
Title I Comprehensive Schoolwide Plan
U. B. KINSEY/PALMVIEW ELEMENTARY (0361)

ELA

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

1. List prioritized needs statements.

Student proficiency is the first prioritized need. Student are entering each grade level significantly behind. According to the iReady fall assessment in the FY23 school year only 14% of Kindergarten entered in August on grade level, 18% in first grade, 19% in second grade, 31% in third grade, 23% in 4th grade, and 26% in fifth grade. Teachers are forced to spend the majority of time filling in academic gaps instead of supporting on grade level standards. After our PM2 data students did show an increase of proficiency in 4th grade but a decrease in 3rd and 5th grade. According to FAST in grades 3-5, Third grade had an overall proficiency of 42.6%% which in a decrease of 8% from PM1, Fourth grade showed a proficiency of 38.9% which is an increase of 4% from PM 1, and Fifth grade showed proficiency of 44.6% which was a decrease of 6% from PM1. PM2 data for STAR Literacy and Early Reading for grades K-2 demonstrated Kindergarten with an overall proficiency level of 63.9% an increase of 19%, First grade had a proficiency of 40% which was a decrease of 1%, and second grade demonstrated a proficiency of 41.8% which was an increase of 4%.

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

Students who come in two grade levels behind Lack of resources positions to support small group Interventions not implemented with fidelity in lower grades (SBT) Students are unable to decode words, repeat basic sight words, or fluently read text for comprehension (Science included) ELA/Writing - to be consistently taught all grades with the foundation of the writing process. Teachers are taking more time to fill in the gaps in the foundational knowledge before teaching the curriculum. Lack of teacher planning and expertise in subject area when addressing students who are significantly below grade level Student in need of formalized intervention are not being identified in the lower grade levels. Students with significant academic gaps are not being identified or pulled into intervention/School based Team early enough. Lack of training in new curriculum, standards, and best teaching practices. Teachers are overwhelmed by the new curriculum and standards that have been rolled out over the past 2 years. Teachers do not have enough time to properly teach standards to mastery. The scope and pacing that is required moves to quickly and does not allow for teachers to proficiently teach all standards and foundational skills. There is not enough resource or push in support to provide a true double down method in all ELA classrooms consistently. Those who are in resource or push in roles are often pulled to cover classes that do not have coverage. This disrupts the consistency and fidelity in which students in these groups receive small group support. Through the new curriculum there are resources to support small group however, there is not enough resources to support phonemic awareness, decodable reading, or student readers for students who are reading 2 or more years below grade level. Lack of parent capacity and knowledge of how to support learning at home. Lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

Students should begin remediation/interventions starting Grade k. More training on ELA with reading coach/District Employees Instructional walkthroughs during school Modeled lessons during school day Remedial program for Kindergarteners who would be retained More cross curricular planning among grade levels Implement a SBT plan when a student is not being successful in Tier 1 instruction Teachers work with L25, Push in support work with predicted 3 and higher Teachers must be consistent with IREADY. Teachers must provide additional IREADY lessons meeting the needs of each student. Teachers must be more consistent with planning, implementing and monitoring ELA/Writing PLC's remain year round Start school wide and classroom incentives DAY 1 Writing Vertical Planning - 2nd Grade - Grammar and Spelling, 3rd Grade - Introduction and Conclusions, 4th Grade - Evidence and Elaboration, 4th/5th - All areas of the writing process. More ELA resource support such as resource teachers, temp tutors, paraprofessionals to provide additional support for interventions in small groups. Equipped classrooms with more resources when it comes to organizing technology, small group materials, or other materials to maintain an organized classroom. Provide opportunities for teacher training during district events, out of county conferences, webinars, and out of state conferences to learn best practices for academics, social/emotional, and school culture. Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Saturdays, and in Summer for grades K-5. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Flocabulary, A-Z reading, typing program, etc.). - Provide opportunities for students to use hands-on experiences/practice to support student learning using a variety of materials/resources (Benchmark, student workbooks, manipulatives, materials for hands-on projects at end of units, etc.)

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

Announcements sent out sooner via text, phone call, and letters especially when it comes to testing dates. Provide alternative times for parents who work School Marquee needs to be updated and fixed to display messages about things happening on campus Monthly newsletters updating parents about what is happening on campus Provide more opportunities for teachers to share student progress/assessment results with parents. Continue to provide opportunities for parents to be engaged in their child' education through SAC, PTO, conferences, etc. by providing flexible meeting days and times.

• Parent Training

Literacy nights focused on foundational skill (phonics, phonemic awareness, vocabulary and comprehension) as well as FAST and STAR assessments. Kindergarten boot camp (Make and take focusing just on Kindergarten for letter names, sounds, sight words, etc) The Science of Reading (phonics, phonemic awareness, vocabulary and comprehension) needed to be fluent readers.

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

• School

Getting more families involved on campus (Refreshments, Change time of meetings, etc) Provide books for families Improve communication timeline and give parents more notice of events. School will provide activities focused on foundational skills (phonics, vocabulary, and comprehensive) in grade K-5 to support student learning.

• Students

Completing homework Agreeing to behaviors and procedures on campus Students will use activities focused on foundational skills (phonics, vocabulary, and comprehensive) in grade K-5 to support their learning.

• Parents

Support academic and nonacademic afterschool activities with their children Parents will support their child by using the activities provided by school focused on foundational skills (phonics, vocabulary, and comprehensive) in grade K-5.

