use of resource teachers, temp tutors, paraprofessionals to increase student achievement. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Thanksgiving break, Spring Break, and in Summer for grades K-5

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

- Communication

We will communicate with parents and families through various modes, including: ClassDojo, SAC Meetings, Parent Conferences, Parent Link, flyer, Marquee, Closed Circuit TV, Announcements, Parent Trainings Continue to work on providing opportunities for parents to attend meetings to increase their engagement in their child's education (through a variety of methods of communication) We will continue to work on sharing information with parents regarding curriculum and proficiency level expectations, assessment results, student progress to improve student achievement. We will also work on providing flexible meeting opportunities to increase parent engagement in their child's education.

- Parent Training

We will develop parent trainings geared toward a primary and Intermediate "Science Night." Train parents to help their child learn at home focused on vocabulary and the scientific method

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

- **School**

The school will strengthen the School-Parent Compact by committing to bridge the home-school connection via providing opportunities for families for parent trainings, continuously communicating with families and building the instructional capacity of the teachers and staff. Through Parent Nights, provide activities and resources for families to use at home supporting vocabulary and scientific method

- **Students**

The students will strengthen the School-Parent Compact by committing to being the best learner they can be, staying actively engaged and focused (when receiving direct instruction, during small group instruction and during independent work time) and completing assignments (classwork and homework) to their best of their ability. Students will also take ownership for their learning by tracking their own personal data and engaging in goal-setting each trimester. Students will practice activities and strategies at home that support science vocabulary and the scientific method.

- **Parents**

The parents will strengthen the School-Parent Compact by committing to being advocates for their child(ren), attending parent trainings and regularly attending stakeholder meetings. Parents will also strengthen the School-Parent Compact by committing to ensuring that their child(ren) are prepared for learning and by getting them to school everyday and on time. Parents will use activities at home with student that were shared during parent nights focusing on science vocabulary and the scientific method.

- **Staff Training**

Build teacher capacity to communicate effectively with parents and work with families to increase their engagement and student success. Train teachers to learn how to support parents to help their child learn at home focused on vocabulary and the scientific method

- **Accessibility**

We will strengthen our communication with families with limited English proficiency will be provided with heritage language assistance from the Multicultural Department for translation during meeting and parent trainings. All written parent communication will also be translated in order to share information with parents in their native language. Continue to provide support to all of our families (disability, migrant, and homeless).

Action Step: Classroom Instruction

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

Budget Total: \$22,513.50

Acct Description	Description								
Online subscription	Item	Quantity	Rate	Type				Total	
	PENDA Learning (school site license) - To support Science standards providing Science activities and interactive simulations for grades 3, 4 and 5 bring inquiry and rigor to learning for all students, including English learners and those with special needs.	1	\$5,500.00	Original				\$5,500.00	
	Amendment 30 / BT 491749 dissolved Penda Learning	1	-\$550.00	Original				-\$550.00	
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Temp Tutor (Non-Certified) will support struggling students in gradeds K-5 with all content areas in small group instruction through a push-in model of support. - Tentative start date is August 2024	1	\$15.00	5	7	9	Non-Certified	Original	\$4,725.00
	Amendment 30 / BT 491749	1	\$15.00	5	7	8	Non-Certified	Amendment	\$4,200.00
	Amend 30 / BT 491749 Increasing line	1	\$15.00	1	11	1	Certified	Amendment	\$165.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Scholastic News to support ELA and Social students in grades 3-5	120	\$5.99	Instructional Materials	Original	\$718.80
	Scholastic News to support ELA and Social students in grades K-2	120	\$5.50	Instructional Materials	Original	\$660.00
	PENCIL PRESHARPENED TICONDEROGA #2 PACK OF 72 to support student learning	10	\$14.98	General Supplies	Original	\$149.80
	i-Ready ELA Student Workbook 3-5 o support ELA and Social students	45	\$12.75	Instructional Materials	Original	\$573.75
	MY FIRST TICONDEROGA PENCIL to support student learning - primary grades	10	\$4.68	General Supplies	Original	\$46.80
	White copy paper (case) to support student learning and delivery of instruction	54	\$48.00	General Supplies	Original	\$2,592.00
	Expo Markers Dry erase markers (box of 12) to support delivery of instruction	6	\$9.00	General Supplies	Original	\$54.00
	MARKER SET FLIP CHART 4 COLOR to support delivery of instruction	32	\$2.60	General Supplies	Original	\$83.20
	Paper Easel Post-it (pack of 4) to support delivery of instruction in all content areas for all grades	8	\$102.00	General Supplies	Original	\$816.00
	BINDER VIEW AVERY 1-1/2 IN SLANT RING WHITE AVE17022 (AVID Supplies) to support student learning	175	\$6.33	General Supplies	Original	\$1,107.75
Post-its (pack of 12) to support student learning	15	\$2.50	General Supplies	Original	\$37.50	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Highlighters to support student learning	11	\$11.00	General Supplies	Original	\$121.00
	Composition books (10 pack) to support student learning	30	\$27.06	General Supplies	Original	\$811.80
	Laminating film (to prolong student hands-on learning activities used through the year) to support delivery of instruction and student learning	5	\$60.00	General Supplies	Original	\$300.00
	Notebooks - spiral to support student learning	175	\$1.74	General Supplies	Original	\$304.50
	Folders (red, blue, gree, yellow) pack of 25 to support delivery of instruction and student learning	10	\$45.00	General Supplies	Original	\$450.00
	Shipping	1	\$0.10	General Supplies	Original	\$0.10
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,214.50	General Supplies	Original	\$1,214.5
	Amendment 30 / BT 491749 Increasing line for pencils	1	\$15.00	General Supplies	Amendment	\$15.00

