**Title I Comprehensive Schoolwide Plan**
# PALMETTO ELEMENTARY SCHOOL (0561)

# ELA

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

1. List prioritized needs statements.

Students have made little growth in in proficiency in ELA. Only 46% of students are proficient in ELA in grades 3-5; additionally only 31% of students K-5 are proficient Focus on Foundational skills, including but not limited to fluency, vocabulary development, phonics, and phonemic awareness to improve comprehension and increase student achievement in primary grades. ELL instructional strategies and resources for bilingual students/newcomers.

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

- Lack of foundational skills to improve comprehension and larger gaps in learning - Lack of explicit vocabulary instruction - Lack of in-depth understanding of standards and what is expected for students to know and be able to do - Lack of close reading strategies - Lack of student stamina to read long pieces of complex text - Lack of coaching, modeling, and professional development to address new curriculum/standards and implementation - Lack of books for students to read and build stamina for reading - Lack of personnel, resources and time to meet individual needs of students by pushing in to the classrooms for support - Lack of in class time for students to practice fluency - Lack of parent knowledge of standards and how to support their child's learning at home.

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

- Provide on campus support for data analysis, professional development, and instructional coaching for teachers (SSCC, Coach, Resource Teacher)
- Use academic Tutors to push in for small group support - Training for Academic Tutors and in class support for small group instruction - Use additional resources for small group Intervention, tutorial, standards based materials for teachers and student to improve comprehension - such as Voyager, SPIRE, Fastbridge, Haggerty, Ufli, iReady) - Trainings/PD on strategies (accountable targets, talk, text, and task 4T's), MTSS, and unpacking BEST Standards - Implementing and Supporting schoolwide PBIS - Offer extended collaborative planning to plan engaging lesson plans. - Offer extended teacher training to build teacher capacity to meet students needs (academics, social/emotions) - Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Magnetic workbooks, whiteboards, intervention programs, Close Reading and Vocabulary Support Program for tutorial - Heggerty, and more). - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Raz Kids, IXL, Flocabulary, Nearpod, Imagine Learning, Lumio, Toddle, Google, etc.). - Provide extended learning opportunities through tutorial programs for Reading after school, and Summer in grades K-5. - Provide support to students through small group instruction with a resource teachers and/or academic tutors to meet students' individual academic needs - Provide opportunities for staff and admin to attend webinars, district, out of county, and out of state trainings, conferences to increase teachers/staff capacity (academics, social/emotional) - Provide Parent trainings to support literacy at home

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

- Parent Call Outs in English and Spanish - Social Media advertisements (FB, Class Dojo, Twitter, School Messenger) - Parent Conferences (in person and/or virtual) to accommodate parent needs - Translation provided by non-instructional and instructional staff as needed * Continue to work on communication with families (information, student progress, etc.) to improve student achievement through the use of agendas/planners, social media, SIS Gateway, Class Dojo, etc.) - Continue to build teacher-parent relationship to increase effective communication and partnership for student success.

• Parent Training

Parent training to be offered in order to support parents/families as they work with students at home. Literacy Night focusing on reading foundational skills to help support reading at home. Curriculum Night to train new parents on literacy programs available at home as well as changes for previously trained parents.

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

- School

> Provide literacy training that helps provide support at home and supply books for reading. We will focused on providing materials and resources to support foundational skills development at home (fluency, vocabulary, phonics, comprehension).

- Students

> Practice reading strategies at home. Students will practice the foundational skills development at home (fluency, vocabulary, phonics, comprehension) that school provide.

- Parents

> Attend trainings, schedule parent conferences, and provide students opportunities to read at home. Parents will use the foundational skills development activities at home (fluency, vocabulary, phonics, comprehension) that school provide to support their child's learning.

- Staff Training

> Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills -fluency, vocabulary development, phonics, phonemic awareness- Teams will use data to create make and takes, and provide families with strategies to support literacy at home. Staff training to assist teachers in understanding how to better engage and support parents/families as they work with students at home

- Accessibility

> Recordings and materials can be made available to families who are unable to attend or to watch and use again after training. Translation. Social Media Videos and/or Recordings of strategies to support students with different needs. * Continue to provide information with families in their native language to ensure parent engagement and support * Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed * Continue to provide flexible meetings to help parents be engaged in their child's learning.