• Staff Training

Effective communication during parent conferences and on a daily basis ELA support focusing on the Science of Reading. (Phonemic awareness, Phonics, Vocabulary, Fluency, Comprehension) Interventions- How to choose the correct intervention/ effectively administering and documenting interventions. Support students with behavioral issues Building relationships and building a community within your classroom and school

• Accessibility

Offering meetings at different times of the day (Morning, Evenings) Letters sent home in English, Spanish, and Creole Translators available when needed Handicap accessible parking, restrooms, ramps, and elevators Continue to provide support to families experiencing homelessness.

Math

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

1. List prioritized needs statements.

Student proficiency is the first prioritized need. Student are entering each grade level significantly behind. According to the iReady fall assessment in the FY23 school year only 29% of Kindergarten entered in August on grade level, 23% in first grade, 6% in second grade, 25% in third grade, 28% in 4th grade, and 32% in fifth grade. Teachers are forced to spend the majority of time filling in academic gaps instead of supporting on grade level standards. After our PM2 data students did show an increase of proficiency yet we have not reached our goals. According to FAST in grades 3-5, Third grade had an overall proficiency of 43.6% which is an increase of 6% from PM1, Fourth grade showed a proficiency of 45.9% which is an increase of 21% from PM 1, and Fifth grade showed proficiency of 50% which was a decrease of 2% from PM1. PM2 data for STAR Math for grades K-2 demonstrated Kindergarten with an overall proficiency level of 61.7% an increase of 5%, First grade had a proficiency of 66% which was a decrease of 2%, and second grade demonstrated a proficiency of 53% which was an increase of 5%.

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

Students basic addition, subtraction, multiplication, and division fluency is also a priority. Without these basic skills, students continue to struggle with the foundation skills as they move from each grade level. Lack of training in standards and best teaching practices. Standards are increasing in rigor yet Teachers are continuing to use old teaching strategies and materials within their classrooms. The scope and pacing that is required moves to quickly and does not allow for teachers to proficiently teach all standards and foundational skills. There is not enough resource or push in support to provide a true double down method in all math classrooms consistently. At this time we currently have 1 support person available to support math. We are unable to provide support in primary grade levels where the foundation of math is to be mastered. Those who are in resource or push in roles are often pulled to cover classes that do not have coverage. This disrupts the consistency and fidelity in which students in these groups receive small group support. Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Provide a math coach and resource positions to:

- Provide ongoing PD and content specific coaching to build capacity in o Core math instruction o Aligning best practices with the BEST Standards o Scaffolding lessons o Differentiating Instruction in small group planning o Planning for explicit instruction using the appropriate manipulatives for the standards o ESOL/ESE strategies o Accountable Talk o Explicit Instruction in vocabulary o Explicit use of cognates in instruction o Remediation Opportunities
- Coaching teachers in data disaggregation o Where to find reports o Interpreting reports o Using reports to drive instruction o Regrouping students based on their needs
- Opportunities for Students o Increase opportunities for number sense in primary classes o Offer increased opportunities for enrichment instruction in primary classes o Incorporating a Math Lab on the Fine Arts wheel o Math tutorial (Grades K-5) o Resources to supplement district-provided math materials: math manipulatives, student workbooks (such as iReady)
- Building a culture of love for math technology and fluency: o Fluency incentives for K-5 o Student Math competitions o Parent/family nights

Provide personnel to support students through small group interventions through the use of resource teachers, temp tutors, and/or paraprofessionals. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL math, iReady), Purchase iReady math (or other supplemental math materials) for interventions Provide external learning opportunities beginning earlier in the year (October) - Tutorial during morning, after school, Saturdays, and Summer for grades K-5 Cross curricular planning to ensure teachers teach the rigor of each grade level standard and how it builds across each grade level. Provide opportunities for teacher training during district events, out of county conferences, webinars, and out of state conferences to learn best practices for academics, social/emotional, and school culture.

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

• Communication

Announcements sent out sooner via text, phone call, and letters especially when it comes to testing dates. Providing refreshments, multiple time offerings, child care to get more parents on campus for events Provide parents with outside agencies to assist with homework or tutorials (Mandel Library) Provide more opportunities for teachers to share student progress/assessment results with parents. Continue to provide opportunities for parents to be engaged in their child' education through SAC, PTO, conferences, etc. by providing flexible meeting days and times.

• Parent Training

Parent trainings to offer support to parents/families as they work with their students from home Math night to be offered every trimester to support the Standards as they build across the school year The importance of Math Fluency (addition, subtraction, multiplication, and division)

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

- **School**

Getting more parents on campus for events by offering refreshments, having multiple time offerings, or child care) Continuing to offer virtual trainings or recorded trainings for families who are unable to attend Provide families with outside support for homework or tutorials School will provide activities focused on foundational skills (basic math facts) in grade K-5 to support student learning.

- **Students**

Following School Wide Positive Support System (Panda Pride) Engaging in school work and homework on a daily basis Getting involved with after school activities Students will use activities focused on foundational skills (basic math facts) in grade K-5 to support their learning.

- **Parents**

Volunteering on campus focusing on a persons strength (ELA, Math or Science) Donating materials for math fluency incentives Making sure students arrive to school daily and on time Keeping communication and positive open with teachers Parents will support their child by using the activities provided by school focused on foundational skills (basic math facts) in grade K-5.