Acct Description	Description											
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="436 217 1644 293">Item</th> <th data-bbox="1654 217 1791 293">Quantity</th> <th data-bbox="1801 217 1906 293">Rate</th> <th data-bbox="1917 217 2030 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 302 1644 414">Headphones to support student learning when using computer devices for all grades and all content areas.</td> <td data-bbox="1654 302 1791 414">69</td> <td data-bbox="1801 302 1906 414">\$15.00</td> <td data-bbox="1917 302 2030 414">\$1,035.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Total	Headphones to support student learning when using computer devices for all grades and all content areas.	69	\$15.00	\$1,035.00			
Item	Quantity	Rate	Total									
Headphones to support student learning when using computer devices for all grades and all content areas.	69	\$15.00	\$1,035.00									

Action Step: Professional Development

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

Budget Total: **\$115,539.90**

Acct Description	Description																	
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="472 943 1472 1019">Item</th> <th data-bbox="1482 943 1619 1019">Quantity</th> <th data-bbox="1629 943 1766 1019">Rate</th> <th data-bbox="1776 943 1892 1019">Type</th> <th data-bbox="1902 943 2030 1019">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1027 1472 1304">NAESP Conference / Nashville, TN / July 15 - 17 Principal and SSCC will attend this conference to improve leadership skills, opportunity to network with colleagues to learn best practices, learn how to create positive school climate, and foster a positive culture of learning. (registration \$0 due to school receiving credit from FY24 due to travel cancellation by airline / transportation \$400; Lodging \$795; and Per Diem \$110 per person)</td> <td data-bbox="1482 1027 1619 1304">2</td> <td data-bbox="1629 1027 1766 1304">\$1,305.00</td> <td data-bbox="1776 1027 1892 1304">Original</td> <td data-bbox="1902 1027 2030 1304">\$2,610.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	NAESP Conference / Nashville, TN / July 15 - 17 Principal and SSCC will attend this conference to improve leadership skills, opportunity to network with colleagues to learn best practices, learn how to create positive school climate, and foster a positive culture of learning. (registration \$0 due to school receiving credit from FY24 due to travel cancellation by airline / transportation \$400; Lodging \$795; and Per Diem \$110 per person)	2	\$1,305.00	Original	\$2,610.00							
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="472 1328 1283 1404">Item</th> <th data-bbox="1293 1328 1430 1404">Quantity</th> <th data-bbox="1440 1328 1577 1404">Rate</th> <th data-bbox="1587 1328 1787 1404">Supply Type</th> <th data-bbox="1797 1328 1913 1404">Type</th> <th data-bbox="1923 1328 2030 1404">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1412 1283 1526">Ink to print assessment reports to support PLCs, collab planning and delivery of instruction</td> <td data-bbox="1293 1412 1430 1526">1</td> <td data-bbox="1440 1412 1577 1526">\$350.00</td> <td data-bbox="1587 1412 1787 1526">Technology</td> <td data-bbox="1797 1412 1913 1526">Original</td> <td data-bbox="1923 1412 2030 1526">\$350.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Ink to print assessment reports to support PLCs, collab planning and delivery of instruction	1	\$350.00	Technology	Original	\$350.00					
Item	Quantity	Rate	Supply Type	Type	Total													
Ink to print assessment reports to support PLCs, collab planning and delivery of instruction	1	\$350.00	Technology	Original	\$350.00													