# Math

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

## 1. List prioritized needs statements.

20% of students are currently on grade level in math Foundational/fact fluency need development in order to practice more complex concepts Teachers need professional development in the areas of whole group and small group instruction more math manipulatives for hands on practice

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

lack of manipulatives lack of coaching/modeling lack of instructional planning lack of professional development lack of fluency practice and mastery of foundational skills lack of resource teachers to support learning during math blocs lack of standards based resources to explicitly teach/reteach math lack of test taking strategies lack of parent knowledge of standards and how to help their child at home

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

- Provide the fluency materials, programs, assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (math manipulative, Reflex Math, Nearpod, flocabulary, Frax, IXL), also purchase additional standards based resources to support foundational skills. - Provide professional development , collaborative planning, and teacher training opportunities to build teacher capacity, - Use resource teachers, paraprofessionals, and/or academic tutors to support math instruction in small group _ Provide professional development for teacher through the use of a math coach to provide coaching and support - Provide opportunities for school staff to attend webinars, conferences to strengthen delivery of instruction and develop strong school climate - Provide extended learning opportunities through tutorial programs in math - Provide Math night training opportunities supporting parents on foundations fluency skills (math fluency, math strategies, problem solving, etc.) - incentives for fact fluency improvement

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

• Communication

- Parent Call outs in Enlgish & Spanish - Social Media advertisements (Facebook, Class Dojo, Twitter, School Messenger) - Parent Conferences (in person & virtual) - Translation provided by non-instructional and instructional staff as needed * Continue to work on communication with families (information, student progress, etc.) to improve student achievement through the use of agendas/planners, social media, SIS Gateway, Class Dojo, etc) - Continue to build teacher-parent relationship to increase effective communication and partnership for student success.

• Parent Training

> - Math Night to provide strategies to improve student fluency and foundational skills basic facts for addition, subtraction, multiplication, and division) at home. Training on Math Night should also include any software or resources available on the student portal. Curriculum Night to train new parents on math programs available at home as well as changes for previously trained parents

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

• School

> The school will use data and feedback to provide parents ongoing training that is relevant and connected to student achievement as well as encourage family engagement. The school will use social media and technology to support attendance, math, and parent trainings, throughout the year. Provide activities focused on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency- parent trainings and materials

• Students

> Students will increase minutes spent practicing math fluency skills as well for Math. Students will monitor their growth. Use activities provided by school that focus on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency (strategies to work on at school and home)

• Parents

> Parents will attend trainings and ensure students are practicing fluency at home. Parents will set routines at home that support readiness to attend school on time. Parents will commit to bring students to school on time and limit absences and early dismissals. Parents will also keep up to date with communication either via folder, agenda, parent calls, or social media. Support the use of activities focused on math foundational skills basic facts for addition, subtraction, multiplication, and division) in grades K-5 to increase student proficiency (strategies to implement at home)

- Staff Training

Teachers will be trained on how to build parent capacity during Math Night focusing on reading foundational skills (basic facts for addition, subtraction, multiplication, and division) - Teams will use data to decide strategies, standards, or skills that students need support with and look for resources to develop make and takes for parents to support math at home. Train teachers to conduct effective and positive parent conferences.. Be able to have difficult conversations with families on student progress, as well as providing families with strategies and resources for parents/families to work with their students at home

- Accessibility

Recordings and materials can be made available to families who are unable to attend or to watch and use again after training. Translation, Social Media Videos and/or recordings of strategies to support students with different needs. * Continue to provide information with families in their native language to ensure parent engagement and support * Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed * Continue to provide flexible meetings to help parents be engaged in their child's learning.

# Science

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

1. List prioritized needs statements.

23% of students are predicted to be proficient in 5th grade science- a decline from 35% in FY22.

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

Lack of science integration across subjects Resources do not align to expectations lack of hands on practice lack of comprehension and skill practice lack of PD and training for teachers Increased reading deficiencies impede students from successfully reading and understanding science text and questions lack of test taking strategies lack of parent knowledge of standards and how to support learning at home

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

- Use online programs in all grades- IXL for grades 1-5, Online programs and software to engage students- Flocabulary - Provide opportunity for teacher Collaborative planning for science and training - Provide more hands on activities in all grade levels (science manipulative for experiments, - Provide and implement professional development to support teachers' growth in planning and delivering differentiated instruction - Outside support from Cox Science Museum to provide more opportunities for students and families to be engaged in science concepts - Provide parent training opportunities to help students at home - Provide opportunities for school staff to attend webinars, district trainings, out of county and out of state conferences to strengthen delivery of science content.

