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**Title I Comprehensive Schoolwide Plan**  
**GLADE VIEW ELEMENTARY SCHOOL (1251)**

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# ELA

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

## 1. List prioritized needs statements.

The ELA data represents 27% ELA Achievement for students in grades 3-5 21% of 3rd graders are reading on grade level entering from 2nd grade In grades k-2 28% of students have mastered phonological awareness, and 10% have mastered phonics

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

1. Due to not having a reading coach in 2021 teachers did not receive coaching support. In 2022-23 coaches are supporting students, due to teacher vacancies 2. because the majority of our K-2 teachers are novice teachers, new to reading content, or new to teaching their specific grade level, it is a need to support teachers with understanding reading skills, and how to apply reading strategies to improve foundational skills. 3. Work is not reinforced in the home, outside of school students are not practicing. Parents need training in ELA to help their children at home. 4. Teachers have the majority of their students lacking foundational skills and many students receiving intervention, it is difficult to provide intervention and monitor multiple student needs.(core issue) 5. Parents & Students are experiencing lots of trauma due to grievance and have lots of social emotional needs 6. Due to Summer slide learning gaps increase 7. Parents need training to reinforce the standards taught 8. Large number of students have not mastered foundational reading skills

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

1. Provide teachers with professional development specific to the reading process, to model how to teach foundational skills in a small group setting. example (phonics, phonological awareness). This will help with Differentiated Instruction. 2. Support teachers with funding for structured collaborative planning in weekly Professional Learning Communities, in addition to planning in PLCs, provide structured collegial planning where coaches can provide strategies to help teachers with lesson presentations. 3. Schedule after-school tutorials for students targeted toward improving their skills, and monitor if students are improving ( discuss monitoring strategies) 4. Parent needs will be addressed through parent trainings 4. Provide parent workshops and training on strategies a homework Guide and a plan for parents regarding tips on making a plan, homework schedule, and preparing for a parent-teacher conference. (parent engagement) 5. Develop partnerships with outside agencies and mentoring programs 6. Provide funding for reading resource teachers to assist with intervention 7. Develop partnerships with summer programs to assist with reading

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

Continue communication, class dojo, parent links, conferences, phone calls etc.

- Parent Training

Reading Trainings Data Trainings SEL trainings

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

- School

no change

- Students

No change

- Parents

ensure that child will attend tutorial if needed continue communication attend trainings

- Staff Training

Reading Trainings Data Trainings SEL trainings

- Accessibility

Spacious meeting rooms close to parking area

## Math

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

**1. List prioritized needs statements.**

The data shows that 14 % to 30% of students in grades 3-5 are performing on or above grade level in math skills.

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

1. Students have learning gaps, there is a need to support foundational skills for fluency multiplication and division 2. Teachers are new to content and grade level and need support teaching into core such as strategies for fractions, geometry, and measurement. 3. Due to standards being assessed after content is taught students are not receiving exposure to content, more time is needed to frontload standards 4. Students need more exposure engaging in test taking strategies for problem solving and math vocabulary 5. Work not reinforced in the home, outside of school students are not practicing, parents need training on how to help their kids with math at home

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

1. Provide real world experiences for students such as field trips that relate to the content. 2. Provide PD to help teachers understand how to apply strategies for geometry 3. Create funding to Provide collegial planning time for teachers 4. Training for staff on how to conference with parents to help them become engaged in supporting math at home. 5. Parent training on how to prepare and ask the necessary questions in a parent conference centered around the child's academic progress. 6. Additional resources to support with after school tutorial

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

**• Communication**

Continue form of communication

**• Parent Training**

help parents with organization such as avid, and class dojo, how to communicate with families about data

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

- School

no changes

- Students

no changes

- Parents

ensure that child will attend tutorial if needed continue communication attend trainings

- Staff Training

assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math)

- Accessibility

Meetings are in spacious areas and close to parking lot

## Science

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

1. List prioritized needs statements.

16% of students are performing on grade level on science standards in 5th grade Nature Standards continues to be a weakness

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

1. Due to time spent instructing ELA and mathematics, scheduling time for science instruction seems to be difficult 2. Students have learning gaps due to content not being covered consistently in primary grades 3. The Stemsopes resources don't provide lots of student practice Students need more visual activities to comprehend the science content 4. Parents have limited knowledge of science content and how to reinforce standards at home 4. Teachers need more support understanding science standards