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens to support PLCs, collab planning and delivery of instruction	10	\$8.99	General Supplies	Original	\$89.90
	White copy paper to support PLCs, collab planning and delivery of instruction	5	\$46.00	General Supplies	Original	\$230.00
Single School Culture Coordinator	Single School Culture Coordinator will provide support to teachers in grades K-5 with all content areas to implement strong systems for academics, behavior, climate, and culture to increase student achievement (PLCs, PDD, coaching and modeling). 260 days					

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: \$2,828.60

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	White Card stock pack of 100 for flashcards for math and ELA Parent nights (PFEP)	30	\$10.55	General Supplies	Original	\$316.50
	White copy paper (case) to support school-home communication and parent trainings/meetings	5	\$45.00	General Supplies	Original	\$225.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color copy paper - blue, pink, yellow, green (ream) to support school-home communication and parent trainings/meetings	18	\$9.45	General Supplies	Original	\$170.10
	Refreshments for parent trainings in the PFEP	3	\$200.00	Program Supplies	Original	\$600.00
	Ink (black and various colors) to support school-home communication and parent trainings	1	\$350.00	Technology	Original	\$350.00
	Agendas for school-home communication (K-2)	150	\$3.78	General Supplies	Original	\$567.00
	Nicky Folders for school-home communication (K-5)	300	\$2.00	General Supplies	Original	\$600.00

Mission Statement

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

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Washington Elementary's staff and administrators strive to empower parents and families to support their children's academic and social-emotional development by strengthening school, family, and community partnerships through communication, trainings, and resource support.

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
Vernicka Murray	Principal
Leroy Kelson IV	SSCC
Germaine Pierre Ross	SSCC
Prisca Floyd	Admin Assistant
Dieyla Exihomme	Parent
Nadeen James	Parent
Sophonie Pierre	Parent
Tiwana Sweeting	Community Member
Lena Chingosho	Teacher

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

All stakeholders are invited to attend the first SAC meeting. Stakeholders that volunteer to be a part of SAC and have consistent attendance, are selected for SAC membership. They are also selected to represent the population our school serves.

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

Stakeholders were be involved in jointly developing the FY25 CNA/Schoolwide Plan/PFEP. Several meetings were schedule to give stakeholders opportunity to provide feed. The Leadership CNA meeting took place Feb. 28, 2024; the Staff CNA meeting took place March 11, 2024; the Stakeholder CNA Meeting took place March 13, 2024. Stakeholders were able to look at our data to identify needed strategies for student improvement as well as improving family engagement. All stakeholders gave input for the development of the FY25 CNA/SWP/PFEP and was recorded in the Recording Template.

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

Stakeholders suggested to use Title I family engagement funds for supplies for communication (copy paper), agendas, Nicky folders, and for refreshments and resources for parent training.

Name	Title
Vernicka Murray	Principal
Leroy Kelson	SSCC
Prisca Floyd	Admin Assistant
Lena Chingosho	Teacher
Tawanna Sweeting	Community Member

Annual Parent Meeting

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

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

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

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

October 15, 2024 - 5:30 - 6:30 pm in the cafeteria

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

All stakeholders will be notified via social media, call out, Class Dojo, and text messaging.

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

Title I Annual Meeting PowerPoint presentation, agenda and sign-in sheets will be shared at the meeting. Also, a draft of the FY25 PFEP summary and the FY25 School-Parent Compact will be shared with parents.