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

• Communication

- Parent Calls in English and Spanish - Social Media advertisements (FB, Class Dojo, Twitter, School Messenger) - Parent Conference (in person and virtual) - Translation provided by non-instructional and instructional staff as needed * Continue to work on communication with families (information, student progress, etc.) to improve student achievement through the use of agendas/planners, social media, SIS Gateway, Class Dojo, etc) - Continue to build teacher-parent relationship to increase effective communication and partnership for student success.

• Parent Training

Science/STEM and IB Night focusing on science foundational skills (science vocabulary, concept knowledge, and scientific method) Curriculum Night to train new parents on science programs available at home as well as changes for previously trained parents.

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

• School

Provide Science and STEM training that helps parents provide support at home and supply ideas for practicing science in the everyday world School will focus on science vocabulary in grades K-5 to increase student proficiency- provide materials and resources during parent trainings.

- Students

Participate and engage in classroom activities that support their understanding of science concepts Students will use activities building science vocabulary in grades K-5 to increase student proficiency.

- Parents

Attend trainings, schedule conferences, and provide students opportunities to read at home Parents will support the use of activities provided by school building science vocabulary in grades K-5 to increase student proficiency.

- Staff Training

Teachers will be trained on how to build parent capacity during Science/STEM Night to support Science/STEM Night focusing on science foundational skills (science vocabulary and concept knowledge) - Science Museum and IB Training will support this event. Assist teachers in understanding how to better engage and support families as they work with students at home Grade level science nights

- Accessibility

Recordings and materials can be made available to families who are unable to attend or to watch and use again after training. Translation. Social media videos to support science at home. * Continue to provide information with families in their native language to ensure parent engagement and support * Provide support to families with disabilities, families experiencing homelessness, and families engaged in migratory work as needed * Continue to provide flexible meetings to help parents be engaged in their child's learning.

## 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: **$175,994.19**

| Acct Description | Description | | | | |
|---|---|---|---|---|---|
| Online subscription | **Item** | **Quantity** | **Rate** | **Type** | **Total** |
| | Reflex Math Grades 2-5- for Math fluency (400 students) | 1 | $3,295.00 | Budget Transfer | $3,295.0 |
| | IXL for Science Grades 3-5- practice in classrooms (300 students) | 1 | $1,250.00 | Budget Transfer | $1,250.0 |
| | Haggerty ELA Grades K-3- for interventions (400 students) | 1 | $1,800.00 | Budget Transfer | $1,800.0 |
| | Flocabulary/Nearpod Reading and Math Grades K-5- for vocabulary development and tutorial(600 students) | 1 | $7,800.00 | Budget Transfer | $7,800.0 |

| | Item | Quantity | Rate | Supply Type | Type | Total |
|---|---|---|---|---|---|---|
| Supplies | Voyager student workbooks | 51 | $25.00 | Instructional Materials | Original | $1,275.0 |
| | Card Stock (reams) | 3 | $18.50 | General Supplies | Original | $55.50 |
| | 1.5 Inch Binder | 300 | $7.00 | General Supplies | Original | $2,100.0 |
| | Shipping | 1 | $1.82 | General Supplies | Original | $1.82 |
| | Pre-Sharpened Pencils (packs of 30) | 3 | $8.00 | General Supplies | Original | $24.00 |
| | Paper (cases of 10 reams) | 7 | $44.61 | General Supplies | Original | $312.27 |
| | Voyager Student Workbooks | 30 | $25.00 | Instructional Materials | Budget Transfer | $750.00 |

| Acct Description | Description | | | | | |
|---|---|---|---|---|---|---|
| | **Item** | **Quantity** | **Rate** | **Supply Type** | **Type** | **Total** |
| | Dry Erase Magnetic Boards for 3-5 Students (12 pack) | 9 | $47.27 | General Supplies | Budget Transfer | $425.43 |
| | Hanging Folders (25 per box) | 5 | $5.84 | General Supplies | Budget Transfer | $29.20 |
| | Color Copy Paper- 1 case (10 each)- Pink, Gold, Buff, Blue, Green, Lilac | 10 | $110.39 | General Supplies | Budget Transfer | $1,103.9 |
| | Spire Student Workbooks | 34 | $24.09 | Instructional Materials | Budget Transfer | $819.06 |
| | Dry Erase Magnetic Boards for K-1 Students (48 per pack) | 5 | $246.37 | General Supplies | Budget Transfer | $1,231.8 |
| | Dividers for Student Binders (5pk, 1 per student) | 309 | $1.88 | General Supplies | Budget Transfer | $580.92 |
| | Copy Paper Case (10) | 91 | $44.61 | General Supplies | Budget Transfer | $4,059.5 |
| | Shipping | 1 | $14.64 | General Supplies | Budget Transfer | $14.64 |
| | Correction Tape White-Out (18 pk) | 1 | $17.34 | General Supplies | Budget Transfer | $17.34 |
| | Sheet Protectors for binders (100 pk) | 5 | $27.86 | General Supplies | Budget Transfer | $139.30 |
| | Manilla File Folders (100 per box- letter) | 5 | $7.09 | General Supplies | Budget Transfer | $35.45 |

