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**Title I Comprehensive Schoolwide Plan**  
**DR. MARY MCLEOD BETHUNE ELEMENTARY (2491)**

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# ELA

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

## 1. List prioritized needs statements.

Based on the data from the ELA Progressing Monitoring 2 and the ELA iReady Diagnostics, our students are struggling to meet grade level level mastery. Data Summary by grade for Progress Monitoring Window 2 (most recent) indicates: Kindergarten - Early Literacy 60.6% Grade 1 - Early Literacy 47.8% Grade 2 - STAR Reading 44.3% Grade 3 - FAST Reading 16% Grade 4 - FAST Reading 24% Grade 5 - FAST Reading 25% iReady Winter Window Data Summary by grade indicates: Kindergarten - Reading 62%, meeting Early, On, At/Above grade level Grade 1 - Reading 31%, meeting Early, On, At/Above grade level Grade 2 - Reading 36%, meeting Early, On, At/Above grade level Grade 3 - Reading 29%, meeting Early, On, At/Above grade level Grade 4 - Reading 24%, meeting Early, On, At/Above grade level Grade 5 - Reading 32%, meeting Early, On, At/Above grade level Grade 3 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 33%, Unit 2 and 3 at 37%, Unit 4 at 40%, and Unit 5 at 38% Grade 4 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 49%; Unit 2 at 76%, Unit 3 at 51%, Unit 4 at 68% and Unit 5 at 64% Grade 5 ELA/Reading Unit Assessments data shows: Unit test percentage score - Unit 1 at 34%; Unit 2 at 74%, Unit 3 at 50%, Unit 4 at Unit 75%, and Unit 5 at 61% 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.

A lack of school readiness as students are entering different grade levels. Teachers' ability to deliver effective and rigorous standards based instruction with new ELA Benchmark curriculum. Teachers lack of understanding executing instructional time to differentiate instruction for whole and small group poses a threat to the achievement process. Lack of consistent parental and community support hinders our ability to improve at rates comparable to the district. Student attendance/truancy, tardiness, and homeless students have increased and is a problem for the school. Meeting the social/emotional needs of students is an obstacle that impacts student learning. Low vocabulary skills, and low comprehension which impacts achievement. Lack of mastery of foundation reading skills. Teacher capability to manage classroom behavior of students not at grade level. Teacher ability to implement teaching and learning strategies for ESE, 504 and Tiered students.

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

During Professional Learning Communities and Professional Development: 1. Specialists and teacher leaders model how to unpack the new ELA BEST standards, give descriptive /instructional feedback, monitor the implementation of the Benchmark curriculum, and monitor students progress toward grade level mastery. 2. Provide opportunities for Vertical grade level planning. 3. Teachers learn how to manage student behavior through PBIS team. Teachers will receive training and support on addressing Tier 2 interventions to address behavior that interferes with teaching and learning. 4. We will continue to support students through small group instruction with a resource teacher, paraprofessionals, and/or temp academic tutors. 5. The SSCC, Coach, Learning Team Facilitator and Literacy Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. In addition, teachers will have the opportunity to attend professional development trainings outside of the school to develop their instructional practices. 6. In addition, we will provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (ELA consumables, whiteboards, and more). 7. Provide students with extended learning opportunities through tutorial programs for Reading in grade K-5 after school, mornings, Saturday, Spring break, and Summer to support student learning 8. Online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Smore, Canva, etc.). 9. Provide opportunities for professional development by attending district trainings, out of county and out of state trainings 10. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 11. • Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady books, manipulatives, books, post-it notes, SPIRE, Benchmark resources, and more) 12. \* Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.)

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

Continue to conduct home visits, provide families with flyers, parent call-outs, texts, and emails through the use of ClassDojo, ParentLink, School Newsletter, marquee, school website and monthly parent calendar. Likewise, parents will call the school to ensure that updated information is located in SIS. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

#### • Parent Training

We will partner with families and organizations to address school readiness for incoming Kindergarten students. Parent trainings such as literacy nights will be held in addition to our curriculum nights to support learning at home. Also, we will provide the opportunities for parents to engage in sessions with helping with navigating the various software (i.e. iREADY for reading) that students utilize on a daily basis while at school. We will offer various meeting times and opportunities for parents to attend trainings. Parents trainings will be focused on foundational skills (phonics, phonemic awareness, vocabulary and comprehension) to build parent capacity to help at home.

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

### • School

The school will continue to provide a conducive learning environment, individual instruction, continue to implement data chats, and schedule parent conferences (regular parent conferences as well as Report Card Night conferences). Focus on vocabulary development and comprehension K-5 to increase student proficiency (parent trainings and materials) PK through 5th grade to increase reading comprehension, develop vocabulary and make text connections. School staff will support student learning by providing information and resources focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5.

### • Students

Students will set personal goals for new learning and student achievement. Students will participate in the school wide Attendance Initiative. Focus on phonics, vocabulary development and comprehension K-5 to increase student proficiency (strategies to work on at school and home) Students will use the activities focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5 to increase their learning.

### • Parents

Attend parent trainings and promote literacy by encouraging students to read at home. Parents will receive a copy of the School-Parent Compact during Open House, Report Card Night, and after any meeting concerning academics or behavior. Parents will also ensure a quiet place for their children to read books and use the question stems provided by the school to ask questions such as what happened at the beginning, middle, and end of the book. Focus on vocabulary development and comprehension K-5 to increase student proficiency (strategies to implement at home) Parents will support student learning through the activities focused on reading comprehension, develop vocabulary and make text connections in grades PreK-5.

### • Staff Training

Teachers will implement strategies learned through professional development opportunities and provide parents with specific examples on how to incorporate such strategies at home to assist with social/emotional learning as well as the increase in academic achievement. In addition, teachers will be trained on how to hold effective data chat meetings with parents (i-Ready, etc.). Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (phonics, phonemic awareness, vocabulary and comprehension) . Continue training on SEL for teachers to provide support/training and information to families to address student needs at home and school.