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

Class Dojo to Support School-Home Communication

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

Teachers will learn how to access Class Dojo and understand the different features to communicate with families regularly and effectively.

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

Having teachers use Class Dojo will help increase school-home communication to increase parent engagement and impact academic achievement and behavior.

- What will teachers submit as evidence of implementation?

Samples of Class Dojo communication with families (including screenshots of classroom management - Dojo Points)

- Month of Training

August 2024

- Responsible Person(s)

Vernicka Murray and TBD

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?

TBA

- 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

SIS Gateway for School-Home Communication

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

Teachers will use SIS Gateway to share student progress with families and have another school-home communication tool to impact academic achievement and behavior.

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

The use of SIS Gateway for communicating student progress with families, will help increase parent engagement to support academic success and appropriate behavior in school.

- What will teachers submit as evidence of implementation?

Samples of Comment Logs, Performance Logs, and other reports as sample of communication with families.

- Month of Training

November 2024

- Responsible Person(s)

Vernicka Murray and TBD

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

Class Dojo for School-Home Communication

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

Parents will learn how to access Class Dojo, how to use it, and the different features to communicate with their child's teachers.

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

Parents will use their own device or use school Chromebooks to access ClassDojo, and practice sending an instant message. School staff will ensure parents know how to communicate with their child's teacher.

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

The use of Class Dojo will increase school-home communication to improve academic achievement and good behavior for student success.

- Date of Training

September 2024

- Responsible Person(s)

Vernicka Murray and TBD

- Resources and Materials

Handouts with directions, electronic devices, presentation, sign-in sheets, evaluations,

- Amount (e.g. \$10.00)

\$200

3. Parent and Family Capacity Building Training #2

- Name of Training

SIS Gateway for School-Home Communication

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

Parents will learn how to access SIS Gateway, how to use it, how to retrieve information on student progress (academics, attendance, etc.), and how to communicate with their child's teachers through this platform.

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

Parents will use their own device or use school Chromebooks to access SIS Gateway, practice retrieving academic progress and attendance for their child, and resources to support learning. They will also learn how to use SIS Gateway to communicate with their child's teacher.

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

The use of SIS Gateway will increase school-home communication to improve parent engagement to support academic achievement and good behavior for student success.

- Date of Training

November 2024

- Responsible Person(s)

Vernicka Murray and TBD

- Resources and Materials

Handouts with directions, electronic devices, presentation, sign-in sheets, evaluations,

- Amount (e.g. \$10.00)

\$200

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Event

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

Parents will learn reading strategies to support reading at home and learn how to ask follow-up questions to increase comprehension.

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

Parents will use the reading strategies learned by practicing with each other during the training. They will also practice asking question through the use of question stems to increase comprehension.

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

Practicing reading strategies and using questions stems at home will increase students' reading comprehension and overall academic success.

- Date of Training

January 2025

- Responsible Person(s)

Vernicka Murray and TBD

- Resources and Materials

Grade level appropriate books or passages, grade level appropriate question stems, presentation, handouts, evaluation

- Amount (e.g. \$10.00)

\$200

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

McKinney Vento

- Describe how agency/organization supports families.

This department provides ongoing support with families experiencing homelessness by sharing information, connecting them to organizations for support, and providing other resources (i.e., uniforms, supplies, transportation).

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

Emails , flyers, resources, personnel, etc.

- Frequency

Annually / ongoing

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

- Name of Agency

Bridges

- Describe how agency/organization supports families.

This agency educates parents on the value of educating their child and assists with student readiness.

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

Emails, agendas, and flyers

- Frequency

Monthly

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

- Name of Agency

City of Riviera Beach

- Describe how agency/organization supports families.

The City of Riviera Beach supports families by providing school supplies, uniforms, incentives for students, and also share monthly newsletters with city events.

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

Newsletter, flyers, social media posts, emails, and thank you letters

- Frequency

Monthly

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

Title I information will be shared via the Title I Annual meeting and SAC meetings. Parents will receive invitation, and information via ParentLink. Documents will be provided to families in appropriate languages. Also, we will send home Scholastic magazines to support student learning at home.

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

Copies of invitation and ParentLink messages, ClassDojo, Marquee, Annual meeting and SAC meeting agendas.