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Out-of-system Tutors | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
| | Out of System non-certified Temp Tutors (during the day) will support double down support for K-5 at risk/struggling students (remedial and enrichment) ELA and Math through a push in model of instruction / Tentative start date in September 2023 to mid-April 2024. | 2 | $15.00 | 5 | 6 | 27 | Non-Certified | Original | $24,300.0 |
| Resource Teacher | 1.0 resource teacher to provide support to K-5 at-risk students in small group instruction in all subjects throug a push-in and/or pull-out model of support. | | | | | | | | |
| Resource Teacher | 0.5 math/science resource teacher will provide support to tiered students in K-5 through a push in model of support to increase student achievement. This individual will also support enrichment for students based on academic needs. | | | | | | | | |

## 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: **$4,062.66**

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Enrichment Contracts | **Item** | | | **Quantity** | **Rate** | **Type** | **Total** | | |
| | Cox Science Museum will provide activities, materials to implement the scientific method through Fun with STEM - December 2022 | | | 1 | $425.00 | Original | $425.0 | | |

| | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
|---|---|---|---|---|---|---|---|---|---|
| Parent Support by School Staff | CLF translate during parent trainings to support parent engagement. | 1 | $18.00 | 1 | 1.5 | 10 | Non-Certified | Original | $270.0 |

| | **Item** | **Quantity** | **Rate** | **Supply Type** | **Type** | **Total** |
|---|---|---|---|---|---|---|
| Supplies | Communication Folders (24/pack) | 25 | $42.00 | General Supplies | Original | $1,050.00 |
| | White copy paper for school-home communication | 6 | $44.61 | General Supplies | Original | $267.66 |
| | colored copy paper (case) | 4 | $107.00 | General Supplies | Original | $428.00 |
| | Pre-Sharpened Pencils (packs of 30) | 5 | $8.00 | General Supplies | Original | $40.00 |
| | Refreshments | 3 | $100.00 | Program Supplies | Original | $300.00 |

| Overtime | Overtime for CLFs to translate for parent trainings and parent meetings. (1 CLF, 1 day, 1.5 hrs., 12 weeks, at $18.00 = $324.00 for salary and $106.00 for benefits - $430.00) |
|---|---|

| | **Item** | **Quantity** | **Rate** | **Type** | **Total** |
|---|---|---|---|---|---|
| Postage | Stamps for school-home communication (550 students x 2 mailings = 1100) | 1100 | $0.63 | Original | $693.0 |

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Childcare | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
| | Outside of contract hours school non-certified staff will provide childcare to support parent meetings and trainings | 1 | $18.00 | 1.5 | 1 | 10 | Non-Certified | Original | $270.0 |

## 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: **$124,721.40**

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Teacher Collaboration | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
| | K-5 planning for small group instruction ELA and Math to analyze data and trends | 27 | $25.00 | 1 | 2 | 5 | Certified | Budget Transfer | $6,750.0 |
| PD Webinar | **Item** | | | | **Quantity** | **Rate** | **Type** | | **Total** |
| | LTF and SSCC will attend supplemental IB Training to support K-5 teachers with curriculum delivery strategies to impact student learning in all content areas | | | | 5 | $290.00 | Budget Transfer | | $1,450.0 |

| Acct Description | Description |
|---|---|
| Tch Res Staff Development | 0.5 Math/Science teacher staff developer will provide professional development in math and science curriculum, facilitate PLC's and monitor curriculum in grades K-5. |
| Travel out-of-county | |

| Item | Quantity | Rate | Type | Total |
|---|---|---|---|---|
| FLIBS Quarterly December 3-6, 2023, TBD- IB Training (2 attendees Reg $130, Transportation $100, Lodging $671.22, Per Diem $38-each) | 2 | $939.22 | Budget Transfer | $1,878.4 |
| FLIBS, September 20-22, 2023, St. Petersburg- IB Training (2 attendees Reg. $130, Transportation $95, Lodging $671.22, Per Diem $38- each) | 2 | $934.22 | Budget Transfer | $1,868.4 |
| PYP Training Implementing Agency, November 4-8, 2023 IB Training for New Teachers (Reg. $1,125, Transportation $100, Lodging $795.52, Per Diem $57) | 1 | $2,077.52 | Budget Transfer | $2,077.5 |

| Acct Description | Description |
|---|---|
| Single School Culture Coordinator | Will provide professional development in ELA/Math/Science curriculum, facilitate PLC's and monitor curriculum in grades K-5; as well as implement strong systems for behavior, climate, culture and academics to result in high academic achievement. |

# 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

Palmetto Elementary will actively engage parents and families in authentic opportunities in which they can become active partners in their child's education through school functions, open communication and academic trainings in either live or virtual formats.