- **Accessibility**

School staff will provide support needed for all families to be able to participate and be engaged in their child's education. We will provide translated documents and translators, accessible meeting space, as well as multiple meeting days and times. Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **Math**

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

### **1. List prioritized needs statements.**

Based on the data from the Math Progressing Monitoring 2 and Unit Assessments, our students are struggling to meet grade level level mastery in the area of math. Data Summary by grade for Progress Monitoring Window 2 (most recent) indicates: Kindergarten -Math 60.4% met At/Above benchmark Grade 1 - Math 72.7% met At/Above benchmark Grade 2 - Math 50% met At/Above benchmark Grade 3 - Math 14% met Level 3+ Grade 4 - Math 12% met Level 3+ Grade 5 - Math 11% met Level 3+ Grade 3 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 58%, Unit 2 at 60%, Unit 3 at 37%, Unit 4 at 39%, Unit 6 at 42%, Unit 7 at 49% and Unit 8 at 40%. Grade 4 Math Assessments data shows: Unit test percentage score - Unit 1 at 51%, Unit 2 at 84%, Unit 3 at 86%, Unit 4 at 57%, Unit 2-5 at 63%, Unit 6 at 62%, Unit 7 at 60% and Unit 8 at 78%. Grade 5 Math Unit Assessments data shows: Unit test percentage score - Unit 1 at 66%, Unit 2 at 62%, Unit 3 at 62%, Unit 4 at 59%, Unit 5 at 54%, Unit 6 at 43%, Unit 7 at 71% and Unit 8 at 70%. Students struggle with math fluency (addition, subtraction, multiplication and division) and math problem solving.

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

\* Students struggle with foundational skills and fluency facts. \* Students show gaps in Math prerequisite skills and knowledge across grade levels. \* Struggle with solving word problems due to missing academic vocabulary, not understanding for 2 step problems, not remembering math problem solving rules. \* Misalign numbers when solving 3 or more digits \* Lack of teachers planning to differentiate instruction to teach lower performing students math standards, prerequisites skills and problem solving strategies. \* Teachers' ability to deliver effective and rigorous standards based instruction \* Lack of teacher knowledge and understanding math standards and curriculum \* Low usage of Successmaker to provide individualized instructions. \* Lack of student immediate descriptive feedback \* Lack of parent knowledge on student readiness skills

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

During Professional Learning Communities and Professional Development: 1. Master teachers/teacher leaders model how to interpret the meaning of the K-5 Math standards, give descriptive instructional feedback and monitor standards based lessons. 2. Math Resource teachers/teacher leaders lead Professional Learning Communities, provide PLC to classroom coaching and provide professional development. 3. Grade level vertical planning and collaborative work across grade level and/or content areas. 4. Teachers will participate in professional development to learn strategies to manage student behavior through PBIS team. Specialized training and support on addressing Tier 1 & Tier 2 interventions to address behavior that interferes with teaching and learning. 5. Support student learning in 2nd - 5th grade in Math with paraprofessionals, resource teachers and academic tutors. 6. Increase Prek - 5th grade parent engagement and workshops with family reading, math and science nights and hands-on and take home activities for parents. 7. Provide standards based resources, materials, subscriptions and consultants to support increased attendance, achievement and engagement. 8. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Successmaker, Imagine learning, etc.). 9. Build student stamina needed to master skills. 10. Develop test taking strategies with different item types such as multi-select and Gridded Responses. 11. Provide opportunities for tutorial K-5 after school, mornings, Spring Break, and Summer to support student learning 12. Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. 13. Continue to provide opportunities for students to use hands-on experiences/practice to support students learning through the use of instructional supplies and supplemental resources (iReady books, math manipulatives, post-it notes, Benchmark resources, and more) 14. The SSCC, Math Resource, Coach, Learning Team Facilitator and Math Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. 15. Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.)

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

- **Communication**

Advanced notification will be provided to parents for all family engagement events. Notification will be provided via student agenda, Parentlink Gateway, Classroom dojo, text messages, marquee, weekly newsletter website and monthly parent calendar. Strengthen communication with ELL families by securing translators. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- **Parent Training**

Parent and family Math education will be conducted by specialists and teacher leaders. Parent training on reading comprehension, problem solving strategies for Math, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. Provide ELL and ESE parents with training in the areas of reading comprehension and Math content and problem solving strategies and Math academic vocabulary. Parents trainings will be focused on foundational skills (basic math facts) to build parent capacity to help at home.

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

- **School**

We will strengthen our compact by ensuring teachers communicate the academic and social emotional needs of each child to increase student learning and growth. Be a resource for the information and support needed by the family to assist them in the nurturing of their children. Communicate with the parent/guardian about their student's progress on a regular basis. School staff will support student learning by providing information and resources focused on math facts and fluency in grades PreK-5.

- **Students**

Students will set and work toward goals; remain positive and arrive to school on time with materials, homework and student agenda daily. Students will show respect for self, classmates, and school property and staff members. Students will use activities to support their learning of math facts and fluency in grades PreK-5.

- **Parents**

Parents will support their student's learning by ensuring that their child attends school regularly on time ready to learn. Additionally, parents will provide a quiet time and place for their child to complete homework and practice Math fluency (learn Math facts, multiplication facts, division facts.) Parents will be actively engaged in school activities, including but not limited to: Title I annual meeting, School Advisory Council, programs, workshops, Open House, Family Literacy, Science events, Math Nights, field trips, student programs and/or parent teacher conferences while communicating regularly with school staff regarding their student's needs and circumstances. Parents will support student learning through the use of the activities provided by staff focused on math facts and fluency in grades PreK-5.

- **Staff Training**

Providing teachers with training on having difficult and meaningful conversations with parents about academics, social emotional learning and pupil progression to improve student learning and growth. Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (basic math facts) . Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards.

- **Accessibility**

Parent conferences, parent report card events and workshops will be offered at different times of the day (morning, afternoon and evening) to meet the needs of parent's schedules. Native language translators will be provided for ELL parents during parent conferences, parent report card events and workshops. Individual and/or Small group meetings, parent conferences, parent report card events and workshops will offered to ESE parents. Meetings, trainings and conferences via Google Meet and video recordings will be available to make trainings and meetings accessible for all parents. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **Science**

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

1. **List prioritized needs statements.**

Based on the data from the FY22 NGSSS and the FY23 Science Diagnostics, 45% our 5th grade students are making progress towards meeting grade level level mastery. Our 5th grade Science results show an increase of 31 points; From 14% proficiency on the FY2022 NGSSS to 45% on the FY23 Winter Science Diagnostic. Grade 5 Science Unit Assessments data shows: Unit 1 FSQ1: 38%, Unit 1 FSQ2: 51%, Unit 2 FSQ1: 52%, Unit 2 USA: 52%, Unit 3 FSQ1: 63%, Unit 3 USA: 73%, Unit 4 FSQ1: 62%, Unit 4 FSQ2: 64%, Unit 4 FSQ3: 61% Unit 4 USA: 63% , Unit 5 FSQ1: 72%, Unit 5 FSQ2: 74%, Unit 5 FSQ3: 71%, Unit 6 FSQ1: 78% Students need to continue to work on science vocabulary, the scientific process and apply it to all areas of science.