- Description

This will be communicated to families via progress reports, report cards, Title I Annual meeting, Open House, Class Dojo, and Curriculum Nights. Documents will be provided to families in appropriate languages.

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

Agenda and sign-in sheets from Annual Meeting, Curriculum Nights, and ClassDojo correspondence, conference, parent trainings

- Description

This will be communicated to families via progress report cards, report cards, i-Ready reports, Class Dojo, and Curriculum Nights. Documents will be provided to families in appropriate languages.

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

Sample progress reports, report cards, i-Ready reports, Class Dojo, and Conference notes.

- Description

Families will be invited to attend SAC meetings, parent training opportunities, parent-teacher conferences, and Title I Annual Meeting. Parents will be notified via invitations, ParentLink, Class Dojo, and fliers. Documents will be provided to families in appropriate languages.

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

Samples of invitations, ParentLink, flyers, ClassDojo, SAC meeting minutes, and fliers.

- Description

Meetings/conferences, events will be offered before, during, and after school hours to increase attendance. All materials will be shared with parents. Documents will be provided to families in appropriate languages. Provide virtual links for parents to attend virtually.

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

ParentLink messages, offer meeting times for IEP/LEP, parent conferences that are convenient for parents' schedules. Provide childcare as possible. Invitations with links to trainings and meetings for convenience.

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

Washington Elementary will utilize Google Translate for all written parent communication in the parents' native language. Washington Elementary will also utilize Class Dojo that has a built-in translation system to communicate with families. Staff who are bilingual will participate in parent conference. All documentation will be sent home in all languages.

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

Sample evidences will include translated compact, PFEP, letters, flyers and Classdojo photos.

- Description

Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Conferences, interpreters, ramps, handicap parking spaces, etc. are some of the supports that can be put in place to assist parents and families. In order to provide parents and families with disabilities accommodations, the school building is ADA accessible. If needed, District will be contacted to support parents with disabilities.

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

Photos of handicapped parking, ramps, seating, audio enhancement, and emails (as applicable).

- Description

Parents of migrant students are invited to all meetings. Teachers will invite parents to all the meetings/trainings and interpreters will be available for the meetings. Migrant parents will be surveyed on their needs when their child(ren) enter our school, so that the school staff/District staff may provide the resources and information needed. Our school will also provide backpacks with school supplies and uniforms as needed. We will continue to work with the Multicultural Department as needed.

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

Evidences include meeting notes, brochures of services offered to families in all languages; Log of distribution of resources (backpack with school supplies and uniforms).

- Description

Parents will be surveyed on their needs so that the school can provide support, information, and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed. School will also provide backpacks with school supplies and uniforms as needed.

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

Evidence includes a copy of a referral email or Student Housing Questionnaire (form 2479). Photos of resources provided to families (backpack with school supplies and uniforms), flyers of services offered to families in all languages.

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

Washington Elementary implements a School-Wide Positive Behavior Support (SwPBS) approach in order to establish a whole-school social culture and individual behavior supports that build character and promote positive behavior. This has helped our school achieve social/emotional and academic gains while minimizing behavioral concerns for all students. Our SwPBS behavioral practices are implemented throughout the entire school, in all settings and at all times of day. The success has been fostering a growth mindset in order to get the entire school to buy into the plan, to teach expected behaviors and communicate these expectations to parents. Every month Washington monitors our discipline data as well as the percentage of student participation in our school wide rewards. Through consistency and belief in SwPBS, Washington's discipline has declined significantly. In addition, we instill an appreciation for multicultural diversity through our anti-bullying campaign through the guidance department, BHP, and classroom team meetings. Washington encourages and seeks volunteers and Business Partners/Community Involvement to enhance our social/emotional and academic needs by providing school supplies, incentives, and clothing. The Florida Department of Health provides all of our second and fifth graders with a "Mobile Dental Sealant Program" and Kindergarten, first and third grade students with vision and hearing screenings. Washington's staff also helps families seek outside sources such as Bridges at Riviera Beach, Children's Counseling Services and Homeless services in order to meet the students social and emotional needs. The School District's Multicultural Department and the school's ESOL contact provide support and services for our English Language Learners (individuals who do not have English as their primary language) such as translators and curriculum materials.