# 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 |
| --- | --- |
| Danny Moya | Principal |
| Jennifer Mooney | Assistant Principal |
| Cindy Vega | SSCC |
| Sheilagh Stevens | SAC Chair |
| Allyson Salmaggi | Teacher |
| Ana McCalla | Faculty |
| Stephanie Iglesias | Parent |
| Nahyr Garcia | Parent |
| Yadira Santos | Parent |

| Name | Title |
| --- | --- |
| Endrichs Martinez | Parent |

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

School leadership openly invites all stakeholders to become included in providing feedback on how to increase positive parent and family involvement. At the very first SAC meeting of the school year all parents, business partners and faculty/staff will be invited to attend and become an active member of the committee. Palmetto strives to reach out to and include members that will accurately reflect the diverse community that which it serves. All stakeholders 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.

All stakeholders will be able to give input and suggestions at meetings in which the content of plans are developed and reviewed. The CNA/SWP/PFEP meeting was held February 08, 2023. During the SY23 CNA we shared out key school data and will seek input/feedback from employees as well as parents/guardians and business partners as to possible barriers and solutions. The tentative date to develop FY25 CNA/SWP/PFEP is February 2024.

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

Input from stakeholders as to how Title I funds are spent to increase parent and family engagement is solicited at both online and live meetings. Monthly SAC meetings are also used in order to review and approve such expenditures. As a result of the Stakeholder meeting in the spring of 2023, it was decided that Title I funds were to be used to pay the salaries of supplemental teaching positions that would support student achievement, tutorial programs and supplemental materials targeting the improvement of struggling readers. It was recommended that Title I parent engagement funds would be used for staff to support trainings, Science Museum, supplies for communication, parent trainings, and Kindergarten Round-up.

| Name | Title |
| --- | --- |
| Danny Moya | Principal |
| Cindy Vega | SSCC |
| Sheilagh Stevens | Teacher |
| West Palm Rotary Club | Business Partner |
| Amadis Hernandez | Parent |
| Becky Herrera | Parent |
| Sonia Castillo | Parent |
| Yuney Vigoa | Parent |
| Candelaria Gaspar | Parent |
| Endrichs Martinez | Parent |
| Jessica Cabrera | Parent |
| Keidy Lopez | Parent |
| Daniel Hernandez | Parent |

# 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 Palmetto Annual Title I Meeting will be held in person and virtually on October 4, 2023 at 6pm.

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

> Parents, teachers and the community will be notified of the annual meeting in several ways including use of the school marquee, parent notices, school website and Parent Link system call out.

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

> As the meeting will be conducted in person and in a virtual setting, the material needed will include a computer with camera and microphone to present. The materials that will be prepared for this meeting are invitations as well as items that will be reviewed such as the 2024 Parent and Family Engagement Plan, Title I Compacts and the Title I Annual Meeting PowerPoint that is created by the district and revised to include information that is specific to Palmetto Elementary.

# 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

Communication through SIS Family Portal

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

Teachers will learn how to log in an navigate the SIS Family Portal in order to support parent communication regarding report cards, progress reports, FAST testing data, etc.

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

Teachers/Staff will then work with parents to set up and navigate the SIS Family Portal in order to increase communication and share pertinent data/reports with families.

• What will teachers submit as evidence of implementation?

pictures, conference notes, presentations, handouts

• Month of Training

September-October 2023

• Responsible Person(s)

Teachers, AP, SSCC

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Communication through SIS Family Portal

- Number of Participants

NA

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

NA

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

on

- How do you know?

NA

- What went well with the training

NA

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

NA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Data Conferences

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

Staff will be trained on how to hold effective parent data conferences.

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

Teachers will then be able to use data to share with parents resources to support their students at home.

- What will teachers submit as evidence of implementation?

Conference forms with notes following format (compliment/data/resources)

- Month of Training

November-December

- Responsible Person(s)

Teachers, AP, SSCC

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Effective Data Conferences

• Number of Participants

NA

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

NA

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

on

• How do you know?