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

\*Science instructional time is limited in grades 3rd-4th due to the time needed for teachers to effectively deliver the new Benchmark Advance curriculum and standard's based science instruction. \*Lack of Science based non-fictional text \*Lack of Reading comprehension skills \*Lack of science academic vocabulary, limited ability to transfer knowledge in hands on experiences and limited prior knowledge with poor real life connections. \*Daily school attendance is not evident. \*Lack of teacher content knowledge of standards & benchmarks assessed and lack of ability to provide individualized instruction \* Lack of parent knowledge and ability to support learning at home

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

\* Ensure science instructional time is being implemented with fidelity in grades K - 5. \* Science based non-fictional text and standards based resources will be used in small group instruction, tutorial and whole group instruction. \* Teachers and professionals will receive professional development in Science standards, resources, hands on and virtual labs. \* Provide online learning (Penda) will be available to grades 3-5 to build student Science standards knowledge and increase academic vocabulary of the human organs, comparison of the structure and/or function of plants and animals and describe structures in plants and their roles. \* Provide access to technology for students, teachers, and parents (Chromebooks, mice, laptops, headphones, etc.) \* Teachers and paraprofessionals will participate in Science Common Planning and PLCs. \* Grades 3-5 will receive Science texts to read at home from Stemsopes. \* Provide standards based resources, materials, subscriptions and consultants to provide hands-on experiences to support student learning, increased attendance, achievement and engagement. \* Provide opportunities for tutorial for 5th grades after school, mornings, Spring Break, and Summer to support student learning \* Provide opportunities for parents to attend trainings, provide information and build their capacity to support learning at home. \* The SSCC, Coach, Learning Team Facilitator and Literacy Resource Team will analyze data during PLCs, model best practices and strategies as well as plan and deliver professional development to build the capacity of all teachers, grades K-5. \* Provide opportunities for students to use hands-on experiences/practice to support student learning (workbooks, manipulatives, classroom libraries, kits, etc.)

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

### • Communication

\*Continue to provide advanced notification to parents for Parent/family Science events. Notification will be provided via student agenda, Parentlink Gateway, Classroom dojo, text messages, marquee, website and monthly parent calendar. \*The weekly newsletter will feature tips for parents to help their child make Science real life connections through shopping, cooking, gardening and monitoring the weather. Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning. \*Strengthen communication with ELL families by securing translators.

- **Parent Training**

\*Parents have access to Science content videos produced by the school via the weekly newsletter and Parentlink. \*Parent and Family Science Night will be held once a year where parents will be trained in making real life Science connections through cooking, measuring, talking about and dressing for the weather and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. \*Parent training on reading comprehension, problem solving strategies for Science, the importance of regular student school attendance, appropriate behavior and decision making, building relationships with teachers through parent/teacher conferences and student led conferences. \*Provide ELL and ESE parents with training in the areas of informational text reading comprehension and Science academic vocabulary. Parents trainings will be focused on foundational skills (science vocabulary and scientific method) to build parent capacity to help at home.

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

- **School**

\*We will strengthen our compact by ensuring teachers communicate the academic and social emotional needs of each child to increase student learning and growth. \*Be a resource for the information and support needed by the family to assist them in the nurturing of their children. \*Communicate with the parent/guardian about their student's progress on a regular basis. \*The school will offer opportunities for parents to support their child in participating in the Science Fair, science vocabulary, Science experiments and virtual labs. \*Provide outside resource projects like BLEND Palm Beach County(Micro Greens Grow Project) to give students an opportunity to show parents how they can make the home school connection. School staff will support student learning by providing information and resources focused on science vocabulary and the scientific method in grades PreK-5.

- **Students**

Students will set and work toward goals; remain positive and arrive to school on time with materials, homework and student agenda daily. Students will show respect for self, classmates, and school property and staff members. Students will gain a genuine interest in and build their Science knowledge and vocabulary via: Science labs Science clubs Science Spirit Week Lego Club SECME Students will use activities and resources focused on science vocabulary and the scientific method to increase their learning.

- **Parents**

\*Parents will support their student's learning by ensuring that their child attends school regularly on time ready to learn. \*Additionally, parents will provide a quiet time and place for their child to complete homework and read books. \*Parents will be actively engaged in school activities, including but not limited to: Title I annual meeting, School Advisory Council, programs, workshops, Open House, Family Literacy, Science events - science vocabulary, experiments, Math Nights, field trips, student programs and/or parent teacher conferences while communicating regularly with school staff regarding their student's needs and circumstances. Parents will support student learning through the use of activities and resources provided focused on science vocabulary and the scientific method in grades K-5.

- **Staff Training**

\*Provide teachers with training on how to engage parents in making real life Science connections at home through cooking, measuring and using standards based academic vocabulary to identify body parts and describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. Staff Trainings will be focused on teachers helping families learn how to support learning of foundational skills (science vocabulary and scientific method) . \*Additionally, to increase parent engagement in their child's learning and growth process while building the teacher's toolbox to support parents in helping their children master standards. \*School staff will engage parents by hosting a science family night and do a science week to focus on engaging parents and students at home/school.

- **Accessibility**

\*Parent conferences, parent report card events and workshops will be offered at different times of the day (morning, afternoon and evening) to meet the needs of parent's schedules. \*Native language translators will be provided for ELL parents during parent conferences, parent report card events and workshops. \*Individual and/or Small group meetings, parent conferences, parent report card events and workshops will offered to ESE parents. \*Meetings, trainings and conferences via Google Meet and video recordings will be available to make trainings and meetings accessible for all parents. We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **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: \$175,274.46

Acct Description	Description											
Paraprofessional	Paraprofessional I to work with lowest 25% and/ or bubble 5th grade students in reading, math, and science through push-in small group rotations. - L25 - 5th											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="508 427 1289 518">Item</th> <th data-bbox="1289 427 1436 518">Quantity</th> <th data-bbox="1436 427 1572 518">Rate</th> <th data-bbox="1572 427 1778 518">Supply Type</th> <th data-bbox="1778 427 1906 518">Type</th> <th data-bbox="1906 427 2026 518">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Shipping	1	\$2.27	General Supplies	Original	\$2.27						
	Pre-Sharpened Wooden Pencil, 0.7mm, #2 Medium Lead, 144/Box	51	\$20.00	General Supplies	Original	\$1,020.00						
	Ear buds (550 students)	1100	\$0.75	Technology	Original	\$825.00						
	White copy paper (case) to use for teachers to make copies of student ELA, Math, Science, Social Studnets and Intervention lessons	61	\$44.61	General Supplies	Original	\$2,721.21						
	Headphones (550 students)	1100	\$1.25	Technology	Original	\$1,375.00						
	Expo Markers - black box of 12	18	\$8.06	General Supplies	Original	\$145.08						
	BINDER VIEW SAMSILL 1.5 IN ROUND RING WHITE PACK OF 30	10	\$156.88	General Supplies	Original	\$1,568.80						
Sharpie Flip Chart Markers, Assorted, Pack Of 8 - to support delivery of instruction K-5 (classroom and tutorial)	30	\$5.17	General Supplies	Original	\$155.10							