- **Staff Training**

How to better engage and support parents/families as they work with their students at home Learn how to help parents support math at home (Fluency of basic math facts) How to engage all students throughout your whole group lesson The importance of math journals Math Cadres (provided by district)

- **Accessibility**

Offering meetings at different times of the day (Morning, Evenings) Letters sent home in English, Spanish, and Creole Translators available when needed Handicap accessible parking, restrooms, ramps, and elevators Continue to provide support to families experiencing homelessness.

Science

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

1. List prioritized needs statements.

Science Achievement in our top priority. This years science diagnostic should a predicted proficiency of 26%. This is an 15% increase from FY22 school year however, it is not on track to reach our goal of 50% for this school year.

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

Science not being taught consistently in the lower grade levels, Science is implemented in the ELA instructional curriculum but this does not cover all required Science standards. Not enough science reading materials/ resources. Science is not given much time in the day and tends to fall low on the priority list Lack of training for teachers (K-4 unaware of rigor of 5th grade test questions, question stems, etc.) Lack of parent capacity and knowledge of how to support learning at home Not enough resources for labs No Resource position to support PLCS, Science Lab, or push in support

3. Share possible solutions that address the root causes.

Make science USA's mandatory for all grades Supply Fair Game resources/lessons to each grade Incentive for K-2 students/classes who participate in science fair Continue with using science during tutoring in the morning, after school, Saturdays and summer in grades 3-5 Add more in house science field trip Vertical Planning to give each grade level Scope and Sequence for example, K - Life Science, 1st Grade Earth and Space, 2nd Grade - Physical Science 3rd - Nature of Science and Life Science, 4th Grade - Nature of Science, Earth and Space, Life Science, 5th Grade - Life Science, Earth and Space, Physical Science and Nature of Science Provide a Science coach and resource positions to:

- Provide ongoing PD and content specific coaching to build capacity in
 - o Core Science instruction
 - o Aligning best practices with the standards
 - o Scaffolding lessons
 - o Differentiating Instruction in small group planning
 - o Planning for explicit instruction using the appropriate manipulatives for the standards
 - o ESOL/ESE strategies
 - o Accountable Talk
 - o Explicit Instruction in vocabulary
 - o Explicit use of cognates in instruction
 - o Hands on experiments and activities
- Opportunities for Students
 - o Increase opportunities for daily science
 - o Offer increased opportunities for hands on instruction in primary classes
 - o Incorporating a Science on the Fine Arts wheel
 - o tutorial (Grades 3-5)
 - o Resources to supplement district-provided Science materials: for experiments and manipulatives for hands-on experience, workbooks, etc.
- Building a culture of love for Science:
 - o Science incentives for K-5
 - o Fair Game Standards competitions
 - o Parent/family nights
 - o Purchase Bootcamp (or other science materials to support with intervention)

Provide opportunities for teacher training during district events, out of county conferences, webinars, and out of state conferences to learn best practices for academics, social/emotional, and school culture. - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, Flocabulary, J&J Bootcamp).

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

- **Communication**

Announcements sent out sooner via text, phone call, and letters especially when it comes to testing dates. Provide more opportunities for teachers to share student progress/assessment results with parents. Continue to provide opportunities for parents to be engaged in their child' education through SAC, PTO, conferences, etc. by providing flexible meeting days and times.

- **Parent Training**

Science Nights focused on vocabulary, scientific method and comprehension. Science Strategies Science Lab Nights

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

- **School**

Getting more parents on campus for events by offering refreshments, having multiple time offerings, or child care) Continuing to offer virtual trainings or recorded trainings for families who are unable to attend Provide families with outside support for homework or tutorials School will provide activities focused on foundational skills (vocabulary, scientific method and comprehension) in grade 3-5 to support student learning.

- **Students**

Completing homework Agreeing to behaviors and procedures on campus Participating in the Science Fair Students will use activities focused on foundational skills (vocabulary, scientific method and comprehension) in grade 3-5 to support student learning.

- **Parents**

Attendance- Make sure children are in school on time Participating in the science fair Volunteering for Science Nights Parents will support their child by using the activities provided by school focused on foundational skills (vocabulary, scientific method and comprehension) in grade 3-5 to support student learning.

- Staff Training

Teachers will learn how to support parents for learning at home focused on vocabulary, scientific method and comprehension. Science support (K-3)
Engaging Science Labs STEM Support science through literacy

- Accessibility

Offering meetings at different times of the day (Morning, Evenings) Letters sent home in English, Spanish, and Creole Translators available when needed Handicap accessible parking, restrooms, ramps, and elevators Continue to provide support to families experiencing homelessness.

