
Title I Comprehensive Schoolwide Plan
FOREST PARK ELEMENTARY SCHOOL (0831)

ELA

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

1. List prioritized needs statements.

Based on the below testing results (FY22 FSA and FY23 PM1 and FY23 PM2) Increase reading proficiency in all grades Build capacity in the area of reading and writing through professional development and the coaching cycle Grade 3 • FSA FY 22 36 • PM 1 on Track 38 • PM 2 on track 32 • PM 1 Level 3 and Above 9 • PM 2 Level 3 and above 22 • Diff PM 1 on Track and PM 2 on track -6 • Diff PM 2 and FSA FY 22 -4 Grade 4 • FSA FY 22 51 • PM 1 on Track 34 • PM 2 on track 42 • PM 1 Level 3 and Above 22 • PM 2 Level 3 and above 24 • Diff PM 1 on Track and PM 2 on track 8 • Diff PM 2 and FSA FY 22 -9 Grade 5 • FSA FY 22 39 • PM 1 on Track 35 • PM 2 on track 35 • PM 1 Level 3 and Above 16 • PM 2 Level 3 and above 22 • Diff PM 1 on Track and PM 2 on School • FSA FY 22 41 • PM 1 on Track 36 • PM 2 on track 32 • PM 1 Level 3 and Above 3 • PM 2 Level 3 and above 11 • Diff PM 1 on Track and PM 2 on track -4 • Diff PM 2 and FSA FY 22 -9

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

Limited time to focus on foundational skills based on scope and sequence Limited professional development and modeling of small group reading instruction. Limited resources for struggling readers. (K-2) Large number of students requiring intensive reading instruction. Limited staff members that are reading endorsed and/or expert in the area of reading instruction

3. Share possible solutions that address the root causes.

Use of during the day, afterschool and Saturday tutorials to focus on closing the gap of foundation skills Provide targeted PD to continue and improve the implementation of the BEST standards Provide targeted PD and coaching of differentiated instruction. Provide more lower level/high interest readers for non-classroom teachers to use in double down support Encourage more teachers to be reading endorsed and provide more coaching to help our teachers increase their capacity

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

Communication with families Consistent communication in agendas and monthly newsletters Ensure translation in appropriate languages provided in both in written and oral form Collaborate with PTO (newly organized) , SAC and CCLC to provide training requested by parents Continue with call-outs that include voice and text with school updates in three language .

- **Parent Training**

Provide parent trainings and instructional resources to support ELA at home Ensure trainings incorporate methods to support foundational skills in the area of phonics and word work Provide trainings that teach the parents how to build comprehension through modeling with staff, parents and students

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

- **School**

School will... Provide trainings that will support families/parents to support classroom instruction at home. Provide trainings at various times to accommodate parent schedules Communicate regularly in agenda with homework assignments and classroom expectations.. Increase communication through social media to highlight instructional practice

- **Students**

Students will... Arrive at school on time, eat breakfast and be ready to learn. Complete homework assignments and practice reading at home. Use the school and city libraries to enhance reading opportunities

- **Parents**

Parents will... Ensure students arrive promptly and attend school regularly Ensure communication between school and home is consistent through use of agendas, following social media, read all written communication and listen to all verbal communication Ensure students are completing daily homework Attend parent conferences/trainings, and school functions

- **Staff Training**

Provide staff trainings to assist teachers in understanding how to better engage families at faculty meetings. Designate grade level specific skills prioritized by staff for the parents to support. Develop schoolwide approach for consistent agendas usage for school/parent communication .

- **Accessibility**

Continue with agenda communication/flyers (system is place is working as noted in SEQ). Provide school counseling support through the guidance counselors, BHP and co located therapist to students/families in need Varied approaches for conferencing such as in person, Google Meets and before school/afterschool meetings, designated conference nights