<b>Acct Description</b>	<b>Description</b>
Paraprofessional	Paraprofessional I to work with lowest 25% and/ or bubble grade k & 1 students in reading, math, and science through push-in small group rotations. - L25 for 3rd
Overtime	Overtime for Paraprofessionals will be used to support students after school hours for Title I approved activities such as one-on-one support, tutoring, planning with teachers, and monitoring student learning with Admin.
Paraprofessional	Paraprofessional I to work with lowest 25% and/ or bubble 5th grade students in reading, math, and science through push-in small group rotations.
Paraprofessional	Paraprofessional I to work with struggling K-2 students in reading, math, and science through push-in small group rotations.
Extra Time	Extra time for Paraprofessionals will be used to support students after school hours for Title I approved activities such as one-on-one support, tutoring, planning with teachers, and monitoring student learning with Admin.
Paraprofessional	Paraprofessional II to work with lowest 25% and/ or bubble 4th grade students in reading, math, and science through push-in small group rotations. - L25 - 4th

## **Action Step: Parent Engagement**

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$7,042.13**

<b>Acct Description</b>	<b>Description</b>					
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage to mail letters explaining data and support provided 600 students x 1 mailing = 600)	600	\$0.63	Original	\$378.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	BIC Pens, Black Ink, Pack of 50 to be used to support parent trainings/meetings	6	\$4.31	General Supplies	Original	\$25.86
	8-1/2 white Copy Paper for handouts, flyers and notices	5	\$44.61	General Supplies	Original	\$223.05
	Parent/family engagement agendas for continued home-school communication	600	\$1.98	General Supplies	Original	\$1,188.00
	Color copy paper (blue, yellow, pink) to use for school-home communication and parent trainings/meetings	11	\$9.37	General Supplies	Original	\$103.07
	Kindergarten Round up parent-child packets	55	\$35.00	Program Supplies	Original	\$1,925.00
	Parent ELA and Math Event materials (flashcards for parent trainings)	100	\$12.00	Instructional Materials	Original	\$1,200.00
	Avery 2-Pocket Folders, Letter Size, Green, Pack Of 25 to support 2 Parent Report Card events	5	\$18.23	General Supplies	Original	\$91.15
	Word Building Magnetic Letters - Upper case / Materials for parent trainings as described in the PFEP	159	\$12.00	Instructional Materials	Original	\$1,908.00

## 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: \$120,950.66**

<b>Acct Description</b>	<b>Description</b>										
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Paper, Copy, White 8-1/2			6	\$44.61	General Supplies		Original	\$267.6		
	4 inch binders for teachers to organize student data, lesson plans, PD materials, PLC notes/agendas			38	\$24.00	General Supplies		Original	\$912.0		
	Index cards			42	\$12.00	General Supplies		Original	\$504.0		
Single School Culture Coordinator	Provide ELA and Science professional development to build teachers and paraprofessional capacity to implement standards based instruction, disaggregate data, plan for instructional needs, discuss best practices, practice real-time coaching, mentoring and co-teach - 3-5. (260 days)										
Out-of-system PD Subs	<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>
	ELA , Math and Science teachers will participate in half day PD around benchmark, Science and BEST standards.			5	\$19.00	5	4.5	2	Non-Certified	Original	\$4,275.0
Teacher Collaboration	<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>
	K-2 teachers will plan lessons using the BEST standards, analyze data, develop			16	\$25.00	1	3	4	Certified	Original	\$4,800.0

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	instructional strategits to improve learning outcomes in all content areas. (12 hrs).									

## 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

The mission of Dr. Mary McLeod Bethune Elementary School's Parent and Family Engagement program is to create an authentic commitment to engage our students and their families and to build meaningful partnerships among the school, families, community and stakeholders to help all students reach their optimum level of academic and behavioral achievement by strengthening families and stakeholders' knowledge of learning opportunities with informational texts, rigorous learning goals and instruction, and International Baccalaureate learning profiles.

## 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.)

<b>Name</b>	<b>Title</b>
Katrina W. Granger	Principal
Debra Pickens	Bridges of Riviera Beach
Sherrita Crummell	Magnet Coordinator
Genay Mitchell	Regional Literacy Specialist
Erica Medina	Assistant Principal
Vermala Narine	ITSA
Grace Talton	Prek Lead Contact
Traci Williams	Parent
Meichico Aldridge Huggins	Parent
Marrine Lisay	SAI
Paul Patete	ESE Contact
Makela Brinson	Math Resourcce
Jacki Holroyd	PLC Facilitator

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

Members are selected by the principal to reflect the diversity of the community served by the school. Volunteers providing services and support to families are invited to participate. Meeting notices are placed on the school website, marquee and launched during parent call outs and the weekly newsletter to encourage participation from all stakeholders. All parents and guardians are invited to attend.

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

Meeting notices will be placed on the school's website, marquee placed in the weekly newsletter and launched during parent call-outs to encourage participation from all stakeholders in the CNA/SWP/PFEP process for FY24. January 25, 2023 at 9:35AM, February 3, 2023 at 9:35AM (Leadership), February 7, 2022 at 3:00PM (Faculty/Staff), February 21, 2023 at 5:15PM and 6:00PM (SAC/Community)

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

Stakeholders were invited to and attended the Annual Title 1 meeting on September 20, 2022 at 5:30 PM, SAC meetings throughout the year, and the FY24 CNA meeting in January and February 2023. Stakeholders were given the opportunity to give input to improve our school's delivery of support and instruction and to develop the parent and family engagement plan. Parents asked that funds be utilized for parent trainings that will aid parents in understanding the material being taught to students. Additionally, parents would like more "Family ELA/Math/Science Nights" to increase family and community engagement in the instructional process. Parents would like the school to offer Science Tutoring to help support/improve student learning. Furthermore, parents would like students to participate in more off-campus field trips like Science Field Trips and trips to the local library. Parents asked about more parental engagement by way of a PTO. Parents asked that parent engagement funds be used for supplies for trainings, Kindergarten Round-up training, and parent/school agendas to support school-home communication. The activities for parent engagement that Title I funds will be used include: Parent/family engagement agendas for continued home-school communication; Quantity: 600 at \$1.98 each; Total - \$1,188.00 Color copy paper (blue, yellow, pink) to use for school-home communication and parent trainings/meetings Quantity: 11 reams at \$9.37 each; Total - \$103.07 BIC Pens, Black Ink, Pack of 50 to be used to support parent trainings/meetings Quantity: 6 packet at \$4.31 each; Total - \$25.86 Kindergarten Round up parent-child packets Quantity: 55 at \$35.00 each; Total - \$1,925.00 8-1/2 white Copy Paper for handouts, flyers and notices Quantity: 5 at \$44.61; Total - \$223.05 Avery 2-Pocket Folders, Letter Size, Green, Pack Of 25 to support 2 Parent Report Card events at \$18.23 each; Total: \$91.15 Parent ELA and Math Event materials (flashcards for parent trainings) 100 at \$12.00 each; Total: \$1,200.00 Word Building Magnetic Letters - Upper case / Materials for parent trainings as described in the PFEP Quantity: 159 at \$12.00 each; Total: \$1,908.00 Postage to mail letters explaining data and support provided 600 students x 1 mailing = 600) Quantity: 600 stamps at \$0.63 each; Total - \$378