NA

• What went well with the training

NA

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

NA

# Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

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

Parents will learn reading strategies to help increase students comprehension. Parents will learn how to check out reading materials, increase vocabulary, and what questions to ask students about what they are reading.

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

Stations will be provided for: vocabulary, comprehension, media, library by grade levels

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

Increase in student vocabulary and comprehension.

- Date of Training

December 2023

- Responsible Person(s)

SSCC, Media Specialist, LTF, Teachers

- Resources and Materials

Books, paper, chart paper, laptops/ipads

- Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

100

2. Reflection/Evaluation of Training #1

• Name of Training

Literacy Night

• 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

Science STEM night

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

Parents and students will practice hands on science experiences that can be replicated and enhanced in the home environment. Parents and students will learn how to conduct a science experiment using the scientific method.

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

Stations will be available for STEM and Science hands on practice. Parents and students will also learn about the scientific method and about the Science Fair Projects.

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

Students will increase their hands on science and STEM experiences which will increase their ability to critically think and problem solve as global IB scholars.

• Date of Training

November 8, 2023

• Responsible Person(s)

SSCC, IB Coordinator, Teachers

- Resources and Materials

Books, paper, chart paper, laptops/ipads

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

100

4. Reflection/Evaluation of Training #2

- Name of Training

Science STEM night

- 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

Math Night

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

Parents will learn reading strategies to help increase students math fluency. Parents will learn how to log in and use online math programs, use fact fluency activities at home, and what questions to ask students about what they are learning.

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

Stations will be provided with math activities for different age groups including fact fluency, two-step word problems, and math strategies for problem solving

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

Increase student fact fluency and strategies for problem solving.

- Date of Training

> January 2024

- Responsible Person(s)

> Math Coach, SSCC, Teachers

- Resources and Materials

> flash cards, paper, chart paper, laptops/ipads

- Will use funds for refreshments as noted in SWP:

> on

- Amount (e.g. $10.00)

> 100

6. Reflection/Evaluation of Training #3

- Name of Training

> Math Night

- 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

ESOL/ELL; Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department will share information with parents to provide academic support as well as social services that will assist parents and families.

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

Agenda, minutes, proof of attendance, thank you letter, emails.

- Frequency

Annually

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

- Name of Agency

Center for Family Services

- Describe how agency/organization supports families.

The Center for Family Services can present information to our parents about positive parenting that will help them assist their children at home.

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

Agenda, minutes, proof of attendance, thank you letter, emails.

- Frequency

Annually

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

- Name of Agency

Rotary Club

- Describe how agency/organization supports families.

The Rotary Club will provide much needed school supplies for our neediest families that will provide students with the tools they need to achieve academically.

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

Partnership letter, thank you letter.

- 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

Palmetto held a CNA input meeting and will hold a Title I Annual Meeting that will introduce all parents to Title I and inform them as to what it means to be a Title I school. Monthly SAC meetings will be held to inform all parents about updates and to solicit feedback and suggestions. Information will be shared at all parent conferences and parent trainings. Parents will be invited to in all instances via school marquee, and Parent Link messages in the home language well in advance.

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

Invitations, Parent Link Messages, agendas, minutes and proof of attendance for all instances.

• Description

Palmetto Elementary will explain all curricular and academic expectations at Curriculum Night. Parent conferences will also be held in an ongoing basis to inform parents of curriculum and expected proficiency levels.

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

Parent Link message reports will be printed, Curriculum Night PPT and handouts, agendas, minutes, proof of attendance and pictures of marquee.

• Description

Palmetto Elementary will share information with parents about academic assessments used to measure student progress and achievement levels through progress reports, report cards and virtual parent conferences.

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

Parent conference record forms will be used to document conversations about academic progress and achievement, academic assessment reports.

- Description

Palmetto Elementary will hold SAC meetings where Title I information will be disseminated to to parents. Parents will have an opportunity to provide feedback and input in an effort to participate in active decision making in the education lives of their children. Palmetto will inform parents of these opportunities by messages via the Parent Link system as well as the school marquee. Parents will also be invited to parent/teacher conferences, IEP/LEP Meetings and SBT Meetings that will share decision making opportunities in the academic lives of the students

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

Parent Link message reports will be printed, conference record forms, agendas, minutes, proof of attendance and pictures of marquee.