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: \$135,079.97

Acct Description	Description										
Online subscription	Item						Quantity	Rate	Type	Total	
	Flocabulary subscription to help students master standards, build vocabulary and develop 21st-century ELA skills for grades 3-5						13	\$125.00	Original	\$1,625.00	
Out-of-system Tutors	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified, Out-of-system tutors will work with at-risk/struggling students in grades K-5 in ELA, math, and science			1	\$15.00	5	6	35	Non-Certified	Original	\$15,750.00

Acct Description	Description								
	Item through a push-in model supporting teachers to increasing student engagement/time on task, and achievement through differentiated instruction. / Start date is September 2023	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Supplies	Item Sound Sensible workbooks Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023 Colored Paper - Ream (yellow, blue, green, pink, golden) to support delivery of instruction and student learning K-5 with all content areas in the classroom and tutorial. SPIRE level 1 student workbooks SPIRE kits marker for chart paper Haggerty Curriculum Kindergarten and Primary to support phonics Sound Sensible Kit for K-2 intervention	Quantity	Rate	Supply Type	Type	Total			
		22	\$5.79	Instructional Materials	Original	\$127.38			
		1	\$582.75	General Supplies	Original	\$582.75			
		20	\$11.00	General Supplies	Original	\$220.00			
		20	\$22.69	Instructional Materials	Original	\$453.80			
		2	\$395.00	Instructional Materials	Original	\$790.00			
		20	\$7.00	General Supplies	Original	\$140.00			
		1	\$750.00	Instructional Materials	Original	\$750.00			
		1	\$395.00	Instructional	Original	\$395.00			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Materials		
	Shipping	1	\$1.69	General Supplies	Original	\$1.69
	Chart paper	10	\$52.55	General Supplies	Original	\$525.50
	J&J Bootcamp Daily Drill booklets	5	\$187.50	Instructional Materials	Original	\$937.50
	headphones	32	\$15.00	Technology	Original	\$480.00
	J&J Bootcamp speed bag booklets	5	\$350.00	Instructional Materials	Original	\$1,750.00
	I Ready LAFS Student Book - Grades 3-5 to support delivery of instruction and student learning in grades 2-5 with ELA in the classroom and tutorial.	360	\$13.00	Instructional Materials	Original	\$4,680.00
	dry erase markers	20	\$9.28	General Supplies	Original	\$185.60
	Color ink (black and color - magenta, blue, yellow)	4	\$70.00	Technology	Original	\$280.00
	J&J Bootcamp Daily practice drill asses answer key	5	\$54.95	Instructional Materials	Original	\$274.75
	Compositions notebooks	601	\$3.00	General Supplies	Original	\$1,803.00
	Boxes of pencils (pack of 144) to support delivery of instruction and student learning K-5 with all content areas in	50	\$16.79	General Supplies	Original	\$839.50

Acct Description	Description																	
	<table border="1"> <thead> <tr> <th data-bbox="428 224 1255 277">Item</th> <th data-bbox="1255 224 1402 277">Quantity</th> <th data-bbox="1402 224 1543 277">Rate</th> <th data-bbox="1543 224 1772 277">Supply Type</th> <th data-bbox="1772 224 1898 277">Type</th> <th data-bbox="1898 224 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
Item	Quantity	Rate	Supply Type	Type	Total													
	the classroom and tutorial.																	
	White Copy Paper, case, to support delivery of instruction and student learning K-5 with all content areas in the classroom and tutorial.	100	\$44.61	General Supplies	Original	\$4,461.00												
	Pocket folders (pack of 25) for ELA,	15	\$22.70	General Supplies	Original	\$340.50												
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="428 643 1020 712">Item</th> <th data-bbox="1020 643 1167 712">Quantity</th> <th data-bbox="1167 643 1287 712">Rate</th> <th data-bbox="1287 643 1386 712">Days</th> <th data-bbox="1386 643 1505 712">Hours</th> <th data-bbox="1505 643 1625 712">Weeks</th> <th data-bbox="1625 643 1772 712">Certified</th> <th data-bbox="1772 643 1898 712">Type</th> <th data-bbox="1898 643 2024 712">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Certified teachers will provide extended learning opportunities for ELA/Math/Science remediation after school to at-risk/struggling students in grades K-2 identified as needing support based on available data to increase student learning gains. (after school, Saturdays, and Summer) / Tentative start date is December 2023	4	\$37.00	2	1.5	10	Certified	Original	\$4,440.00									
	Certified teachers will provide extended learning opportunities for ELA/Math/Science remediation after school to at-risk/struggling students in grades 3-5 identified as needing support based on available data to increase student learning gains. (after school, Saturdays, and Summer) / Tentative start date is December 2023	6	\$37.00	2	1.5	10	Certified	Original	\$6,660.00									

Acct Description	Description
Resource Teacher	Reading and math Resource Teacher will provide small group push-in/pull-out support for targeted students (Tier 2 or Tier 3) in grades K-5.

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: \$47,829.81

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage for school-home communication (550 students x 2 mailings - 1100)	1100	\$0.63	Original	\$693.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	I'm Getting Ready for Kindergarten' Book (Take Home Packet) to support Kindergarten Readiness	90	\$7.95	Program Supplies	Original	\$715.50
	Colored Paper - Ream (yellow, blue, green, pink, golden)	50	\$9.33	General Supplies	Original	\$466.50
	Boxes of pencils (Take Home Packet) to support Kindergarten Readiness	8	\$4.59	Program Supplies	Original	\$36.72

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type					Total
	Crayons for Take Home Packet to support Kindergarten Readiness	90	\$1.39	Program Supplies	Original					\$125.10
	White copy paper (case)	5	\$44.61	General Supplies	Original					\$223.05
	Plastic book bags (Take Home Packet) to support Kindergarten Readiness (12 Bags per unit)	16	\$24.99	Program Supplies	Original					\$399.84
	Parent Teacher Communication Nicky Folders to support school-home communication	550	\$2.00	General Supplies	Original					\$1,100.00
	My Alphabet Journal (Take Home Packet) to support Kindergarten Readiness	90	\$3.99	Program Supplies	Original					\$359.10
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Parent Liaison to support parents training/meetings outside of school hours	1	\$18.00	1	1.5	10	Non-Certified	Original	\$270.00	
Parent Liaison - Para Level	Parent Liaison will Implement PFEP, assist in parent trainings, assist parents during parent teacher conference and support teachers in ongoing communication with parents.									
Overtime	Overtime for parent liaison to support parent trainings meetings with principal approval.									