<b>Name</b>	<b>Title</b>
Sherrita Crummell	Single School Culture Coordinator
Grace Talton	Lead Pre-K Teacher
Katrina W. Granger	Principal
Erica Medina	Assistant Principal
Traci Williams	Parent
Debra Pickens	Community Member/Bridges of Riv. Beach
Carol Blake	TSL Support
Genay Mitchell	Specialist ELA\Literacy
Beverly Scruggs Collins	District Science Specialist
Tiffiney Reeg	ESE Teachet
Pamela Carnegig	Elementary Reading Support
Monica Ordonez	Foreign Language Teachet
Jacki Holroyd	PLC Facilitator

## **Annual Parent Meeting**

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

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

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

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

The Title 1 Annual Parent Meeting will held on Tuesday, September 19, 2023 at 5:30 pm in person.

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

Information for this meeting will be posted on school website, sent home to parents, communicated via Class DoJo, in the weekly newsletter and ParentLink.

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

Invitation in all languages ParentLink Script Agenda Sign in sheet Annual Meeting PowerPoint Parent input survey Electronic devices for parents Flat Panel Screen Folders Anchor chart paper Chart markers Paper Pens Schoolwide Plan Copy of the Parent and Family Engagement Plan Copy of the Attendance Plan/Program Copy of the School-Parent Compact Flyers and brochures describing the resources available for special programs such as Migrant Education and McKinney-Vento, Parent's Right-to-Know, Bridges iPad to take pictures Annual Meeting Exit Survey Google Meet link Interpreters for all home languages represented

## **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

Effective Data and Behavior Chats for Parents

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

In this training teachers will learn strategies, activities, and resources they will share with parents to support student learning at home. Teachers will be able to disaggregate and interpret. FAST/PM, FSQ/USA, iReady data, behavior data, etc. in order to share the results with parents for the purposes of understanding where their child is performing academically and or behaviorally.

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

Parents will be able to better understand and utilize the data to assist their children with learning and completing academic skills in home setting. Parents will be able to have better conversations with all stakeholders to support academics and skills for learning and life. Student data outcomes will improve.

- What will teachers submit as evidence of implementation?

Handouts, copy of PPT or Google Slides presentation, data. Teachers will provide administration conference notes outlining the discussion regarding skills that students acquired and the strategies/activities, resources parents will use at home to support student learning.

- Month of Training

November 2023

- Responsible Person(s)

Ms. Holroyd, Ms. Howard, Ms. Lisay, Ms. Carnegie, Ms. Crummell

## 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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**

Making the School Home SLL (Skills for Learning & Life) Connection

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

Staff will learn SLL 5 competency strategies and skills (such as Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible Decision Making....), resources and tools so the teachers can train & communicate with parents on using SLL strategies, look fors and actions to help their children at home.

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

Parents will gain a working knowledge of the six SLL strategies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

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

Conference notes stating the SLL strategies parents will support at home with the purpose of increasing student engagement and success; agenda, powerpoint, handouts

- **Month of Training**

August 2023

- **Responsible Person(s)**

Ms. Edwards, Mrs. Martin

#### 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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

Building Better Readers through Reading Infusion

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

This training will be held for parents to learn how to assist their children in phonics and phonological awareness. The parents will take part in the training that offers explicit instruction and activities that are related to maintaining foundational skills in reading. The parents will also learn how to utilize the school's online resources, letters and writing folder to help continue learning and leveled independent reading. Parent will learn how to ask question stems to teach their child to think about text to be able to answer questions about the text.

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

The parents will engage in activities in which they will be grouped by primary K-2 or intermediate 3-5 to participate in interactive, hands on exploration of using foundational skills and strategies, using the home-school connection components of Benchmark Advance, and parents will engage in activities and practice using sample question stems to ask appropriate questions that lead to comprehension and understanding.

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

This training will help promote students' progress to proficiency in reading and writing. Students will learn and implement strategies to answer questions from texts to demonstrate their understanding of the text.

- Date of Training

October 2023

- **Responsible Person(s)**

Ms. Lisay, Ms. Carnegie, Ms. Reeg, Ms. Medina, Ms. Holroyd

- **Resources and Materials**

Word work Materials (magnetic letters, whiteboards) Laptop Writing folder Benchmark Advance Resources PowerPoint Question Stems

- **Will use funds for refreshments as noted in SWP:**

No

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

\$0

## 2. Reflection/Evaluation of Training #1

- **Name of Training**

TBD

- **Number of Participants**

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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. Parent and Family Capacity Building Training #2

- Name of Training

Math Fact Fluency

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

This training is designed to foster parents' ability to assist their scholars with basic math fact fluency. Parents will learn how to help build their scholar's math fact fluency by using flashcards and basic math skills/strategies.

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

During this training, parents will have the opportunity to engage in grade specific hands-on practice. Parents will be trained on how to effectively use math fact fluency flash cards, math dialogue/discourse and math manipulatives to assist their child(ren) at home.

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

The goal of this training is to adequately prepare parents on engaging with their math scholars at home. In turn, primary scholars will increase math fact fluency mastery in addition and subtraction. While, intermediate scholars will improve math fact fluency mastery in multiplication and division.

- Date of Training

November 2023

- Responsible Person(s)

Ms. Brinson, Ms. Crummell, Ms. Holroyd

- Resources and Materials

Powerpoint Presentation, Math Fluency Cards (multiplication and addition flashcards), dice, fraction/decimal dominoes, 10 frames and bi-colored counters, Family Engagement Materials, Handouts

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

\$0

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

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

- Name of Training

Science Rocks

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

Parents will learn the scientific process, vocabulary and ways to implement at home science labs using everyday materials.

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

Parents will be provided with hands-on science labs activities to explore with their children and be provided with ways to implement at home.

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

Students will increase their science content knowledge, vocabulary, and their understanding of the scientific process.