Math

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

1. List prioritized needs statements.

Based on the below testing results (FY22 FSA and FY23 PM1 and FY23 PM2) Provide resources such as manipulatives to support math proficiency in grades 3-5 Provide professional development to support math remediation in grades 3-5 Grade 3 • FSA FY 22 47 • PM 1 on Track 33 • PM 2 on track 30 • PM 1 Level 3 and Above 0 • PM 2 Level 3 and above 11 • Diff PM 1 on Track and PM 2 on track -3 • Diff PM 2 and FSA FY 22 -13 Grade 4 • FSA FY 22 47 • PM 1 on Track 33 • PM 2 on track 40 • PM 1 Level 3 and Above 0 • PM 2 Level 3 and above 11 • Diff PM 1 on Track and PM 2 on track -2 • Diff PM 2 and FSA FY 22 -17 Grade 5 • FSA FY 22 30 • PM 1 on Track 42 • PM 2 on track 34 • PM 1 Level 3 and Above 9 • PM 2 Level 3 and above 17 • Diff PM 1 on Track and PM 2 on track -8 • Diff PM 2 and FSA FY 22 4 School • FSA FY 22 41 • PM 1 on Track 36 • PM 2 on track 32 • PM 1 Level 3 and Above 3 • PM 2 Level 3 and above 11 • Diff PM 1 on Track and PM 2 on track -4 • Diff PM 2 and FSA FY 22 -9

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

Limited time to address math fluency in all grades. Challenges of following pacing of the scope and sequence in all grades Limited teacher capacity in math content Limited time available to incorporate vocabulary development in math instruction especially in English Language Learners

3. Share possible solutions that address the root causes.

Provide time in all grade levels and fine arts to address fluency Designate time to reteach struggling standards during double down support Provide professional development, common planning and coaching to increase teacher knowledge of math content Incorporate vocabulary development through word walls, ESOL teachers and visual resources throughout campus

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

• Communication

Communication with families to support math literacy Ensure all materials are translated to home language and CLF support limited language learners Provide math updates in the monthly newsletter

• Parent Training

Develop parent trainings to support math fluency Provide technology training to emphasize math adaptive technology and use Google Documents to support math computer literacy as needed for the FAST testing Provide parent trainings along with their children to work together to illustrate the various strategies for each standard

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

• School

School will... Provide unit focus in the monthly resources Translation made available for all math vocabulary along with visual support Inform parents of students differentiated small group instruction

• Students

Students will... complete homework assignments and complete all math adaptive technology support Actively participate in differentiated small group instruction Participate in avialbe tutorials

- **Parents**

Parents will... practice with students at home participate and attend curriculum nights implement instructional materials provided by the school

- **Staff Training**

Provide professional development to support all teachers with methods to engage parents with home support Provide teacher planning to develop instructional materials to provide with parents with resources for strategies

- **Accessibility**

Provide support for parents requiring additional support such as hearing devices, larger print and handicap accessible support Provide instructional staff members to assist such as guidance counselors and ESE contact to access the support needed prior to the meeting

Science

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

1. **List prioritized needs statements.**

Based on FY22 Results and Fy23 Dia increase science proficiency in grade 5 School • FSA FY 22 17 • Dia FY23 16 • Diff FY22 and FY23 -1 Low proficiency of content Increase knowledge of foundational skills Increase parent workshops to aid with remediation Provide more opportunities in engage and interact with Science Professional Development to build teacher capacity Incentives to motivate students

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

Limited science instruction in all grades Limited master of fair game standard Limited exposure to science in no-fiction text Limited science capacity in staff

3. Share possible solutions that address the root causes.

I Ensure schedule is adhere to in all grade level Plan and follow during common planning the fair game standards in grades 3 and 4 and monitor the mastery Include non-fiction text in the literacy block Provide professional development for all grades and include planning in our IB Units of Study

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

- Communication

Share science content information with parents in translated form during meetings, trainings, newsletters and call outs

- Parent Training

Provide parent trainings at each grade level to deepen the understandings of grade level science standards Provide science and IB Night to promote inquiry-based learning with teachers, parents and students collaboratively working together

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

- School

Provide instructional materials and mini labs to support learning at home Provide all directions for project in three language Provide background knowledge of content through IB Newsletter

- Students

Complete all assignments Participate in remediation and enrichment opportunities

- Parents

Attend trainings and implement to support science learning at home Ensure students are prepared for learning and request support if needed

- Staff Training

Provide professional development opportunities to support home and school connections Develop opportunities and materials to share with families to create project-based learning

- Accessibility

Ensure all parents have access to training and materials request support service through the district such as vision Designate staff members to serve as the contact to connect parents to the resources needed