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

1. Develop tutorials in the Summer Summer School partnership with stakeholders to support students with science standards 2. Support students with Science Field Trips ( zoo, Kennedy Space Center) Palm Beach Science Museum Project based learning in science. 3. More science projects based on the standard & resources such as science kiwi kits, generation genius) 4. Purchase materials to help increase vocabulary and materials for science experiments to increase knowledge 5. Provide PD for teachers on understanding science standards 6. Funding for Stem Coach 7. Funding for incentives to engage students in science curriculum(purchase science jackets) 8. Parent Trainings

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

**• Communication**

Continue communication class dojo, phone call, conferences, parent links, etc

**• Parent Training**

Science resources to implement at home STEM Training

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

**• School**

Providing more science resources for teacher, parents, and students

- Students

No changes

- Parents

Ensure that students attend tutorial if needed

- Staff Training

Science Stem Resources pd on how to implement resources

- Accessibility

Meetings are spacious and close to parking lot

## Action Step: Classroom Instruction

Plan and engage all students in differentiated, small group, afterschool with hands-on, real life experiences and meaningful instruction that will provide standard based and targeted intervention.

**Budget Total: \$18,119.28**

Acct Description	Description									
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Certified Tutors for Reading and Math K-5 Push in and pull-out tutors starting in	1	\$37.00	5	3.5	12	Certified	Original	\$7,770.00	

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	September									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Copy paper case	51	\$30.99	General Supplies			Original	\$1,580.4		
	Science boards (24 in a pack)	4	\$68.01	General Supplies			Original	\$272.04		
	Chart paper pack of 6 for anchor charts	5	\$106.00	General Supplies			Original	\$530.00		
	Headphones (class set)	5	\$183.00	Technology			Original	\$915.00		
	Top Score Teacher Curriculum Set - Writing + Digital License - Grades 2-5	1	\$5,198.75	Instructional Materials			Original	\$5,198.7		

## Action Step: Parent & Family Engagement

Develop on-going communication and host parent training, including Kindergarten round up, that provide instructional strategies for families to use at home to increase academic achievement.

**Budget Total: \$40,014.97**

Acct Description	Description				
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Notifications for parent trainings	6	\$12.60	Original	\$75.60



<b>Acct Description</b>	<b>Description</b>					
Parent Liaison -	Parent Liaison will ensure parents are provided with timely communication, assist teachers with parent					
Para Level	trainings and conferences, and ensure parents have access to school and community resources that help families support students at home.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart Paper	3	\$106.00	General Supplies	Original	\$318.00
	Sharpies	5	\$13.99	General Supplies	Original	\$69.95
	Card Stock	5	\$30.79	General Supplies	Original	\$153.95
	Pens-Style highlighters	3	\$11.99	General Supplies	Original	\$35.97
	Tuesday Folders	20	\$44.00	General Supplies	Original	\$880.00
	Ink	8	\$89.00	Technology	Original	\$712.00
	Student agendas	325	\$2.50	General Supplies	Original	\$812.50

## Action Step: Professional Development

Provide on-going professional development that focuses on building teachers' instructional capacity and delivery.

**Budget Total: \$99,273.00**

<b>Acct Description</b>	<b>Description</b>
Single School Culture	Single School Culture Coordinator will help implement strong systems of support regarding academics by leading PLCs, implementing real time coaching/modeling, and conducting PD in all areas.

Acct Description	Description																	
Coordinator																		
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="430 284 1018 357">Item</th> <th data-bbox="1018 284 1165 357">Quantity</th> <th data-bbox="1165 284 1291 357">Rate</th> <th data-bbox="1291 284 1386 357">Days</th> <th data-bbox="1386 284 1501 357">Hours</th> <th data-bbox="1501 284 1627 357">Weeks</th> <th data-bbox="1627 284 1774 357">Certified</th> <th data-bbox="1774 284 1900 357">Type</th> <th data-bbox="1900 284 2022 357">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Teachers will work collaboratively to create lessons and identify AVID strategies/expectations for FY24. (July/August)	12	\$25.00	2	5	1	Certified	Original	\$3,000.00										

## Mission Statement

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

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

### 1. Mission Statement

At Glade View Elementary, our mission for a strong and effective Parent Engagement and Involvement Program is to invite parents to be active participants, share decision making, and support academics and the arts. The partnership between school and home will help our students achieve academic success, and become productive citizens. Parents are engaged in our Parent Academic Training sessions by practicing selected skills during guided practice and then practicing with other parents during independent practice. This level of engagement empowers parents to support their children with academics at home to achieve positive educational outcomes.

## 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
Shundra Dowers	Principal
Jamie Evans	Assistant Principal(Title 1 Contact)
Harold Joseph	Community Language Facilitator
Latisha Johnson	SSCC
Whynett Jones	SAI
Kimberely Bullard	Parent Liaison

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

The procedure selecting member of the group was an open invitation to all parents and SAC community members. Information was sent invitation and flyer(all languages) inviting parents to attend a meeting and give input and ideas on parent engagement. The selections are based upon parents volunteering and reflects the population of students in our school.

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

The school will share the Title I survey areas of strengths and areas of needed growth to stakeholders. In groups, stakeholders will give input on how to maintain areas of strength and improve areas of need growth. Each group will share suggestions and comments to the larger group. The suggestions will be recorded in SAC minutes. Parents were invited to the CNA meeting on 2/15/23 to communicate input for improvement. We reviewed the parent compact and we reviewed strategies, the SAC meetings were ongoing and the CNA process was reviewed in the spring to receive continued growth,.

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

Stakeholders were divided into heterogeneous groups to discuss top two areas of concern from the Title I Parent Survey results. From the discussions, the top areas of concern were improving communication(teacher/parents) and increasing information sent home about students' academic progress. The outcome was to implement 9 week progress report to share students' academic progress. Title I funds will be used to purchase a Parent Liaison, Tuesday Folders, supplies and postage to mail notifications for parent trainings.

<b>Name</b>	<b>Title</b>
Shundra Dowers	Principal
Jamie Evans	Assistant Principal
Kimberely Bullard	Parent Liaison
Harold Joseph	Community Language Facilator
Latisha Johnson	SSCC

## **Annual Parent Meeting**

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

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

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

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

October 11, 2023 5:45 p.m. virtually and then posted to website, location Media Center

**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 will be notified via ParentLink, Class Dojo, digital marquee and flyer( in all languages).

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

Powerpoint, invitation/flyer, agenda and copy of the PFEP Summary School-Parent Compact. Materials needed: copies of the powerpoint, PFEP Summary and School-Home Compact to upload to the Google Meet.

## **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

SEL Training

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

To ensure that teachers support parents with strategies that support the emotional needs of our students, helping parents to receive tools to utilize in the home that help students with managing emotions, self awareness, and self management.

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

To ensure that teachers build relationships with parents and students, and deepen parents' understanding of SEL strategies, to effectively reinforce strategies for managing emotions, self awareness, and self management at home outside of the school environment, increasing awareness.

- What will teachers submit as evidence of implementation?

Teachers will provide evidence of communicating SEL strategies with parents during conferences documented on the 1051 forms

- Month of Training

September 6, 2023

- Responsible Person(s)

Evans, Cross, Johnson, Reese

## 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?

Yes

- 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

Benchmark Training

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

Teachers will utilize benchmark resources to model reading strategies to help build vocabulary and comprehension skills, providing parents with resources for learning in the home. Staff will provide student friendly terms to help engage parents in understanding reading reading skills.

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

To educate parents on reading strategies that are easy to use in the home, where parents and students can engage and develop enjoyment for reading, while helping to improve vocabulary and comprehension skills.

- What will teachers submit as evidence of implementation?

Teachers will implement conference notes of meetings explaining reading strategies that parents can implement at home to improve reading skills, and provide resources during open house.

- Month of Training

February 7, 2024

- Responsible Person(s)

Evans, Bailey, Reese Johnson

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

- Name and Brief Description

TBD

- Number of Participants

TBD



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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

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

### 1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Training

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

Parents will learn how to navigate the SIS tile to view student report cards, understand grading systems, and check student progress.

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

Parents will receive modeling from our teachers to help them navigate through the SIS platform, parents will be able to use Chromebooks to log into the SIS system to view student information, which will help parents develop a consistency of being informed of their child's progress.

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

To help improve student learning by ensuring that parents are engaged and aware of understanding their child's progression. When parents understand how to use the SIS platform, they can support their child's academic success.

- Date of Training

September 13, 2023

- Responsible Person(s)

Evans, Reese, Johnson

- Resources and Materials

SIS PowerPoint, SIS handouts, student data reports.

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

n/a

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

Yes

- 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

Benchmark Training

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

To support learning at home, parents will engage in benchmark reading activities with students to help increase comprehension, fluency and decoding skills. Benchmark materials, and iredy materials were implemented.

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

Teachers will model using the gradual release process to provide parents with reading strategies, utilizing benchmark resources to help extend learning in the home. Parents will receive guided instruction and monitoring to ensure that they are implementing strategies effectively with their child.

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

To provide families with resources to improve learning outside of school, extending learning in the home by ensuring that parents have the skills and resources to raise student achievement.

- Date of Training

November 22, 2023

- Responsible Person(s)

Evans, Johnson, Reese,

- Resources and Materials

Benchmark reading resources in each grade level.

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

n/a

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

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

Yes

- 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

Technology Training

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

Parents will be able to navigate through the iready and success maker programs with their child. Parents learned strategies on how to view their child's academic data and learned about data from new assessments pm and Renaissance data. Parents were able to see the iready platform and view student growth for ELA and math.

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

Parents will receive modeling using the Chromebooks on how to receive information on how to view their child's data using the iready and renaissance platform. Teachers will show parents areas of strengths, weaknesses, and next steps for their child.

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

To ensure that parents are data informed and able to monitor student data, understanding how to view student progress using reading and math programs.

- Date of Training

February 21, 2024

- Responsible Person(s)

Evans, Reese, Johnson

- Resources and Materials

Chromebooks, iready documents, student data folders,

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

n/a

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- 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

Multicultural Department

- Describe how agency/organization supports families.

ELL support in communicating with parents and translating documents as needed and providing trainings and support upon request.

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

Emails of requests for translation and translated documents, flyers for events for parents and services offered.

- Frequency

as needed

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

- Name of Agency

Community Partners

- Describe how agency/organization supports families.

Counseling, and consultation with students and parents at the school center and home.

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

Log of counseling services, flyers, and emails

- Frequency

as needed

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

- Name of Agency

Back to Basic Angel Program

- Describe how agency/organization supports families.

For families who are unable to provide school uniforms/ toys, the company provides uniforms/toys for families throughout the year to support with the financial burden of parents having to purchase uniforms/ toys.

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

Distribution logs, photos, email communications between the school and agencies, photos

- Frequency

Weekly

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parent Link is used as means of inviting and reminding parents of important information of upcoming school activities, initiatives and meetings. The "call outs" are communicated in English, Creole and Spanish. Information about Title I programs and initiatives are communicated with flyers and notices sent home in a weekly Tuesday Folder. Also, Title Information and events are displayed on the school's digital marquee as needed. Class dojo is another form of communication. The annual Title I Meeting school, parent compact, and the PEFP supports with communication with parents.

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

Sample pages from the Tuesday folder, school flyers, copy of Parent link, school marquee photos and Class Dojo photo. Sign in sheet from annual meeting, copies of PEFP, copies pf signed school parent compact

- **Description**

The school will use Parent link, informational letters, trimester parent conferences, Open House, grade level parent meetings to communicate curriculum and proficiency levels students are expected to meet i-Ready and District Diagnostic reports will be sent home to parents to communicate students' progress towards proficiency.

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

Copy of parent conference notes, copy of Parent link iReady parent letters & Diagnostic reports

- **Description**

The school will inform parents of academic assessments during Open House, grade level meetings, curriculum night and trimester parent conferences. Parents will also learn about academics through parent trainings and data chats. Parents will also be informed by sending flyers in Tuesday folders and class dojo

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

Parent conference sign up sheets, copy of report cards and progress reports, teacher notes requesting a conference on report card,

- **Description**

Parents will be informed of input meetings like SAC, Title Annual meeting, CNA stakeholders meeting and IEP meetings. We will also host open house.

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

Parent conference notes, invitation/flyer to parent input meeting and digital marquee photo,

- **Description**

The school will provide childcare for parents who attend the training; home visits will be provided for parents who are homebound; teachers will received coverage to meet with parents during school day, as needed; parents are provided the opportunity to sign up for different parent conference times.

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

The offering of childcare will be noted on flyers sent home; parent conferences will have flexible options: in-person, virtual or phone options.

## **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**

The Community Language Facilitator will be present at SAC meetings, parent conferences and trainings to translate information. The school compact, flyers, letters and parent link messages are translated for ELL parents(Creole and Spanish)

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

Photos of the CLF at SAC meetings and translated flyers/letters sent home. Add the sign-in sheets from events to show the CLF was present to provide translations.

- **Description**

School will provide appropriate support according to the needs listed on the registration form or requested by parent/families. If necessary, request assistance from the District's ESE department for signing services to meet the needs of hearing impaired persons; for immobile parents, the school will set up Google Meet or phone conferences; the school is handicapped accessible with ramps and handicap parking in the front of the school for comfortable access.

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

Phone or Google Meet conference notes; photos of handicap parking and ramps, meeting rooms close to exit, and spacious restrooms

- **Description**

Information will be sent home in all languages spoken at the school. CLF and parent liaison will be point of contact for migrant parents about upcoming important dates. The school will work closely with Migrant Education to identify families and provide resources and programs to overcome possible disruptions due to migratory movement. In addition, teachers will be made aware of and prepare for any migrant student who might leave before the last day of school.

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

Informational letters/flyers sent home in all languages; emails between Migrant Education and the school about assistance and services, flexibility with meeting dates and time to meet with parents.

- **Description**

At the beginning of the year, a residency questionnaire is included in the registration packet to indicate housing status. The school will work closely with the Department of Safe School( McKinney-Veto) west area contact, as well as the school counselor to make sure the families have transportation and important information about meetings, events and activities.

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

Email sent to west area contact requesting assistance and/or services, Residency questionnaires

## **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

Curriculum Tutorial

- Brief Description

Tutor parents on standards based curriculum, for parents with students in grades K-5.

## 2. Activity #2

- Name of Activity

Goal Setting

- Brief Description

Support staff, students, and families by reading data and goal setting for improving student learning K-5.

## 3. Activity #3

- Name of Activity

Culture Night

- Brief Description

Read a book of choice with parent to present information about family culture. K-5

# 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

The School-wide Positive Behavior Support Plan creates monthly incentives based on a point system. Teachers record points for positive behavior displayed in class, hallways, lunch and fine arts. At the end of the month, students with enough DOJO points can attend the Eagle Fun Event. The Eagle Fun Event is an hour of fun outdoor games and competition. All grade levels conduct Morning Meetings with students to promote a positive classroom culture and positive self-image. Students have an opportunity to think about their behavior using reflective assignments, and debrief with a teacher, therapist or staff member. The Assistant Principal helps to promote character development each month by focusing on a character trait (trustworthiness, respect, responsibility, fairness, caring and citizenship). Students who have demonstrated the character trait of the month are rewarded on the announcements and acknowledged. In addition, students are chosen to read a skit via the intercom highlighting the definition and examples of the monthly character trait. Our staff members are assigned to a student mentor to help build relationships. The Behavior Health Professional supports students with SLL( Skills for learning and life) groups. Students participate in the behavior assembly each trimester, to continuously learn and role play positive behavior strategies schoolwide. Our K-5 students will begin to implement the components of AVID to help students develop organizational skills for academic success.

## **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 utilizes data systems to identify students who have attendance, behavioral or academic concerns. Data decisions are decided based on the number of absences or OSS before a referral is generated to SBT. Communications shared at PLCs ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The school has effective multi-disciplinary teams in place to problem solve and create action plans. The District's Reading Intervention guide is used as a pathway for providing students who exhibit a reading deficiency, the appropriate intervention to meet their needs. Students receive daily instruction in a 120 minute reading block (Tier 1) in addition to extended reading for 30 minutes. The reading block includes both whole group instruction and differentiated instruction that is standards based, and includes components from the Benchmark Framework. Teachers provide Supplemental (Tier 2) interventions based upon reviewing multiple forms of data, common assessment data, statewide assessments, informal/ formal or teacher observations. The supplemental (Tier 2) intervention consist of small group instruction targeted to meet the needs of students for an additional 30-minute outside of the reading block on a daily basis. The interventions are researched based and progress monitored. The intensive (Tier 3) students that receive intervention are provided additional time beyond Supplemental (Tier 2) support, and small group instruction. Differentiated instruction includes the following resources: I-Ready Tools for Instruction lessons, FCRR , LLI, SPIRE, and passport resources.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

*determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

Glade View Elementary values all students' cultures and builds relationships by fostering a Single School Culture. The Single School Culture focuses on three areas: academics, behavior and climate. Academics is taught and modeled with efficacy. Teachers utilize research-based practices aligned to the standards, instruction and assessments. Behavior is addressed using a consistent set of practices and procedures in the School-wide Positive Behavior Plan. The plan aligns school-wide practices and procedures to the school's vision and mission. We ensure that positive relationship building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student- teacher relationships. Professional development is provided to support teachers with implementing evidence-based strategies to develop cultural awareness, improve student-teacher relationships, and close existing social justice/equity gaps. The Single School Culture for Academics approach is sustained through the Professional Learning Teams/Collaborative planning processes. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiatives. Climate is sustained through various incentives such shared-decision making, monthly birthday celebrations, and opportunities to extend learning, which is included in our after school tutorial, clubs and organizations, as well as our performing arts partnerships with the Kravis and Disney's Musicals in Schools. Students are able to integrate core academics and the arts while working collaboratively towards a common goal such as a school wide production. As a result, students' self-esteem, self-confidence, and interpersonal skills are positively impacted. In addition to extended learning opportunities, students have the opportunity to join school clubs such as Gardening and Chorus/Hand bells, Band, etc. Our school promotes the Single School Culture philosophy and embraces appreciation for multi-cultural diversity. Glade View Elementary will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8) (b), as applicable to appropriate grade levels, including but not limited to the following: \* History of Holocaust \* History of Africans and African Americans \* Hispanic Contributions \* Women's Contributions \* Sacrifices of Veterans \* Haitian Flag Day

## 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);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

Glade View Elementary School works collaboratively with the Tri-cities Education Committee and city officials to provide guest speakers, and mentoring support for our students. We highlight college and career readiness through AVID, spirit week, videos, and rallies to engage students in the college experience.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

## 1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program we engage in the following kindergarten transition activities: - Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) - Scheduling of a talk/meeting with preschool children's families - Distribution of a letter, flyer or informational brochure sent to families of preschool children, Parent link about transition to kindergarten - Invite private preschools and centers for a tour of the campus and provide opportunities for kindergarten registration - Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher - Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray - Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like - Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children - Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten - We also schedule and conduct Kindergarten Roundup activities with local daycare providers and head start programs touring the school. In addition, on site tours are provided for new Kindergarten families. District and state expectations are shared in regards to Kindergarten readiness. - Provide parents with school district's website to access educational vodcast and Kindergarten readiness packets. -Work collaboratively with VPK/Head Start Program to provide on-site services to two 4-year old classes and their parents. In addition, vertical collaboration between VPK Headstart and on-site Kindergarten Teachers in regards to Kindergarten readiness. - Kindergarten students participate in Kindergarten Roundup by displaying skills in reading, writing, and mathematics at the proficient level for Kindergarten to display expected outcome at the end of Kindergarten. - The Administration and classroom teachers at Glade View and the middle school(s) work collaboratively to ensure smooth transition from elementary to middle school. Meetings are held in the spring where the middle school administration communicate with Glade View to provide 6th grade course offerings and extracurricular programs. Students are provided a course selection offerings form in which to make selection regarding electives. End of the year transition ceremony Parent Trainings (school readiness, healthcare, continuing education)

## 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)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Monthly Collaborative Planning is provided for content/grade level. Regional sponsored math cadres are conducted monthly for all grade levels. Weekly PLCs focus on effective relevant standards-based instruction and on-going data analysis for all subgroups including ESSA subgroups: ELLs, ESE, and economically-disadvantaged students. Regional team provides support with ELA and Math lesson planning, aligning task/activities to the standards and developing success criteria for activities. In addition, teacher leaders, resource teachers, and administration provide on-going support through embedded coaching to build capacity. These strategies help improve the delivery of instruction. Teachers are provided training to support parents in parent capacity building.

## 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

Our staff takes pride in maintaining a safe, secure, non-threatening, positive atmosphere, promoting strategies that recruit and retain highly qualified, certified-in-field, effective teachers. The Human Resource Department at the district level, area office, principal, and school leadership work collaboratively to recruit and retain educators. The principal and teacher-leaders attend the Glades' Region as well as the District sponsored job fairs to recruit highly qualified teachers to fill any vacancies. The district provides a Glades Supplement to recruit and retain staff. Professional Development opportunities are available from the Region as well as District to help support teachers with instructional best practices. We also cultivate a climate of high academic expectations, maximum effort, and teamwork among all stakeholders. At our school site, we support new teachers and teachers with up to five years of professional teaching experience through our Educators' Support Program (ESP) as well as mentoring based on expertise and strength in content areas. The program provides buddies for experienced teachers and mentors for new teachers to assist with lesson planning, instructional delivery and progress monitoring. Educator Support Program team hosts monthly "huddles" for new teachers to provide social, emotional and instructional support. Teachers have an opportunity to work in an after school program tutoring students in literacy and math. This opportunity provides part-time work to interested teachers. We have collaborated with FDOE & FAU for pre-service teacher preparation and practical clinical education experiences with teachers. In addition, we have continued our partnership with Palm Beach State College Good FIT Program for aspiring teachers.