- Date of Training

January 2024

- Responsible Person(s)

Ms. Crummell, Ms. Holroyd, Ms. Simmons, Ms. McKenzie, Mr. Paddyuman, Ms. Gordon

- Resources and Materials

Presentation, lab materials, handouts, vocabulary cards, science experiment kits

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

\$0

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

## 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

PBSD McKinney-Vento Safe Schools Department

• Describe how agency/organization supports families.

The McKinney-Vento Safe Schools Department facilitates parent engagement through school based team meetings, parent conferences and parent training.

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

Flyers, calendars, weekly newsletters, conference notes, and emails. McKinney Vento flyers of services provided (all languages)

• Frequency

2 times a year/Monthly SBT/continual parent conferences as needed

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

• Name of Agency

Fatherhood Project

• Describe how agency/organization supports families.

This organization provides training to fathers to teach fathers how to support their child's academic growth.



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

Handouts of the curriculum used with fathers, meeting agendas and emails, flyers and photos.

- Frequency

2 times a year

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

- Name of Agency

PBSD ESE Department

- Describe how agency/organization supports families.

The district ESE department offers an annual parent meeting for parents of ESE students.

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

Invitational flyer, emails and agendas.

- Frequency

Annually

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parent/School/Community Stakeholder communication is at the core of our school's success. Our goal is to provide timely notification and extend invitation to participate to all families. Therefore, the school will provide flyers in English, Spanish & Creole; Parent link; School newsletter; School Website; Monthly Parent/Community Calendar; Social media-Twitter, Class Dojo, during parent conferences & other platforms.

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

Copies of the Parent link report; school newsletter; Social media-Twitter, Class Dojo, PFEP summary, Compact, & other platforms forwarded to the parents.

- **Description**

Parent conferences in person, phone, and by google meet link; Parent Curriculum Nights; Parent Huddles; Parent Trainings; Newsletters; Handouts sent home; Benchmark Parent/Home Reports.

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

Sample copies of iReady, Benchmark and Successmaker parent/home reports and diagnostic assessment results; Family Huddle PowerPoint and handouts, and conference notes shared with parents will be uploaded as evidence.

- **Description**

Diagnostic assessment parent conferences/Parent Huddles (iReady and district diagnostics) in person, phone, or google link for Report Cards, Mid-term progress reports and parent trainings.

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

Letters to parents about iReady diagnostics and District diagnostics, sample report cards and mid-term reports; Parent trainings agendas, Powerpoints, handouts and google meet recording links.

- **Description**

The school will inform parents about opportunities to participate in decision-making related to the education of their children through parent-teacher conferences, 504 conferences, IEP conferences SBT conferences, SAC meetings, the school's website and weekly newsletter.

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

IEP, 504, SBT, ELL meeting invitations and notes; Parent conference notes, SAC meeting invitations and meeting minutes; snapshot of the website, a copy of the newsletter.

- **Description**

The school will offer multiple meeting times throughout the day for parents to attend meetings, trainings, activities and conferences. Parent meeting and trainings will take place on campus and a link will be provided as needed for families to participate. Trainings and parent conferences will be conducted on Saturdays upon request.

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

Invitations/flyers showing meetings, trainings, activities and conferences during the morning, lunchtime, evenings and Saturdays.

## **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

District and school based interpreters all languages, will provide translation during the events. Flyers will be translated in all languages represented by the population served. If school based interpreters are not available, district CLFs will be secured.

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

The following evidence will be uploaded: Copies of flyers Invitations and handouts in all languages represented by the population served PFEP Parent/School Compact Copy of PBSB 1944 requesting a CLF for Spanish speakers

• Description

Assistance will be provide to parents and families with disabilities, including audio enhancement equipment, designated handicapped parking spaces, elevator and large print ehandouts. The school is ADA Compliant to meet the needs of the disabled. District will be contacted if additional support is needed for families.

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

Copies of enlarged print flyers and ehandouts Photos of designated handicapped parking spaces and audio enhanced equipment being used. Emails

- **Description**

School will make sure families feel welcome and will survey families to determine needs. School staff will seek the assistance of the Welcoming and Inclusive Schools Department for assistance with home visits and resources (attire, supplies, etc).

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

Emails/communication with the Welcoming and Inclusive Schools Department, log of resources distributed, Migrant brochures of services provided (in all languages).

- **Description**

The school prioritizes overcoming barriers that hinder families' experiencing homelessness to foster parent's full participation in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below. School staff will contact District for additional support as needed for families.

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

The school will work with community partners and businesses to provide families of Prek-5th grade students with groceries, school clothes and school supplies. The following evidence will be uploaded: Photos of donations. Copies of Thank You letters for school clothes, shoes, school supplies and other donations Photos of children receiving school clothes and school supplies, Emails, Log of distributed resources McKinney Vento flyers of services provided (in all languages) Communication via emails requesting food, clothes, school transportation and beds. Request school transportation to/from school to overcome truancy barriers.

## **Other Activities**

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

1. **Activity #1**

- Name of Activity

Best Buddies International Partnership

- Brief Description

The school will partner with Best Buddies International to teach inclusivity as a part of the school's culture and to increase awareness of disabilities and accommodations. The school will engage in activities and events to further establish a climate of acceptance by participating in the Annual Best Buddies Walk, Best Buddies Field Day and book writing activities.

## 2. Activity #2

- Name of Activity

Calming Corner

- Brief Description

All K-2nd grade classrooms will create a Calming Corner to provide students with a designated quiet space to reflect on self-regulation, breathing techniques and reengagement techniques. Materials, supplies and equipment will be provided for each Prek-2nd grade class.

## 3. Activity #3

- Name of Activity

K-Kids

- Brief Description

The Kiwanis Club of Riviera Beach sponsors the school's K-Kids for fourth and fifth grade students. As participants in the program, students learn leadership skills, increase Social Studies vocabulary, organizational skills, governmental systems, global awareness and interpersonal skills.