- Description

Palmetto Elementary will hold in person and virtual meetings and trainings that can accommodate the work schedules of parents by offering flexible meeting times. Palmetto will also provide translation services for parents at all events in order to make the information more accessible to parents. We will provide childcare as much as possible.

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

Parent Link message reports will be printed, agendas with different times, minutes, invitations with links to meetings/trainings, proof of attendance and pictures of marquee.

# 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

All information shared with parents will be done in English as well as their home language. Translation services will be made available for all meetings, conferences and trainings.

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

Parent Link print out of messages in home languages, agendas, minutes, PFEP, Compacts, flyers in all languages

• Description

Palmetto Elementary will make every effort possible to to give parents with disabilities the opportunity to participate in parental involvement activities and feel welcome on campus. Palmetto will provide any special assistance that may be need such as wheelchair access and hearing impaired support. School building is ADA compliant.

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

Print out of any information of requests for assistance of parents with disabilities as well as documentation of assistance provided, back up photos when applicable, emails. Photos of ADA compliant campus.

• Description

Palmetto Elementary will work with the Multicultural Department and Migrant Student Education to identify any families that may be engaged in migratory work so that additional assistance and support can be made available to them and to ensure that they feel welcome and a part of the school community. Palmetto will be able to provide assistance with free school supplies and uniforms for families are engaged in migratory work.

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

> List of students from Multicultural Department, emails, Parent link invitation print outs, distribution logs. Migrant brochures of services provided in all languages.

- Description

> With the help of the McKinney-Vento Office, Palmetto Elementary will reach out directly to parents who may need services to not only welcome them to the school community, but also to invite them to important school functions. Palmetto will support by providing assistance in linking parents up with organizations, mental health and guidance services. Palmetto will be able to provide assistance with free school supplies and uniforms for families experiencing homelessness.

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

> Parent Link system print outs, emails, parent conference record forms, distribution logs. McKinney Vento flyer of services provided 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

Palmetto will work with agencies that work closely with our Guidance Department in identifying students with specific needs. Referrals to outside counseling service providers will be completed for students in need of mental health programs and services. Palmetto will work with the Migrant Student Education Department to provide tutorial services specifically targeting and tailored for the migrant student population. Guidance counselors will track and monitor migrant students in tutorial programs. Representatives from McKinney-Vento will assist Palmetto families to inform parents of services that are available to them. The Guidance Department will also create groups with parent support to provide services as needed with non-academic skills (ie anger management, bereavement, building coping skills). The Guidance Department will also oversee instruction in Character Counts program for students to learn positive behavior and character building. Palmetto will show proof of implementation and monitoring with parent sign in sheets for each parent training or meeting, along with student sign in sheets for counseling and mentor groups. The school Behavioral Health Professional with will assist with student non-academic needs, such as SLL strategies and mentors, by providing direct services as well as finding outside resources for students and families. As an IB elementary school, students will be instructed through the units of instruction on the student learner profiles that promote positive student attributes through a globally centered growth mindset. Palmetto will use School Wide Positive Behavior Support to teach, build and support positive behavior for all students.

# 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

The School Based Team (SBT) reviews student referral packets and provides assistance to specific students by discussing student data and emotional needs with teachers, parents, agency and community outreach. We continuously problem solve and create action plans that best serve the child. Our guidance counselors work alongside the SBT to develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. The teams meet on an ongoing basis to discuss and update specific cases to decide on the next appropriate steps. . Students that are not responding to Tier 1 instruction during the non-interrupted 90-minute Reading Block and the 45-minutes a week iReady Reading Program also receive additional interventions that are implemented at the same time school wide to ensure that all student are receiving appropriate services. Ongoing weekly progress monitoring of interventions is performed in order to track the students' progress. Tier 2/iii and Tier 3 instruction is implemented outside the 90-minute Reading Block. The students in the Tier 2 category receive approved interventions that include LLI, Repeated Reading or SPIRE instruction in a small group setting based on their individual needs. Students that do not respond to Tier 2 interventions receive intensive interventions for Tier 3. Palmetto has added a school wide intervention time to the master schedule in order to provide Tier 2 and Tier 3 intervention to all students that are in need. Students are progressed monitored on a weekly or bi-weekly basis by their assigned interventionist of both Tier 2 and Tier 3 services. Proof of implementation for SBT will include all SBT agendas, along with conference notes on students on which they have met.

# 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.

- Opportunities to extend learning time.

- How the school connects classroom learning to real world applications

- How extra curricular opportunities enrich the students' education.

- Courses/electives that are focused on job skills.