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: \$126,921.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	JJ Bootcamp Science materials	1	\$5,000.00	Instructional Materials	Original	\$5,000.00
	Classroom supplies (folders, notebooks, notebook paper, composition books, markers, pens, pencils, erasers, baggies, envelopes for centers)	1	\$5,010.68	General Supplies	Original	\$5,010.68
	Whiteboards - student sets of 12	10	\$47.00	Instructional Materials	Original	\$470.00
	Chart paper, poster paper, post it notes	1	\$6,828.32	General	Original	\$6,828.32

Acct Description	Description																																																												
	<table border="1"> <thead> <tr> <th data-bbox="474 167 1205 224">Item</th> <th data-bbox="1226 167 1362 224">Quantity</th> <th data-bbox="1373 167 1530 224">Rate</th> <th data-bbox="1541 167 1772 224">Supply Type</th> <th data-bbox="1782 167 1898 224">Type</th> <th data-bbox="1908 167 2022 224">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 232 1205 289"></td> <td data-bbox="1226 232 1362 289"></td> <td data-bbox="1373 232 1530 289"></td> <td data-bbox="1541 232 1772 289">Supplies</td> <td data-bbox="1782 232 1898 289"></td> <td data-bbox="1908 232 2022 289"></td> </tr> <tr> <td data-bbox="474 289 1205 362">Printer ink</td> <td data-bbox="1226 289 1362 362">8</td> <td data-bbox="1373 289 1530 362">\$139.00</td> <td data-bbox="1541 289 1772 362">Technology</td> <td data-bbox="1782 289 1898 362">Original</td> <td data-bbox="1908 289 2022 362">\$1,112.00</td> </tr> <tr> <td data-bbox="474 362 1205 475">Literacy manipulatives (magnetic letters and boards, pocket charts, sentence strips)</td> <td data-bbox="1226 362 1362 475">1</td> <td data-bbox="1373 362 1530 475">\$5,000.00</td> <td data-bbox="1541 362 1772 475">Manipulatives</td> <td data-bbox="1782 362 1898 475">Original</td> <td data-bbox="1908 362 2022 475">\$5,000.00</td> </tr> <tr> <td data-bbox="474 475 1205 589">Fountas and Pinnell Reading Kit - Gr.2</td> <td data-bbox="1226 475 1362 589">1</td> <td data-bbox="1373 475 1530 589">\$7,000.00</td> <td data-bbox="1541 475 1772 589">Instructional Materials</td> <td data-bbox="1782 475 1898 589">Original</td> <td data-bbox="1908 475 2022 589">\$7,000.00</td> </tr> <tr> <td data-bbox="474 589 1205 703">Magnetic Readers - iReady</td> <td data-bbox="1226 589 1362 703">1</td> <td data-bbox="1373 589 1530 703">\$4,500.00</td> <td data-bbox="1541 589 1772 703">Instructional Materials</td> <td data-bbox="1782 589 1898 703">Original</td> <td data-bbox="1908 589 2022 703">\$4,500.00</td> </tr> <tr> <td data-bbox="474 703 1205 816">Copy paper</td> <td data-bbox="1226 703 1362 816">69</td> <td data-bbox="1373 703 1530 816">\$35.00</td> <td data-bbox="1541 703 1772 816">General Supplies</td> <td data-bbox="1782 703 1898 816">Original</td> <td data-bbox="1908 703 2022 816">\$2,415.00</td> </tr> <tr> <td data-bbox="474 816 1205 898">Headphones</td> <td data-bbox="1226 816 1362 898">100</td> <td data-bbox="1373 816 1530 898">\$17.00</td> <td data-bbox="1541 816 1772 898">Technology</td> <td data-bbox="1782 816 1898 898">Original</td> <td data-bbox="1908 816 2022 898">\$1,700.00</td> </tr> <tr> <td data-bbox="474 898 1205 1003">Student organization materials *added 08.22 - 5 pks of monthly dividers (binders, file folders, portfolios)</td> <td data-bbox="1226 898 1362 1003">1</td> <td data-bbox="1373 898 1530 1003">\$6,000.00</td> <td data-bbox="1541 898 1772 1003">General Supplies</td> <td data-bbox="1782 898 1898 1003">Original</td> <td data-bbox="1908 898 2022 1003">\$6,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total				Supplies			Printer ink	8	\$139.00	Technology	Original	\$1,112.00	Literacy manipulatives (magnetic letters and boards, pocket charts, sentence strips)	1	\$5,000.00	Manipulatives	Original	\$5,000.00	Fountas and Pinnell Reading Kit - Gr.2	1	\$7,000.00	Instructional Materials	Original	\$7,000.00	Magnetic Readers - iReady	1	\$4,500.00	Instructional Materials	Original	\$4,500.00	Copy paper	69	\$35.00	General Supplies	Original	\$2,415.00	Headphones	100	\$17.00	Technology	Original	\$1,700.00	Student organization materials *added 08.22 - 5 pks of monthly dividers (binders, file folders, portfolios)	1	\$6,000.00	General Supplies	Original	\$6,000.00				Supplies		
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Resource Teacher	Literacy Resource Teacher will provide reading and writing push-in and pull-out classroom instructional support for all students in grades 3-5, as well as intervention instructional support for students scoring among the lowest 25% of proficiency, and other students performing below grade-level expectations in reading and writing proficiency.																																																												
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="474 1258 1383 1315">Item</th> <th data-bbox="1394 1258 1551 1315">Quantity</th> <th data-bbox="1562 1258 1719 1315">Rate</th> <th data-bbox="1730 1258 1887 1315">Type</th> <th data-bbox="1898 1258 2022 1315">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 1323 1383 1396">Heggerty Phonics - classroom subscription for grades K-2</td> <td data-bbox="1394 1323 1551 1396">15</td> <td data-bbox="1562 1323 1719 1396">\$180.00</td> <td data-bbox="1730 1323 1887 1396">Original</td> <td data-bbox="1898 1323 2022 1396">\$2,700.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Heggerty Phonics - classroom subscription for grades K-2	15	\$180.00	Original	\$2,700.00																																													
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Action Step: Parent Engagement