## 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

Dr. Mary McLeod Bethune Elementary School builds students's skills outside of academic subject areas via: A partnership with the Center for Child Counseling. A satellite office is located on campus. Staff conduct intake meetings with parents, offer play therapy and class wide group sessions on campus. Referrals to Sequel, Multi-Lingual are facilitated for special services and programs. School based mentoring programs include: iMentors (SHS high school students mentor Bethune scholars 5 days a week) Bi-Wi is an on campus mentoring program for 3rd, 4th and 5th grade girls. Bi-Wi starts and meets by grade level once a week. Weekend Food For Kids (WFFK) partner agency with the Palm Beach County Food Bank! The Partner Agency , PBCFB is dedicated to providing food that is kid-friendly, nutritionally sound, and culturally appropriate. The food is delivered to the school every Friday and is distributed to participating scholars. All faculty and staff teach, review, and enforce the school-wide expectation matrix, "The Scholar Way!" Teachers review and enforce grade-level, classroom rules and academic and behavioral expectations daily. Character and IB attitude assemblies facilitated by Administration, academic coach and social service facilitator provide opportunities for healthy relationships, school wide academic and behavioral success. Scholars receive on-going support from Safe Schools for anti-bullying prevention programs and behavior plans and techniques. Social personal education includes monthly International Baccalaureate Attitudes education offered by our IB Magnet coordinator and community resources [Bridges of Riviera Beach, Safe Schools, Riviera Beach Police Department G.R.E.A.T. program]. Students are taught anger management, violence prevention, conflict resolution, decision making and transdisciplinary skills. All homeroom teachers conduct a Morning Meeting utilizing research based Social Emotional Learning (SLL) resources. The school counselor provides weekly social skills grade level groups during PLC. The Behavioral Health Professional offers one-to-one and small group sessions to improve student's mental/emotional health. Character building assemblies and anti-bullying education is offered through fine arts and homeroom classrooms. The District's Character Education Program: Character Now! is aligned to support students with developing positive character qualities, which will in turn exhibit many of the outcomes envisioned by the Character Education Benchmarks. Character Now! uses seven pillars to organize our Character Education Program, which aligns with the Character Education Benchmarks and Statute: 1. Demonstrating Respect 2. Being Responsible 3. Being Generous & Helpful (Charity) 4. Being Honest and Trustworthy 5. Showing Kindness and Empathy 6. Demonstrating Tolerance 7. Cooperating and Demonstrating Citizenship Our Character Education Program breaks up the pillars by month and includes weekly discussion topics, which can be shared on morning announcements and through extension activities. All faculty and staff teach, review, and enforce the school-wide expectation matrix, "The Scholar Way!" These essential agreements are reviewed and enforced daily by all faculty and staff. A major and minor discipline infraction system is implemented throughout the school. Teaching staff receive Professional Development in classroom management strategies to maintain student on task behaviors and to limit off task behaviors. The discipline and character matrix is reviewed and visible. The campus supports a zero tolerance bullying policy. Students are informed of the anonymous bullying hotline and box to report incidents. As an International Baccalaureate Primary Years Program School IB learners are: -encouraged to think critically and solve complex problems -more culturally aware through the development of a second language -able to engage with people in an increasingly globalized, rapidly changing world.

## 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

Teachers complete a School Based Team referral packet for each student making insufficient academic, behavioral, and/or social emotional progress. The referral packet includes, documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing and speech and language are recorded. At least two observations are conducted by the teacher and another professional working with the student. Two conferences are conducted with the parents of the student. The school-based team is trained in identifying students' needs and in developing appropriate interventions. meets weekly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, social emotional and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the ESE/504 Coordinator. Meeting attendees include the Principal, Assistant Principal, homeroom teacher, Parent and Family Liaison, Guidance Counselor and/or the school psychologist. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the homeroom teacher by way of high quality standards based core instruction. Students receive an additional 30 minutes of reading instruction daily. Tier II interventions are developed and implemented when a student's academic, behavioral and/or social emotional difficulties continue. Tier II interventions occur one on one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction address one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, LLI, check in/check out, behavior contracts, daily behavioral form, with a teacher or specialist. The School Based team monitors the student's data to determine whether the student still requires interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension researched based interventions. Student progress is monitored every 2-4 days. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Academic and behavioral tiered support for students is implemented virtually for distance learners. Close monitoring takes place to ensure students are participating in tiered support. However, tiered support nor daily instruction is delivered to scholars who are not participating in learning at all. Designated school staff participate in the MTSS/ SBT District team Regional Collaborative meetings for core SBT members. The target audience for these meetings are SBT Leaders, ESE Contacts, and School Psychologists. Multiple departments across the District present updates to initiatives that may impact problem-solving. Participants are provided an opportunity for a live question and answer session following the presentations. School based SBT/MTSS professional development is provided to each grade level during PLC the first month of school. School support staff participate in the training as well as teachers.

## 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

Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge. Teachers use formative data to chart progress of individual students and entire class progress on a standard. In addition to core content instruction, a robust Fine Arts/Learning Experience rotation exposes students to Dance, Spanish, Math, Physical Education and Music. All students learn about the Spanish culture and Spanish vocabulary. Math instruction is enforced during Math Fine Arts/Learning Experiences as students read independently, engage in reading activities and check out books to continue reading at home. Health, wellness and gross motor skill exercise is promoted during Physical Education. We have a gifted/high achievers program under development. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments via: An uninterrupted 240 minute literacy block Daily Science instruction. Instruction aligned with the Language Arts Florida Standards for every grade level Appropriate rigorous classroom libraries, texts to support units of study, modules, leveled books for small group instruction and resources to support instruction for students having difficulty attaining proficiency as well as those who advanced skills. Assessments that measures instructed standards. Monitoring class and grade level progress through Professional Learning Communities. Conducting data chats Creating units of study based on current data and individual student need Students receive in class direct/pull out services for ESE and ELL Providing LLI/Voyager/Benchmark Advance among other research based literacy resources Implementing methods of instruction based on the needs of students Creating International Baccalaureate Programme of Inquiry Adaptive Technology programs Teachers strategically: Identify differences between the critical and non-critical content Call students' attention to accurate critical content Integrate cross-curricular connections to critical content Establish routines for student grouping and student interaction for the expressed purpose of processing new content and/or building capacity in prerequisite skills Provide guidance on one or more cognitive skills Organize students into ad hoc and/or flexible groups for the lesson Enrichment activities include a SECME, a science club, IB Ambassadors and we have a School Safety Patrol program who are our student leaders. After school, Saturday, Spring Break and/or summer tutorial programs are provided for enrichment and remediation through both adaptive technology instruction and direct/small group instruction. Prior to the end of each school year, teachers and administration actively collaborate to review the social/emotional and academic needs of students in order to appropriately place them into tentative classrooms for the next school year. During Pre-Planning week, teachers are provided access to data for each of their assigned students from the previous school year. The receipt of the previous year's data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering iReady diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. iReady Reading diagnostic results), teachers and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form student groups who will be serviced by the SAI teacher, academic tutors and/or academic resource teachers. Teachers use student data to drive instruction, modify groups and establish achievement goals. As an International Baccalaureate Primary Years Program School, we are committed to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are: Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective Well rounded educational programs and processes are successfully offered including fine arts, Summer-time No Stress Chess club, SECME, Science Club, K-Kids leadership partnership with Royal Palm Beach High School and iMentors with Suncoast High School.