*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

Palmetto is an authorized Primary Years Program IB School. Students receive instruction that is Florida State Standards and B.E.S.T. Standards driven and structured to encourage independent learners and global thinkers. Trans disciplinary instruction is a key component of the instructional model. Instruction is based on individual student academic needs and is enhanced by STEM focus. Technology is key to drive the student interest and proficiency in areas needed as they prepare for career and college readiness. Palmetto is a full time service gifted provider. Enrichment occurs in opportunities throughout the day to learn in a different language (Spanish class in both face to face and virtual models), show the ability to work above the rigor of the standards and clubs (ie. SECME, IB Ambassadors, Odyssey of the Mind). Students are also given the opportunities to work in above grade level math AMP classes. Palmetto will monitor the implementation of well rounded education with virtual PLC/PD agendas and sign in sheets, as well as UOI unit plans and student samples from iPads or UOI walls in the classrooms and in google classrooms for virtual students. All student data is analyzed in order to help drive the instruction. Extended learning opportunities will also be made available to students in an online format through the Google Classroom platform.

# 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

Palmetto is an authorized Primary Years Program IB school that provides instruction through a global mindset. Our students are being prepared to grow within the IB program as it flows into the Middle Years Program and the Diploma Program that will ultimately prepare them for post-secondary opportunities. Junior Achievement (Biz Town) is a partnership that promotes student interest in a variety of careers by empowering the students to own their own economic success. The SECME extended learning opportunities for grades 3-5 expose the students to several science based career paths and interests. The AMP program in third, fourth and fifth grades allow for students to receive instruction in an accelerated course path. This will be monitored with FAST (AMP) scores. In addition, Palmetto includes project based learning opportunities for the students through their units of instruction.

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

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

1. Transition to Elementary School

Palmetto offers a school year Voluntary Prekindergarten (VPK) program. 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. Live face to face Meet the Teacher sessions were held with VPK parents before the first day of school. Palmetto will also hold Curriculum Night in order to give parents an opportunity to learn the curriculum and grade level expectations and learn valuable information about the upcoming new year. Parents be informed of the grade level curriculum expectations and allow them to set parent/teacher conferences for more individualized meeting. Palmetto has a yearly Kindergarten Round-Up for incoming students and parents which will be done in an online format and face-to-face, which has been very successful in registering in-coming students for the new school year. Through the use of a Power Point Presentation our teachers inform parents of FSA, procedures related to our school and discuss readiness for entering Kindergarten. Parents are given instructional packets of Kindergarten readiness to work with students at home. Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to before entering Kindergarten. Parents of any child transitioning into Kindergarten will also be given on-site tours of the school as requested. Implementation of this will be monitored through Kindergarten round up sign in sheets, sign in when families tour the campuses, and sign in and agendas from all parent meetings/trainings as well as Meet the teacher.

# 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

Faculty and staff receive professional development opportunities through from IB specialists in effective instructional practices that will yield students that are inquirers and achieve academic success. Common planning sessions are implemented on a rotating daily basis where data is analyzed and interpreted to drive effective instruction. Professional development opportunities are also taken during faculty meetings with specific sessions provided by Single School Culture Coordinator and Administration. Professional Development Days will allow teachers an opportunity to receive professional development that will provide curriculum and implementation support. Proof of PD will be monitored with sing in sheets and agendas, along with follow up activities or assignments from teachers that align to the PD provided.

# 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

There is an open door policy by the Principal and Assistant Principal for all Staff. Palmetto offers high quality professional development opportunities to support all faculty and staff. Job openings are advertised on school board website. Teachers coach teachers providing a shared leadership environment. Prior to the beginning of the school year, all new teachers took part in a pre-school orientation to acclimate them to the school environment and expectations of the organization. Clinical Educators mentoring new teachers program. Educational Support Program (ESP) sponsored by the school district and implemented / monitored by the Assistant Principal. Palmetto welcomes many student teachers and Practicum students that are preparing to enter the field of education. Many of these student teachers stay on as full time employees upon graduation. Administration takes part in job fairs in order to recruit high qualified candidates for job openings. Teachers are recognized and appreciated in order to build positive school culture and climate. In order to monitor this, Palmetto will keep sign in and agendas from all ESP meetings, all mentor meetings, and PLCs and PDs. In addition, SSCC will submit daily logs. New teachers take part in their own assigned PLC in order to support their needs as emerging educators every six days. Palmetto Elementary will also provide opportunities for part-time pay for teachers through tutorial programs that will be made available before school, after school and on Saturdays. Teachers will also have an opportunity to generate part-time pay by serving as presenters for parent trainings provided throughout the year.