Engage parents in student learning.

Budget Total: **\$4,200.00**

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage to mail newsletters and parent notices	500	\$0.66	Original	\$330.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink	6	\$31.00	Technology	Original	\$186.00
	Agendas	561	\$2.35	General Supplies	Original	\$1,318.35
	Color paper	26	\$9.95	General Supplies	Original	\$258.70
	Cardstock paper	35	\$18.00	General Supplies	Original	\$630.00
	Copy paper	1	\$131.20	General Supplies	Original	\$131.20
	Laminating film for make/take	1	\$82.00	General Supplies	Original	\$82.00
Kindergarten Roundup Books	125	\$10.11	Program Supplies	Original	\$1,263.75	

Action Step: Professional Development

Provide teachers and instructional support personnel with job-embedded professional development.

Budget Total: **\$183,564.00**

Acct Description	Description												
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers in grades K-2 across all content areas to lead school-based team, positive behavioral support initiatives (including professional development), coordinate intervention efforts to build teacher instructional capacity; coordinate PLCs; observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional development to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.												
Single School Culture Coordinator	Single School Culture Coordinator will serve all teachers in grades 3rd-5th across all content areas to lead school-based team, positive behavioral support initiatives (including professional development), coordinate intervention efforts to build teacher instructional capacity; coordinate PLCs; observe instruction, provide feedback, and implement an ongoing coaching cycle; provide professional development to the team; analyze and respond to data by providing team with best-practice instructional resources and strategies; facilitates and leads weekday afternoon tutorial program.												
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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

Forest Park's mission is to continue to create a strong and effective parent engagement program that meets the needs of all of our parents. Our goal is to form a partnership to increase student achievement. Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

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
Nancy Robinson	Principal (retired June 30, 2023)
Toni McMillan	Assistant Principal
Renette Civilma	Single School Culture Coordinator
Jessy Canton	School Counselor
Rebecca Green-Blucher	SAC Chairperson
Rebecca Green-Blucher	Magnet Coordinator
Sharonda Alleyene	Principal (effective July 1, 2023)

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

Invitations are given out to parents to join our SAC via google classroom, callouts, marquee and backpack flyers. Team Leaders are also invited to join as well as any other staff members via email and mailbox flyers. Community members are invited via email and also by reaching out via telephone to our business partners. We also utilize our marquee to advertise and solicit interest.

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

Stakeholders will assist in developing the CNA by discussing each part as a small group, and sharing out in the whole group. All questions will be answered and all suggestions discussed. The meeting for the CNA for FY24 was held February 15, 2023. All stakeholders had a chance to provide input regarding the PFEP. All information shared from stakeholders was copied on to meeting feedback templates and used to inform creation the SWP and Schoolwide budget. Also, ongoing SAC meetings are used as feedback opportunities, held on the first Wednesday of every other month, as applicable, throughout the school year.