# 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

Dr. Mary McLeod Bethune Elementary School hosts a Think Big Career Day in the fall. The event is organized by the T. LeRoy Jefferson Medical Society members and associates. More the 40 medical professionals, attorneys, law enforcement officers and sundry other professionals conduct talks about higher education and their careers in all 3rd, 4th and 5th grade classrooms. Also, during the graduation season, Suncoast High School seniors conduct a graduation walk throughout the building. All students sit outside the door of their classroom to watch the seniors walk the building adorned in their graduation cap and gown. A 5th grade completion ceremony is conducted in May. The ceremony mirrors a high school graduation with speeches by the class officers, a guest speaker and a processional. College and Workforce ready Friday is a school wide tradition. All faculty and staff are encouraged to wear their college t-shirt or a t-shirt with an encouraging motivational success message on Fridays to show their college pride and citizenship. Additionally, teachers show their college pride by displaying their college Alma mater outside their classroom door. Students are taught to positively contribute to their community as we focus on empathy, respect, compassion, diversity, and inclusion.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- 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

We offer Kindergarten Round-up opportunities twice in the spring of the year and twice in the summer. These events provide information to parents about Dr. Mary McLeod Bethune Elementary school, grade level expectations, Florida Standards, and the skills that each child will learn in Kindergarten. The School Psychologist, Behavioral Health Professional, School Counselor, Co-located therapist and Speech-language Pathologist participate in the first round-up and provide screening to assess Kindergarten readiness. The district provides kindergarten readiness kits to parents along with weekly instructional videos. In addition to the kits provided by the district, we provide families with additional activities to develop scholars starting with emergent reading, writing, math skills, social emotional development and resources that they can work on with their child over the summer to assist with Kindergarten "readiness". Each parent/guardian/family member receives a packet which includes materials, supplies, letters and manipulatives to support the acquisition of letter shape and sound identification, numeration and name writing. We also invite Bridges of Riviera Beach, a local community organization, to participate in our Kindergarten Round-Up. Bridges staff share with parents/guardians ways they can provide support to parents in the form of family activities, summer programs for young children, parent empowerment talks, attendance incentives and other support resources. Incoming kinder families are invited to attend new student orientation held in July of each school year. A community daycare provider forum is hosted on campus to share information about our school, the IB primary years program, and academic benchmarks and standards. Our full day Voluntary Prekindergarten (VPK) program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida Department of Education. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Dr. Mary McLeod Bethune Elementary School, we engage in the following kindergarten transition activities: -Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) -Distribution of a letter, flyer or informational brochure sent to families of preschool children -Holding virtual open house for families of incoming kindergarten children - Scheduling kindergarten registrations and parent talks at community daycare centers -Scheduling opportunities for preschool children to virtually visit a kindergarten class and/or meet their future kindergarten teacher -Preschool children to practice kindergarten routines, such as carrying lunch tray during pre-school week -School-based and/or community-based daycare providers meet with kindergarten teachers to discuss standards and goals for children -Distributing of community resources (e.g., libraries, locations for immunizations and physicals) Additionally, incoming VPK families are invited to attend new VPK student orientation, and informative parent engagement sessions and meet the teacher educational forum throughout the school year and during the months of July and August. Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours is an early intervention to increase student readiness to enter Kindergarten. This program is supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

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

## 1. Professional Development

The Lost Tree Reading Grant Specialists provide literacy professional development to K-3 teachers. The North Region Specialist provides literacy and math support and professional development on a regular basis. Site based Professional Development is offered to teachers and support staff. All faculty and staff are trained in assessment/testing procedures, conducting informative effective parent conferences. Ongoing training and coaching is provided on the district's strategic plan, Positive Behavior Support, The Scholar Way, Bethune's Standard Operating Procedures, behavior interventions, writing and implementing interventions and the MTSS/RTI process. The principal, assistant principal, Single School Culture Coordinator and teacher leaders facilitate a robust Educator Support Program. Veteran teachers are assigned to each new teacher. Teachers are supported by a grade level and/or content mentors and grade level chair. Ongoing professional development is facilitated by district, Regional and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida B.E.S.T. Standards, Benchmark Advance (K-2) and (3-5), B.E.ST. standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading and Math instruction and small group instruction. Additionally, the instructional staff is trained on how to effectively align core instructional groups and materials with Florida's B.E.S.T. standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice. We have created tailored Professional Development for our EPI/International teachers. Sessions are held during common planning and after school for EPI/International teachers only. A Google Meet with the principal is conducted one Saturday out of the month. Additionally, the principal conducts a monthly huddle with EPI/International teachers only. Specialized Topics include: Navigating the community Building relationships and making connections with students; parents; and community Creating a welcoming learning environment Classroom management USA holidays and celebrations South Florida weather



# 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

Recruitment: Dr. Mary McLeod Bethune participates in the EPI/International Teacher program to actively recruit and hire teachers from around the world. The principal and interview team conduct interviews via Zoom. The school principal notifies district recruitment and retention staff of current vacancies and needs. The school principal creates a recruitment message which is shared on social media and in the school's electronic newsletter. The school principal supports growing teachers by supporting substitutes and academic tutors as they complete college and certification requirements. Principal attends teacher job fairs in Palm Beach County. Current teachers recruit teachers from within their circle of influence. A model coaching cycle is practiced to build teacher capacity. The principal practices an open door policy extending a welcoming invitation to staff, parents, students and community members. The school participated in the Educational Partners International program to expand recruiting and hiring beyond the USA. We recruit and hire teachers from around the world. Retention: We encourage positive employee morale through recognition by leaving a note on their desk, complimenting them in person, and giving shout-outs in meetings, newsletters, and social media posts. A BBB (Believe. Build. Bloom.) Scholarmaker of the week is announced over the PA and highlighted in the weekly parent/community newsletter. The principal, assistant principal, Single School Culture Coordinator and teacher leaders facilitate a robust Educator Support Program. Teachers and academic tutors are eligible for opportunities for part time pay hours for the purpose of before, after, Saturday and Spring Break tutorial. Veteran teachers are assigned to each new teacher. New teacher gatherings are planned by the Sunshine COmmittee and are conducted at least twice a year. Talent Development and Leadership Opportunities: Teachers are afforded the opportunity to serve as grade level and/or content mentors, grade level, department and Professional Learning Community leaders. They also coordinate school based clubs and community and parent events. Ongoing professional development is facilitated by district, Regional and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading and math instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice. Part-time pay options for tutors and after school program workers is offered. Compensatory time is given to staff who attend pre-scheduled parent workshops, conferences and events in the evening. Refreshments are served monthly. The teacher snack cart is available once a week.