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

Multi-tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. One key facet of an MTSS framework is a School Based Team (SBT) that is comprised of a multidisciplinary group of professionals who meet regularly to develop plans of actions for struggling students in the areas of academics, social-emotional, and/or behavior. Some of the key functions of SBT include using a formal problem solving process, analyzing student referral and baseline data, identifying student strengths and areas in need of improvement, developing intervention plans, including expected outcomes, monitoring student progress toward expected goals, collaborating with community agencies when necessary, and communicating regularly with parents about their child's progress. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. Often the term Rtl (Response to Intervention) is used as if interchangeable with MTSS. However, Rtl more appropriately refers to the fourth step of the planning/problem solving process. We like to think of Rtl as a crucial facet of a broader Multi-Tiered System of Supports. MTSS seeks to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities. These varying levels of intensities are known as Tiers 1, 2, and 3. Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2. Tier 2: Targeted Interventions Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. Tier 2 is provided by classroom teachers through a push-in model for an additional 30 minutes of intensive instructional intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. Tier 3: Intensive Interventions and Comprehensive Evaluation At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). This support is provided through a push-in or pull-out model based on the needs of students for additional 30 minutes. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. A similar process for Tier 2 and Tier 3 interventions is followed for students struggling with behavior.

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

Washington Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by aligning practices to Strategic Plan Alignment: Strategic Theme A - Academic Excellence and Growth: Analyzing student data and comparing it to the expectations found in the Florida B. E. S. T. Standards during weekly teacher Professional Learning Communities (PLCs). By providing Common Planning/Support for Math and Reading from North Region and district Specialists, teachers work together with other area schools to plan effective rigorous instruction. An uninterrupted 105 minute Reading Block that includes: 60 minutes of whole group and three 15 minutes rotations of small groups, and the other 15 minute rotation of i-Ready computer instruction. Creating a schedule with a minimum of 30 minutes of an uninterrupted writing block. Conducting Data chats with students/teachers and administration. Choosing methods of instruction for mini lessons based on the needs of students (model, guided practice, etc.). Student independently using charts and other tools to practice and monitor their own learning. Providing Immediate Intensive Instruction (iii) to struggling readers through resources such as Spire, Voyager Passport, and UFLI. Using the Gradual Release, where the teacher uses the "I Do," "We Do," "You Do Together (collaboration)," "You Do (independently)" method. During the "You Do" the teacher closely monitors to identify students who might be in need of small group instruction in Math and Reading. Students receive push in/pull out services by Exceptional Student Education (ESE) and English Language Learners (ELL) when needed. By implementing Theme B - Student - Focused Culture, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

There is a one-to-one ratio for computer use in grades K-5. Sub-groups such as ESE and ELL are addressed by creating a positive disposition that is critical for setting a foundation for achievement. Educators have the responsibility of creating classroom contexts that nurture positive temperaments. When working with sub-groups, it is imperative to understand the student academic needs such as their accommodations and modifications that will support their academic and social growth and development. Teachers identify the groups of students that need additional support by looking at previous data from assessment tools such Reading Records, i-Ready, and informal/formal assessments. Teachers also have access to each student's IEP and 504 plan, which illustrates the accommodations and modifications the teacher should implement within the learning environment. These students require specialized instructional strategies in a structured environment that supports and enhances their learning potential. They need differentiated instruction tailored to their distinctive learning abilities. A strategy is working when the child has shown continuous growth throughout the school year. Tutorial is provided to our third, fourth and fifth graders beginning a few months prior to the state's exam. Washington Elementary also offers four-day tutorials during Spring vacation. These tutorials the purposes of both remediation and enrichment. Washington's philosophy is developing the "whole" child which means exposing our students to many other opportunities beyond academics. Washington taps into students' artistic needs by providing a fine arts program encompassing media, art, music, physical education, and guidance. Students learn how to develop a love for reading, drawing, painting, singing, playing instruments, dribbling and participating in team sports. We also have after school activities: Science, Engineering, Communication, Mathematics and Enrichment club (SECME), coding, book club, music club, and Student Council. Students are provided opportunities to extend learning time to support their learning with ELA, writing, math, and science.

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

Strategic Plan Alignment: Strategic Theme B - Student-Focused Culture: By implementing the third Pillar, students collaborate in a student-centered, personalized environment. • Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. • Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Faculty and staff participate in "School Spirit/College Fridays" by wearing a school shirt or shirt of the college/university they attended or support. Students are encouraged to wear school shirts or college t-shirts on Fridays as well. Yearly, Washington hosts a "Career Day" to expose students to various career choices: lawyers, fire fighters, police, cosmetologists, cake decorators, artists, and bankers are just a few. This event sparks conversation and interest among students and families to promote an early start to thinking about a career path which translates into the realization of the importance of school.

Transition From Early Childhood to Elementary School

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

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

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

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

1. Transition to Elementary School

The Kindergarten Round-Up is held to expose students and families to Kindergarten expectations and procedures. The main focus of Kindergarten Round-Up is for Washington to bridge the home-school connection by providing home learning activities and materials to families to help them prepare their child for kindergarten entry. Washington also works closely with community stakeholders such as Bridges and other childcare facilities and agencies to share activities and materials to assist with Early Childhood transition into Kindergarten. In addition to Washington being a PreK site, we will also visit other local preschool sites to provide them information to rising Kindergarten students and their families. We will schedule at the end of the year a school tour for our new Kindergarten families. While visiting the local preschools, we will collaborate and share information with the school's administration of ways to develop Kindergarten Readiness skills in an effort of creating a partnership.

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

As part of The school District of Palm Beach County's Strategic Plan, Washington Elementary's focus is on increasing reading proficiency by third grade by building a strong K-2 foundation by discussing resources, strategies, differentiation that must focus on: "What students must know, be able to do and what is the evidence of such learning?" Washington Elementary School creates ongoing opportunities for teachers and academic tutors to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings, build teacher capacity and promote opportunities for growth in instructional practice, curriculum, and the standards. Washington Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by: -Analyzing student data and comparing it to the expectations found in the Florida B. E. S. T. Standards during Professional Learning Communities, -Providing Common Planning/Support for Math and Reading from the North Regional and District Specialists -A Literacy Approach that includes whole group, differentiated small groups, double down and one-on-one instruction - Creating a master schedule that includes an uninterrupted 105 minutes reading block. -Creating a schedule with an uninterrupted 30 minute writing block -Conducting Data chats with students/teachers -Choosing methods of instruction for lessons based on the needs of students (model, guided practice, etc.) -Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed. Some of Washington's scheduled PD topics for the FY25 school year include: Utilizing the i-Ready Toolbox to access resources Data-driven Instruction Accountable Talk Utilizing the Continuum Shift in instruction for the lowest 25 percent-focus on one standard per week, access resources from i-Ready Palm Beach Model of Instruction Staff will also engage in AVID and Literacy trainings/conferences and will provide PD to staff. The professional development offered to staff aligns to our School-Wide Improvement Plan.

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

Washington Elementary aggressively recruits teachers and staff who may be deemed as a great fit for our Shark Family. Considering personnel that may fit well with the existing staff, helps to build and sustain a positive morale. When new teachers come on board to Washington, they are paired with teacher leaders, subject area leaders, and grade chairs. Meetings are held monthly with new teachers and their mentors to provide team building and support throughout the year. Our administration and Literacy Specialist meet weekly with new teachers to plan effective lessons. The guidelines for the ESP program are followed as required. District personnel are provided for those teachers who are struggling with classroom procedures and routines. Subject-based professional development is provided throughout the school year by North Region Area Team for effective instruction. Washington Elementary strives to provide a positive/safe work environment supported by the Sunshine Committee. We also have a "Schoolwide Positive Behavior" system which all employees follow to ensure consistency with student expectations. Teachers are encouraged to sponsor a club, build positive relationships with students, provide tutorial for supplemental income and most importantly, to develop the "whole" child. The Educator Support Program or ESP, the SDPBCs program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers engage in opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. The following are some of our supports that we provide for our new teachers to be successful: School-wide Positive Behavior Support, Palm Beach Model of Instruction, Parent Communication, Standards-based Instruction alignment, Relationship Building, Coaching, Collaboration and Classroom Management Support. Teachers have opportunities for part-time pay such as tutoring, planning, and training.