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

Each section was discussed at the SAC meeting, and the stakeholders had a chance to ask questions. There were no questions. Leadership meeting was held January 20, 2023 Faculty meeting was held Feb 6, 2023 Parents and Community February 15, 2023

Name	Title
Toni McMillan	Assistant Principal
Nancy Robinson	Principal (retired June 30, 2023)
Rebecca Blucher	Magnet Coordinator
Jessy Canton	School Counselor
Sharonda Alleyene	Principal (effective July 1, 2023)

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?

September 13, 2023 5:15-6:00 Cafeteria

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

School website; Twitter; Marquee; Call out; Newsletter; invitations (Backpack); Google Classroom

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

District Title I Powerpoints..school documents such as relevant schedules, agendas, evaluations, computer, microphone, translation ear pieces; copies of the PFEP Summary; copies of School Compact

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

Having Effective Data Meetings with Parents

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

Staff will learn how to effectively present student datagoals..and next steps for parents to be able to be informed and help their child become successful at home.

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

Parents will be more informed about their child's progress and will be able to work with the teacher to help them improve. This will increase family engagement in teacher conferences and helped teachers have a more informed meeting.

- What will teachers submit as evidence of implementation?

Evidence of parent conferences that presented are prefilled parent conference notes in preparation of conferences, student data report(s) to show preparation, and parent sign-up sheet of dates.

- Month of Training

September 28, 2023

- Responsible Person(s)

Renette Civilma

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

What is the purpose of SBT and how can students be successful?

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

Teachers will be trained on the purpose of SBT...How to effectively communicate with parents...various interventions that will be used..How to collect and maintain accurate data....next steps. This will increase family communication between the home and school.

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

Teachers will form a partnership with parents to work on various academic/behavioral needs at home in conjunction with the goals at school. There will be increased communication between the school and home.

- What will teachers submit as evidence of implementation?

3 copies of SBT meeting notes, with student identifying information redacted

- Month of Training

September 2023

- Responsible Person(s)

School Counselor

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

Data Chat With Parents

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

Parents will learn how to interpret their child's data on tests..and progress monitoring. They will learn how to set goals for their child and monitor the progress throughout the year.

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

Using laptops, teachers will show parents how to access various platforms to see student progress. The parents will be able to practice using these programs

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

Parents are able to monitor progress throughout the year and help students to succeed.

- Date of Training

October 2023 (Dates are various depending upon teacher scheduling)

- Responsible Person(s)

Renette Civilma

- Resources and Materials

Laptops, paper, projector; ink; lamination, poster paper

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0.00

2. Reflection/Evaluation of Training #1

- Name of Training

Data Chats with Parents

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding the Report Card

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

Parents will receive a hands on training on the report card. They will learn how to access it..and learn what the various codes mean and the standards listed. The practice will be handson for their specific student.

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

Using laptops..guided hands-on activity to pull up your child's personal report card and understand their current levels and how to find resources to help.

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

Parents will have access at their fingertips to monitor their child's progress throughout the year.

- Date of Training

November 2023 (specific date TBD)

- Responsible Person(s)

Renette Civilma

- Resources and Materials

pens, markers, laminating, colored paper, sticky notes, chart paper

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0.00

4. Reflection/Evaluation of Training #2

- Name of Training

Data Chats with Parents

- 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

Enrichment Night

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

The parents will be introduced to the rigor and expectations of the enrichment classes. The parents will have a hands on experience in the life of an Enrichment students..using the programs and learning lessons in an advanced curriculum setting as their students do.

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

Parents will be able to practice and follow along with the teacher through rigorous programs as they are introduced to iReady...Benchmark, etc. They will be able to learn assignments using the standards that their students are learning...and will be able to ask questions and learn the skills.

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

Parents and teachers will be able to work together to help the students tackle the advanced curriculum. The parents will be more informed of the current expectations and standards.

- Date of Training

February 2024 (Specific date TBD)

- Responsible Person(s)

Renette Civilma

- Resources and Materials

copy paper, chart paper, laminating, markers; sticky notes; laptops

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0.00

6. Reflection/Evaluation of Training #3

- Name of Training

Data Chats with Parents

- 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

Safe Schools

- Describe how agency/organization supports families.

Safe Schools supports families with issues such as safety; threats

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

3 sample Monthly Threat Assessment Notes

- Frequency

annually

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

- Name of Agency

VPK

- Describe how agency/organization supports families.