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: \$115,458.22

Acct Description	Description								
Stipends	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	K-5 Teachers will participate in training on best instructional strategies, program, curriculum, for ELA, math and science. (Tentative start date is July 2023)	8	\$25.00	2	5	1	Original	\$2,000.00	
Single School Culture Coordinator	Single School Culture Coordinator will build the capacity of teachers in grades K-5 by facilitating meaningful and effective instruction through PLC meetings, current data analysis and standards based lesson planning and assessment planning and execution in ELA, math, and science.								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 teachers will analyze data end of the year and develop instructional calendar and lesson plans for ELA, math and science (tentative start date is July 2023)	8	\$25.00	2	5	1	Certified	Original	\$2,000.00
	K-5 teachers will analyze data and develop instructional calendar and lesson plans for ELA, math, and science outside of contracted hours. (tentative start date is September 2023)	13	\$25.00	1	1	3	Certified	Original	\$975.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Color ink (back and color - magenta, blue, yellow)	4	\$70.00	Technology		Original	\$280.00		
	white copy paper	2	\$44.61	General Supplies		Original	\$89.22		

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

U.B. Kinsey/Palmview Elementary School is committed to involving families in shared decision-making and encouraging families to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for families, and establishing the school as the center of the community. As a Title I School, we rely on the partnership between school and home to ensure that our students succeed. We welcome all parents to be a part of your child's school experience and a part of the success of Elementary School.

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
Alexander Bembry	Principal

Name	Title
Jamie VanderGast	Assistant Principal
Kerline Boursiquot	SSCC
Nicholas Dull	Business Partner
Rochelle Robinson	Parent
Kevin Jones	Community Member
Katyln Ginty	Parent
Tony Spatara	Community Member
Michelle Brutus	Teacher
Krystal Starling	Teacher
Traci Powell	Parent Liaison

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

All stakeholders are invited along with selecting parents, community, and business partners we have built relationships with. We also asked parents or community members who continually volunteer at our school. Lastly, anyone who has any questions or concerns. SAC members are selected to represent the diverse population that 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.

The first step will be to hold a meeting with the leadership team in February. At this meeting, we will hold a round table discussion and established roles of the members, timeline and reporting schedule. We will discuss strengths and weaknesses among subgroups, identified content areas of greatest need, and analyzed any trends in our data. Finally, we will look at early warning signs, attendance, behavior, and our parent engagement. After this meeting, we plan to meet with team leaders to discuss content, assessments, and subgroups. We want them to identify root causes that are within our control and brainstorm solutions that may address those root causes and discuss possible solutions that include instructional programming, professional development opportunities, and strategies to support parent and family engagement. We will present these findings and similarities at our staff meeting in March. Our final step is to meet with our stakeholders in March and present the current state of our school and ideas to move forward. We will conduct a brainstorming session with the stakeholders about different solutions and how they can help address the needs at our school (CNA process).

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

Each year we conduct our annual stakeholder meetings where we have a round table discussion and parents and community members provide input on how to spend the title one money on parent and family engagement. It is also discussed through our monthly SAC and PTO meetings. Some suggestions have been to provide parent trainings through parent liaison, supplies for trainings/meetings, and communication with families.

Name	Title
Jamie VanderGast	Assistant Principal
Krystal Starling	SAC Co-Chair
Jamie VanderGast	Secretary
Alexander Bembry	Principal
Maurice Johnson	Community Member
Daniel Spann	Community member
Susan Rodberg	Teacher

Name	Title
Nicholas Dull	Business Member
Juliana Ocompo	Parent
Moriam Ekladius	Parent
Anthony Spetara	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?

The meeting will be held August 30, 2023 at 4:00pm. This meeting will be held in our cafeteria during Open House to maximize attendance.

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

A flyer invitation will be sent out through the school newsletter, our school website, and the marquee. A callout and email will also be done through parent link.

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

Parents will receive an Invitation, agenda, copy of the PowerPoint, the FY24 PFEP, and the FY24 Compact. We will collect a sign in

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

Effectively communicate to Parents (IEP/SBT Meetings, conferences, and build relationships)

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

Teacher will be able to better prepare for parent conferences, IEP/SBT Meetings, and build a better relationship with their students parents. Teachers will develop skills to communicate with any type of parent. Strategies such as opening with something positive, keeping the conversation focused on academics, Supporting parents with resources for education at home, and how to build a relationship with the parent. Teachers will also understand what information to share with parents in order to relay information on student progress

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

Effectively communicate verbally and nonverbally with parents when speaking about students academics and behaviors. Teachers, students, and parents will build stronger relationships.

- What will teachers submit as evidence of implementation?

Agenda provided in training, Sign In /Feedback Form. Sample conference notes along with agenda, and sample activities for home support resources teachers will provide to parents

- Month of Training

September

- Responsible Person(s)

Michael Jones and Michelle Brutus

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

Aces Trauma to Resilience

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

This training will create trauma aware adults within our school who recognize trauma and abuse in its tracks. They will learn how to be part of the healing process and ensure children grow healthy in mind and body. Teachers will be able to communicate and support families who have experienced trauma. Teachers will be able to build relationships with families which would increase parent engagement and student achievement.

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

Staff will learn the different types of trauma adults and children go through. This training will support teachers in communicating with families who have experienced trauma or are experiencing trauma. It will also support staff as they work with students in their classrooms and how to support them both academically and emotionally.

- What will teachers submit as evidence of implementation?

Agenda, Sign in, samples of staff teaching or students using mindfulness or grounding techniques.

- Month of Training

October

- Responsible Person(s)

Debra Peterson

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

Social Media the Pros and Cons

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

Parents will learn the pros and cons to social media and how it affects students confidence and social/school life. Parents will also learn how they can use social media to positively influence their children and help them grow academically.

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

Parents will be able to navigate different social media platforms that the majority of students are using today. They will learn how to aggressively monitor their children's usage as well as how to protect them from social media bullying. Parents will also be able to access different learning platforms and apps that can support growth in students academics.

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

The expected impact is to provide parents the tools to help their child to be in class more often and therefore be able to show progress in their academics. This will also help reduce the number of suspensions, absences, and out of class time due to afterschool social media usage.

- Date of Training

September 2023

- Responsible Person(s)

Traci Powell

- Resources and Materials

Laptop or Chromebook to access the social media

- Will use funds for refreshments as noted in SWP:

on

- 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

UBK Family Night

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

Parents will be able to understand the K-2 standards and what students need to accomplish within the first half of the year when it comes to ELA and math. Parents will learn specific activities they can do at home to better assist their children at home. They will receive hands on training will focus on math fluency for addition, subtraction. Letter and sound recognition Sight word and Fluency support will be provided to grade K-2 so parents can support students at home.

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

Parents will be able to practice Math fluency at home with students so they are able to perform mathematical skills based off the standards of their grade level. Parents will be able to practice Letter/Sound recognition, sight words, fluency, and phonological awareness based off the standards of their grade level.

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

Parents will be able to assist with foundation skills students still struggle with. Parents will be able to practice Math fluency at home with students so they are able to perform mathematical skills based off the standards of their grade level. Parents will be able to assist with foundation skills students still struggle with. Parents will be able to practice Letter/Sound recognition, sight words, fluency, and phonological awareness based off the standards of their grade level.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Kerline Bousiquot and Michelle Brutus

- **Resources and Materials**

Grade level standards, Progression of standards, and make and take activities

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

on

- **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

3-5 academic testing

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

Parents will learn about the new assessment that students in grad 3-5 will take and resources they can use to support learning at home

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

Parents will receive a laptop of Chromebook along with directions to access links; they will receive links of resources they can use to support learning at home. Parents will navigate to these online resources for easy access and use.

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

Parents will be able to support new testing at home along with test taking strategies to help support students as they complete these assessments.

- Date of Training

January

- Responsible Person(s)

Jamie VanderGast

- Resources and Materials

Laptop or Chromebook to access the links and online resources

- Will use funds for refreshments as noted in SWP:

on

- 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

McKinney Vento

• Describe how agency/organization supports families.

Support families that are experience homelessness such as school transportation, counselling, school supplies, and uniforms. They also support parents by providing resources of support agencies or support within the district to support families needs

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

emails and Brochures and flyers, Student Housing Questionnaire

• Frequency

As Needed

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

• Name of Agency

WPB Rotary

• Describe how agency/organization supports families.

Provide resources and support for parents with literacy, parent trainings and vouchers for afterschool and summer camps.

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

Copy of mailings and thank you letter

- Frequency

As Needed

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

- Name of Agency

Tabernacle Baptist Church Payne Chapel AME Church

- Describe how agency/organization supports families.

They provide resources for families (clothing, school supplies, refreshments for family events) to support engagement.

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

Sign in sheets, Thank you letters, and business partner agreements

- Frequency

As Needed

Communication

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

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

- Description

The school inform parents about Title I programs by using the school website, school newsletter, parent link, school marquee, call outs, and flyers sent home with students

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

Flyers sent home , invitation on the school website, School Newsletter

- Description

Informational packets sent home with students and made available upon request. The school will host Report Card Day Conferences in December. Teachers will schedule individual parent conferences . Administration will host midyear data chat meetings with parents or as needed with individual or groups of parents and the SAC meeting. School will also host a Open house/Curriculum night in August

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

Invitational flyers, Parent log of conferences, SAC Agenda, Open house invitation and sign in, Curriculum Night PPT and handouts.

- Description

Through our SAC meetings, mid-term progress reports, report cards, parent teacher conferences, and our Let's talk about academics night.

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

Invitation for Let's Talk About Academics, SAC Agenda, parent conference sign in, samples of progress reports, report cards.

- Description

Through Parent conference, report card day, School Advisory Council, and the comprehensive needs assessment parent meeting

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

Invitations to CNA, SAC Agendas, report card day schedule and sign in, parent conference notes

- Description

Parent will be accommodated per request. There will be flexible schedules of training. Training will be recorded and be available at their convenience to view. The parent liaison will be in communication with parents throughout the year for support.

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

recording of trainings, powerpoint presentations, parent surveys, home visit logs, invitation to meetings/trainings with links, emails with updated meeting days and times

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

CLF will be on site during parent engagement meetings in order to translate conversations. Letters and flyers will be translated to languages that fit the needs of our parent population.

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

Translated agenda, flyers, and parent evaluations. We will upload the School-Parent compact and PFEP Summary in all languages

• Description

District will be asked to support interpretation of sign language and/or braille, special seating and visual aids will be provided as needed. We will hold meetings in an ADA friendly venue. While virtual, parents will be provided with copy of presentation to read or language Interpreter will be provided by request through the school district.

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

Emails requesting support, Pictures of accommodations for parents with disabilities.

• Description

Conduct home visits and provide literacy support as needed. We will coordinate with the district's migrant administrator on the needed support and services to targeted students/families. Provide support resources such as school supplies, uniforms, and .backpacks.

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

Samples of brochures of services offered to families in all languages, home visit logs, logs of resources, corresponding emails

- Description

We will coordinate with the district's McKinney-Vento administrator on the needed support and services to targeted students/families. Provide support resources such as school supplies, uniforms, and .backpacks. Will provide virtual meetings in order to disseminate information.

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

Sample of completed needs survey will be submitted for documentation, logs of resources, emails, Samples of flyer 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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to Disability Awareness: • History of Holocaust • History of Africans and African Americans • Hispanic Contributions • Women's Contributions • Sacrifices of Veterans • Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students; • Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations • Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings for all students, including Swd's. • Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts) Our school is in alignment with our district Strategic Initiative #9: for bullying prevention. Develop an approach for bullying prevention. Our school instills an appreciation for multicultural diversity through it's anti bullying campaign, structural lessons and implementation of SWPBS incentive program such as PAW bucks. School guidance counselor provides social/emotional lessons to students in K-5. Operational school based team that meets weekly to discuss students with barriers to academic and social success • Instruction and various campus activities that address social/emotional needs of students through UBK Mentoring Program, Stanford Harmony Lessons and various behavioral health care agencies. • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve. Our school is in alignment with Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor. SWPBS internal coach will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Leadership team will meet with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures Attend District provided Professional Development on multicultural offerings; Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts. Our school infuses the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities. Our school is on its second year implementation of the House System. The goal behind this initiative is to support students with building character, demonstrating panda pride (Positive Behavior), as well as support students educational progress. Students are rewarded when the display character development such as manners, honestly, compassion, courage, etc. These rewards helps earn points for their team. Monthly house meeting revolve around building character, having a growth mindset, and supporting each other on campus. Our moto for this initiative is 6 houses 1 family.

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

At UB Kinsey, all students are supported through multiple tiers of evidence-based instruction/intervention. Problem solving methods are used to successfully match evidence based interventions to students' particular areas of need. All students receive Tier 1 support through the School Wide Positive Behavior Support Team, high quality standards based instruction, integrated data collection and assessment systems, and parental involvement and engagement in each child's education. When students require extra support beyond Tier 1, a team is assembled that includes personnel that are knowledgeable about the student and have a skill set that helps with effective problem solving aimed at removing barriers that are present. These people are the SBT Leader, School Administrator, School Counselor, ESE Contact, School Psychologist, Speech and Language Pathologist, ESOL Coordinator, Academic Coach, Behavior Coach, Single School Culture Coordinator, and Classroom Teacher. SBT members formalize Supplemental (Tier 2) plans. The primary role of the PS/SBT is to investigate for underlying deficits in all areas including; academic, behavior, and social emotional that may be contributing to the academic or behavioral concern. At meetings, team members also process initial SBT referrals and also handle mandatory referrals (behavior, homeless students, truancy, and foster care students.) Tier 2 intervention include LLI, small group instruction for ELA and/or math, push-in support, double down, and progress monitoring. If students are not successful with a formalized Supplemental Plan, the team may decide to develop an Intensive (Tier 3) Intervention Plan. Intensive support increases the student's support based upon a student's individual needs. Intensive support is provided daily in addition to the core curriculum and daily classroom management. Tier 3 interventions include implemented concentrated instruction that is focused on a small targeted set of reading skills, planned and individualized tier 3 instruction using input from a school-based RTI team, one-on-one instruction with immediate feedback, and progress monitoring every 6 to 8 weeks to check student progress. If the student is not progressing towards their goal, the SBT team can modify the existing plan or refer to the Child Study Team for additional evaluations. Parents and all stakeholders are encouraged to participate at each level of intervention in order to make sure the students social emotional and academic needs are being met at every step of the process.

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

Single School Culture © for ACADEMICS-(Strategic Initiative #1: Pillars of Effective Instruction) Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction. Teachers also attend weekly collegial planning for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth. Students learn to articulate the academic targets, analyze their own data, receive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. By implementing the first Strategic Initiative #1 Pillar of Effective Instruction, students are immersed in rigorous tasks encompassing the full intent of the standards. * Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. * Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. Our school personnel along with the school district resource personnel review a variety of instructional programs and materials prior to use in order to ensure that there is a correlation between the educational materials and the standards. Our school creates ongoing opportunities for teachers 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 and promote opportunities for growth in instructional practice, curriculum, and the standards. Our school instructional strategies are in alignment with Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction): (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices) (Strategic Initiative #6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2 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. Provide specially designed instruction per student's IEP needs. Our school uses an RtI process in which teachers identify students who are deficient or not performing at grade level. A team meets and develops an action plan for the student including interventions and a goal. Literary meetings are held on a continuous basis along with student data analysis. In addition, instruction is modified by creating a schedule with an uninterrupted 90 minute reading block and 45-60 minute writing block and by providing iii instruction based on student needs. Extended learning opportunities will be provided for lowest quartile students using IReady, FSA, FSQ and diagnostics data. The data will drive core instruction in Reading and Mathematics. The students will receive explicit small group instruction, the ratio of the groups will be 6:1 and will be provided twice a week for an hour. UB Kinsey offers a comprehensive academic and arts program where students receive 45 - 60 minutes of instruction in the arts areas in addition to integration of the arts in their classrooms. These classes include: Drama, Communications, Visual Arts, Dance, Orchestra, Chorus and Band. After School extra curricular activities include drama, band, dance, art and orchestra as well as SECME.

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

Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. We offer the following to prepare students for postsecondary opportunities: Students mentors through our community partner(Tabernacle Baptist Church) Project Based learning is available in our ELA and Fine Art classrooms We offer Accelerated Math Program (AMP) for our 3rd and 4th grade students Career Day guest speakers for K-5 Guest speakers from surrounding middle schools to prepare our 5th graders for transition to middle 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
- Staggered start

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

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

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, U.B. Kinsey/Palmview Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. At UB Kinsey/Palmview Elementary School, we assist pre-school children transition into elementary schools by: 1. Kindergarten Round-up in April and/or May which allows parents to become knowledgeable about the standards/benchmarks that are expected for kindergarten students. We also inform the parents about the variety of assessments that are given during the school year. 2. Instructional packets are provided for parents to use with their children at home in preparation for kindergarten 3. We collaborate with area pre-schools to educate the staff on expectations for Kindergarten students during the month of November and May. 4. Provide visitation to UB Kinsey Elementary by area pre-schools to allowing the students to spend a day in Kindergarten. UB Kinsey conducts FLKRS screening and observation for any first-time kindergartener during the first thirty days of school. This data is used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention All programs are also held virtually to insure that all brick and mortar and virtual students have the opportunity to participate in: 1. Kindergarten Round-up in April and/or May which allows parents to become knowledgeable about the standards/benchmarks that are expected for kindergarten students. We also inform the parents about the variety of assessments that are given during the school year. 2. Instructional packets are provided for parents to use with their children at home in preparation for kindergarten 3. We collaborate with area pre-schools to educate the staff on expectations for Kindergarten students during the month of November and May. 4. Provide visitation to UB Kinsey Elementary by area pre-schools to allowing the students to spend a day in Kindergarten.

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

Title I funds also provide a Reading Resource teacher to provide remedial instruction to the lowest quartile students in grades 2-5, and support to students and teachers in grades K-5. Title I funds will be utilized for conferences and/or professional development activities in Reading, Math, Writing and Science. Our school is in alignment with Strategic Initiative #1: Define pillars of effective instruction to increase the academic achievement of all students. Provide teachers with professional development opportunities throughout the school year to implement ELA Standards. Provide teachers the opportunity to collaborate with their peers during Collaborative Instructional Planning Meetings and Common Planning Meetings. Create an action plan, provide effective feedback through deliberate practice from peers, administration, district personnel. The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. (Strategic Initiative #1: Pillars of Effective Instruction) Each new educator has a support team that may include the principal, buddy teacher, and an experienced teacher. Beginning teachers are mentored by experienced teachers, professional development opportunities are provided, and written and oral feedback from the support team are given. This ensures that all beginning teachers have opportunities to enhance their understanding of students as learners and begin a process for continuous professional growth. Professional development is recorded and sent to teachers to complete. Live professional development is provided during PLC's. Professional development is determined by the needs of the teachers on campus.

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

Our school is in alignment with Strategic Initiative #12: Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group category and Strategic Initiative #13: Develop and implement rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants. Administration attends district recruitment fairs as needed and advertises on People Soft. Regular meetings with instructional staff and administration are held. A collaborative environment is created through professional development opportunities and collaborative instructional planning meetings with administration and the collaborative instructional planning meeting facilitator. In order to retain veteran teachers professional development and leadership opportunities are encouraged. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity, SWD and inclusive practices, as applicable to the position. Administration and mentor teachers provides support to beginning teachers through the Educator Support Program. Administration Promotes collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to students' needs. Thus, administration can positively influence their school culture with strategies that encourage collaboration. Administration chooses and spotlights 2-5 teachers and/or staff member each month. to encourage and boost morale among teachers and staff throughout the year. Our Literacy Coach is to collaborates with K-5 ELA teachers in instructional coaching cycles that include pre-conferencing, planning for instruction, lesson modeling, co-teaching, coaching observations of ELA teachers, and debriefing. As a member of the School Leadership Team, the coach collaborates with other members in analyzing school literacy data to make decisions in improving student achievement and teacher understanding. Even more, the coach works closely with parents and other stakeholders to increase their understanding of ELA reading requirements and strategies to enhance student achievement. Our Choice Coordinator collaborates with teachers by bringing an awareness of the multi-cultural needs of art students to assist in the school decision-making process. He promotes the school at school fairs and outside community events. The choice coordinator serves as team leader and Palm Beach Focus Model Liaison to assist teachers in implementing art integrated lessons to increase achievement. We provided virtual interviews for applicants as well as virtual or face to face mentoring sessions for new teachers using CDC guidelines when possible. Celebration and acknowledgments of success of teachers and/or programs are done via email or virtually at faculty meetings. We also provide opportunities for teachers for part-time pay such as tutoring, planning, and training.