VPK works to help families enroll students in programs to facilitate Kindergarten Readiness.

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

VPK flyers and information for families 1 Email communication with VPK staff regarding program implementation 1 Sample VPK-related flyer sent home to parents 1 Sample VPK-related newsletter entry or letter sent home to parents

- Frequency

annually

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

- Name of Agency

Boynton Beach Police Department

- Describe how agency/organization supports families.

This agency helps the students and families by providing opportunities for students to shop for family members because there is a financial need.

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

Photos and correspondence from the program 1 Photo of Police shopping with student(s) 1 Email or other written communication with Boynton Beach Police Department evidencing planning of event

- 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

We will be informing parents through messages in Google Classrooms; Twitter notifications; the school website; mass phone calls/texts and marquee postings. We will send home backpack notices. Notices are sent home in all three applicable languages (English, Spanish, and Haitian Creole).

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

handouts; agendas; flyers (in appropriate language) 1 copy of Annual Title I meeting presentation 1 sample letter to parents inviting students to participate in tutorial 1 invitation to a parent training

- Description

Teachers will hold in person conferences as needed. Teachers will hold private Google Meet conferences; and/or phone conferences to discuss academic concerns with parents. We will also hold data conferences with parents in November.

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

conference notes will be provided

- Description

The school will utilize social media (twitter) and google classroom meetings to give general information regarding academic assessments; private meetings will be held with parents to discuss individual students progress.

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

1 sample social media post describing/informing parents about a form of academic assessment. 1 copy of parent notes specifically describing different forms of assessment

- Description

The school will utilize social media to communicate with the parents about SAC Meetings or any opportunities to make decisions related to the education of their children; Social Media and Google classroom, marquee;

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

1 SAC/PTA meeting invitation flyer 1 newsletter item discussing SAC and parent opportunities 1 email communication soliciting nominations for SAC

- Description

The school will offer afternoon meeting dates for working parents; Utilizing 21st Century schedules, we will offer parents a convenient time to start meetings when they must pick up students from Afterschool program so that it is convenient for them as well. If phone conference is needed , it can be arranged.

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

1 printed invitation to a before-school meeting 1 set of minutes for an after-school meeting 1 email invitation to a virtual meeting

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

Community Language facilitator will translate at parent conferences/meetings as needed, whether in person; phone or google meet. All communication will be done in 3 languages (English, Spanish, Creole). Phone Calls are also translated by facilitators. On campus meetings: Facilitators will use audio headsets to translate. Parents unable to meet in person..there will be a virtual option to have parent conferences.

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

1 copy of one monthly CLF phone log 1 copy of a parent training flyer invitation in all languages 1 photo of CLFs and families utilizing audio headsets during a parent training or parent meeting.

- Description

Our school is handicap accessible (ADA approved facility that allows for easy access for disabled individuals to navigate the school.) Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. We have handicap accessible parking in the front of the school. We have created extra parking spaces to accommodate parents who may have trouble. All of our meetings use audio enhanced technology... we have repainted the lines to ensure safety

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

1 School map of rooms used during an event, labelling the event date and time and rooms used, documenting use of the first floor only 1 Paper agenda for trainings to proactively support parents and families who are deaf or hard of hearing 1 photo of accessible parking

- Description

Once our guidance dept. is aware of the needs; we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed for school.

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire

- Description

Our ESOL Guidance counselor reaches out to the identified families to provide support (I.E. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation.) This is done as needed. We provide uniforms to homeless students from our uniform closet, free of charge. Also, we provide free supplies to these students at Meet the Teacher Night, at other events, and on a walk-in basis, as needed.

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

1 flyer advertising McKinney-Vento services 1 email with McKinney-Vento outlining implementation and guidance 1 sample housing questionnaire 1 Uniform closet picture

Other Activities

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

1. Activity #1

- Name of Activity

na

- Brief Description

na

2. Activity #2

- Name of Activity

na

- Brief Description

na

3. Activity #3

• Name of Activity

na

• Brief Description

na

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

We build non-academic skills by promoting Skills for Life and Learning in every classroom for social/emotional needs; we have two school counselors; a Behavioral Health Professional (BHP) and a co-located therapist to work with our students as needed. The counselor and BHP are proactive, so as to work with students to build character; growth mindset and to promote positive behavior. The positive behavior is in conjunction with our schoolwide PBS, in which we work on character and growth mindset. Since we are an International Baccalaureate (IB) school, we also teach the students about developing a sense of service to others.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Students promoted to tier 3 are provided individualized support and one-on-one intervention. Students who continue to struggle at Tier 3 are considered for referral to the Exceptional Student Education team for a potential psychoeducational evaluation. Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system (such as Easy CBM or AIMSWeb). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE) or requires further interventions in the MTSS 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.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are focused on job skills.
- 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

Our students' academic proficiency is tracked so that if remediation is needed, we are able to provide it in the areas needed. We use data from assessments; iReady(computer diagnostics) and FAST Testing PM 1, PM 2, and PM3 to determine instructional needs and support. We also provide weekly Tutorials which focus on our struggling readers in grades 3,4, and 5 and Saturday tutorial focuses on levels 2&3 based on need and academic level. We are an IB school so we focus on certain IB Traits and Characteristics that teach the students their place in the world and teach the students to be thinkers. We offer Fine arts courses aside from our traditional academic courses. This includes, Media, Music, Art, PE and Spanish. Our guidance is also on the fine arts wheel. They provide education for 2 grade levels per trimester. We have several Clubs after school that focus on Behavior..self esteem...and interpersonal skills....being Good Citizens such as the Ladies Club.... DramaMusical Club.... and IB Ambassadors....and gentleman's club. We ensure that our instruction is aligned to the standards by holding weekly PLC's (professional learning communities...where the teachers come together and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to the standards. The teachers are able to work in grade level teams to again plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal(scheduled) and informal observations(unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorial for Reading and Math on Tuesdays from 2:15-3:45 for students considered our lowest 25% based on test results. WE have 6 teachers ..one for reading and one for math in grades 3rd ..fourth,..and 5th. We serve approximately 60 students each week. The school connects the classroom learning to real world by doing Math and Science Night where the teachers are on hand to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth..such as a disease or water crisis. They are able to present this project to their peers.

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

We are actively helping our K-2 students with all academics to promote proficiency by 3rd grade; We offer Enrichment classes in every grade level 1st-5th..and AMP in 3rd and 4th Grade. We provide career days and guest speakers to help our students gain appropriate college planning and conceptualization of skills needed for careers they would like to hold. Our IB and AMP programs provide acceleration and advancement opportunities for our students.

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

We have a VPK on campus and 2 ESE Pre-k classes. We partner with our local Bridges program to help support our families. We host Kindergarten Roundup(split session) to accommodate parents...we also provide on-site tours for a new kindergarten families. We offer staggered start for Kindergarten and Meet the Teachers. Our PreK students also participate in Kindergarten for the day.

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

New teachers are provided a mentor from a teacher who is a Clinical educator..which is a state certification. They go through the Educator Support Program at the school and the mentor does various observations throughout the year. Two SSCCs work with teachers weekly in PLC to analyze testing data, plan group lessons, and work through planning lessons. The expected impact is that the teachers are able to plan differentiated small group instruction. Teachers stay current with multicultural strategies and ESE knowledge by attending Professional Development sessions several times a year at school on designated Professional Development Days.

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

Administration attends Job fairs in the district in hopes to recruit and retain high qualified and effective educators. We collaborate with HR and Region Office, use Word of Mouth, Pay for performance and Best & Brightest Teacher Scholarship Program to help recruit and retain. We utilize the district's educator support program which trains new teachers and provides them with a mentor to support them through their beginning years. The teacher's are assigned a clinical educator as their mentor from the school. This person observes the teacher and gives feedback on instructional practices. We also work with the universities to place pre-service and intern teachers. We also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. We offer classroom management training for our teachers, part time pay for tutoring and comprehensive time for extra duty. We have Academic coaches that work with he new teachers to provide continuous growth that develops teacher skill sets. This assist with keeping new teachers at our school. We have common planning in addition to our PLC's once a week where they teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate with each other so that nobody feels alone or left out. We have a new position of PLC Leader which helps to prepare materials and facilitates PLCS K-5. Our Professional Development Initiatives help keep teachers at our school because we tr to tailor them to their specific needs. Before we plan professional development we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee...this committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities off an on campus. We offer incentives to teachers for Teacher and Staff member of the month...our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy and we are here early and we stay late to give teachers an opportunity anytime throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers.