



**Sabal Palm Elementary: A Community Partnership School  
2020-2021**

**Title I Parent and Family Engagement Plan**

**Principal: Mrs. Anicia Robinson**

**Assistant Principal: Mrs. Shannon Davis**

**Parent Program Specialist: Mrs. Regina Randolph-Hollis**

**Plan Approval Date by Parents & Administration 09/18/2020**

**Final Plan Approval by Teachers & SAC 10/15/2020**

**Please note- Spanish Version is attached**



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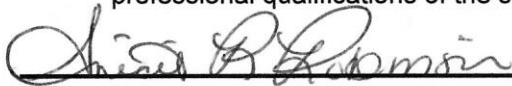
Plan Approved by Signature	<u>Anicia R. Robinson</u>	Date	<u>9-18-2020</u>	Title	<u>Principal</u>
Plan Approved by Signature	<u>Shannon Davis</u>	Date	<u>9-18-2020</u>	Title	<u>Asst. Principal</u>
Plan Approved by Signature	<u>Regina R. Hollis</u>	Date	<u>9/18/2020</u>	Title	<u>Program Spec/Parent</u>
Plan Approved by Signature	<u>[Signature]</u>	Date	<u>9/18/2020</u>	Title	<u>Parent</u>
Plan Approved by Signature	<u>[Signature]</u>	Date	<u>9/18/2020</u>	Title	<u>Parent</u>
Plan Approved by Signature	<u>[Signature]</u>	Date	<u>9/18/2020</u>	Title	<u>parent</u>
Plan Approved by Signature	<u>[Signature]</u>	Date	<u>9/18/2020</u>	Title	<u>parent</u>

## **Sabal Palm Elementary School 2020-2021 Title I, Part A Parent and Family Engagement Plan**

I, Anicia Robinson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### **Assurances**

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.



Signature of Principal

4/14/2020

Date Signed

### **Mission Statement**

Parent and Family Engagement: Mission Statement (Optional)

Response: The mission of Sabal Palm: A Community Partnership School is to ensure that all Parents are equal partners in the ongoing decision making for all students and to encourage all parents to participate with school personnel in an effort to improve and enhance students' academic and social success. Sabal Palm will actively solicit and welcome parental participation and advocacy in all aspects of the educational process. We believe:



## Sabal Palm Elementary School 2020-2021 Title I Parent and Family Engagement Plan4

- A. That every student can Learn and Students, Staff, and Parents form a community of learners.
- B. Parents and Guardians are full partners in their child's education and should be included as appropriate, in decision- making.
- C. That the responsibility for learning is a joint venture between the student, parent and school.
- D. That the school environment must be safe, respectful, caring and supportive of all students and parents.

### Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections1116].

**Response:** Sabal Palm: A Community Partnership School will continue to use the Joyce Epstein Model to involve and engage parents on all levels. Currently, the school has three committees that provide input into the improvement, development, implementation, and evaluation of all Title I school related activities: SAC-School Advisory Council, PTO-Parent Teacher Organization, The TOC=Title One Committee, and The SPES PTF-

Parents are invited and encouraged to become active members of each group and participate in the School Improvement Process. Decisions involving the use of Title I funds reserved for parental involvement will be made during the SAC/TOC monthly meetings. Input from parents is documented in the AdVanced Ed Survey/Climate Survey and Title I Survey and used to help guide the components of the school improvement plan.

### Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

count	Program	Coordination
1	Title I	Monthly and/or quarterly meetings are coordinated with the District Title I office to address the class size and needs of students. Also addresses ways for Parents to be actively involved in their child's education.
2	Title I, A -	Services are coordinated with the 21st Century Program to provide academic and enrichment activities after school for over 60 students.
3	Title I, Part C	Migrant – our ESOL Program Specialist and Guidance Counselor works closely with migrant families to provide academic and social strategies that enhance self-esteem and improve their educational experience.
4	Title I, Part D	Sabal Palm works well with the District to support The Every Child Succeed Act (ESSA) services are coordinated with drop out prevention.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Sent Fliers Home by Students, Sent Messages thru our School's List Serve and our Facebook Social Media Page	Administrators/ Parent Program Specialist/ Tech Teacher	September	Copies of Fliers/ List Serve Messages/ Facebook Pages
2	Meeting was post on the School Marquee/ Additional Reminder Fliers Sent home by Students	Parent Program Specialist	Two Weeks before the meeting	Screenshot of Marquee Sign, and Copy of the Flier
3	Develop Agenda	Administrators/ Parent Program Specialist	One Week before Meeting	Copies of the Agenda
4	Classroom teacher will develop and create Classroom Powerpoint Presentations to address grade level requirements	Grade Level Classroom Teachers	One Week before Meeting	Copies of Classroom Teacher Powerpoint Presentation
5	"What is Title I and What is Offered thru Title I"	Administrators	Night of Meeting	Title I Handouts
6	State Standards & District Promotion Policy - Hard Copy	Administrators/ Grade Level Classroom Teachers	Night of Meeting	Copies of Grade Level Requirements

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

**Response:** Sabal Palm Elementary: A Community Partnership School will provide child care at the request of the parent during the following evening activities: PTO meetings, SAC, Monthly Parent Workshop during PTO/ SAC Meeting , Curriculum Nights, FSA Nights, Tech Nights, Science Fair Help Night and Back to School Open House. Title I funds are used to help with paying for child care and some home visits during the regular school year if needed

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Teacher Conferences (Please see SPES Conference Form Example)	Grade Level Teachers	Expectations will be given to parents to help students at home Parents will gain tangible information about their child's progress	1 <sup>st</sup> Nine Weeks	Agendas/ Sign in Sheets/ Minutes
2	Annual Parent Meeting/Open House	Administrators Faculty Staff/ Parent Program Specialist	Parents will learn about Title I and receive information from their child's teacher about promotion/ testing requirement	September	Agendas/ Sign in Sheets/ Minutes  Title I Survey/Parent Survey
3	Monthly Newsletters: Hard Copy – "Patriot Press"	Administrators Parent Program Specialist	All newsletters are designed to give parents strategies to increase academics and increase parent awareness of school activities and functions and are grade specific	Monthly	Copies of Newsletter  Parent Survey
4	PTO/ SAC/ Parent Workshops examples FSA Night, Curriculum Night & Tech Night	Administrators Parent Program Specialist	Parents by attending these meetings will have the opportunity to have input on decisions regarding SPES and also have the opportunity to listen to different speakers on topic that would increase family engagement at home as well as school	Monthly	Meeting Agendas/ Sign in Sheets/ Minutes  Parent Survey
	Academic Curriculum & FSA Nights  State Standards & District Promotion Policy - Hard Copy	Administrators Parent Program Specialist/ Academic Coach	Parents will be given brochures with grade level CCSS to help their child at home. Parents will also learn strategies to help their child improve in reading and math at home.	1 <sup>st</sup> Semester	Meeting Agendas/ Sign in Sheets/ Minutes  Benchmark Mastery of the CCSS Standards

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

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<b>count</b>	<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1	Bi-Weekly Team Meetings	Administrators	Building Respectful and Caring Relationships with students and Parents that enhance academic performance.  Data Review and analysis to drive instruction in the classroom.	Year Round	Decrease in the number of students' Referrals.
2	Effective forms of Communication	Administrators	Provides strategies for teachers to effectively communicate with parents.	Monthly: Faculty Meeting	Parent Survey
3	Florida Positive Behavior Interventions and Support	Guidance Counselor/Administrators/ Parent Program Specialist/ Grade Level Teachers	Creates a positive supportive environment that enhance academic learning in class.  Token economy systems to encourage positive decision making.  Patriot Tote Tokens (please see attached description  Implementation of behavior logs.  Implementation of behavioral conferences with parents/guardians.	Year Round	Decrease in the number of students' Referrals.
4	ESE Training	All Teachers Faculty & Staff	Provide strategies for working with ESE Students.	Year Round	Improved results on Assessments. Improved communication with parents and students.  Use of Imagine Reading/ Math Programs for ESOL Students

5	Effective use of instruction through data	Administration	Increased student achievement and instructional strategies in the classroom.  Increased instructional effectiveness.	Year Round	Staff Survey  FSA/FCAT Results
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### Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

**Response:** Career Workshop/Parent Workshops

- A. Set -date/advertise
- B. Organize community support
- C. Plan activities with parents and staff
- D. Host Activity  
Administrators/Parent Program Specialist  
/Committee Members

Beginning of each semester/ Monthly

**Response:** Parent Resource Center

- A. Available for all Parents to use
- B. Grade Level Materials

### Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].



## Sabal Palm Elementary School 2020-2021 Title I Parent and Family Engagement Plan9

**Response #1:** Sabal Palm sends out information about Title I programs during the Summer, Back to School Orientation, and during The Title I Annual Parent Meeting/ Open House. Information is posted on the School's Website and Hard Copies are sent home during the First Nine Weeks of School. In addition, some information is sent home to Parents in their Native Language from the ELL teacher. During the school year, we send home Newsletters and other Communication to Parents by way of Agenda books. Parents will also receive Monthly Newsletters and Communication through School Social Media Outlets. (Facebook, List Serve and Schools Webpage)

**Response #2:** The Curriculum at Sabal Palm is District Adopted Math, ELA and Science curriculum that follows the State Standards. ELA uses Wonders, Math uses Go Math and Science uses Florida Science. Sabal Palm utilizes STAR assessments to measure student reading comprehension growth. Sabal Palm also utilizes Go Math and Wonders assessment o asses the ELA and Math benchmark mastery. Sabal Palm utilizes Science Fusion assessment to asses science e benchmark mastery. District adopted assessments are also in place to measure, beginning, middle and end of the year growth in all curriculum areas.

**Response #3:** Sabal Palm hosts monthly Parent Involvement Meetings (PTO) to allow the Parents the opportunity to meet, share, make decisions and discussion the needs of the school. Sabal Palm also hosts SAC meetings monthly to allow for voting on decisions that were brought forth from the PTO meetings as well as Parent Workshops

**Response #4:** Sabal Palm utilizes Parent Surveys twice during the School Year that allows Parents to share their needs, wants and comments about any happenings at the School level. Sabal Palm utilizes an additional survey as a Title 1 school, the Title 1 Parent Survey, to express their feelings about Sabal Palm. The Title 1 Survey is provided by the Title 1 District Office for all Title 1 schools.

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### Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

**Response #1:** Ramps were added to accommodate parents with disabilities in order to have full access to classrooms, portables and other buildings. There is an elevator on the stage to accommodate students and parents during special events. Teachers with ELL students will be required to take on-line ESOL class in order to learn strategies to help their ELL students. Employment of full time ELL staff member to translate with parents.

**Response #2** A monthly newsletter is sent home with students and placed on the website that ensure availability of information for parents that can't attend the school because of other factors such as work. The Title I District office is accessible for translation as needed

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### Discretionary Activities (Optional)

Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that	All discretionary activities will be implemented by an active group of parents, and school staff.	Administrators Parent Program Specialist	The focus is placed on increasing the achievement level in Reading, Math & Science.	Year Round

**Sabal Palm Elementary School 2020-2021 Title I Parent and Family Engagement Plan10**

	training [Section 1118(e)(6)];and				
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Develop and implement Spanish to English course for ESOL and Spanish speaking parents or provide resources to aid parents.	Administrators Parent Program Specialist	Increased parent involvement.  Increased ELL parental involvement.	Year Round
3	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	All discretionary activities will be implemented by an active group of parents, and school staff.	Administrators Parent Program Specialist	The focus is placed on increasing the achievement level in Reading, Math & Science.	Year Round
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Develop and implement Spanish to English course for ESOL and Spanish speaking parents or provide resources to aid parents.	Administrators Parent Program Specialist/ ELL Program Specialists	Increased parent involvement.  Increased ELL parental involvement.	Year Round

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parental Interest (Having Time)	Providing something extra such as a Grade Level Performances or other student group performances.

**Evaluation of the Previous Year's Parental Involvement Plan****Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Teacher Conferences	4 every 9 weeks	400	To keep Parents informed of their child educational progress
2	State Standards & District Promotion Policy - Hard Copy	1	585	Parents will be given brochures with grade level SSS to help their child at home.
3	Monthly Newsletters: Hard Copy – "Patriot Dispatch"	10	5, 850	All newsletters are designed to give parents strategies to increase academics.
4	Family Literacy -- Small Groups	5	10	Parents will learn strategies to help their child improve reading.
5	Parenting Skills - Small Groups	2	10	Parents will gain strategies to help students with life skills
6	Annual Parent Meeting/ Open House	1 in September	197	Parents will learn about Title I and receive information from their child's teacher about promotion/ testing requirement
7	PTO/SAC Parent Workshops Including Tech, Curriculum, FSA Nights	9	15- 35 at each Monthly Meeting	Parents were engaged in Workshops such as Tech Night, FSA Night, and Curriculum Night. Title I Requirements and Grade Level Performances

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

Response:

Parental Interest (Having Time)	Providing something extra such as a Grade Level Performances, or other student group performances
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**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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1	School wide ESE Training on Accommodations with ESE Students	10	60	Building Respectful and Caring Relationships with students with disabilities hat enhance academic performance.
2	Effective forms of Communication	10	60	Provides strategies for teachers to effectively communicate with parents.
3	Florida Positive Behavior Support	36	60	Creates a positive supportive environment that enhance academic learning in class.

### **Evidence of Input from Parents/family members**

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

### **Parent-School Compact**

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

### **Evidence of Parents/family members in development of Parent-School Compact**

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.



**Parent-Student-Teacher Compact**  
**Sabal Palm Elementary**  
**2020-2021 School Year**



The Sabal Palm Community is dedicated to developing life-long learning within a safe and caring environment which promotes respect, resourcefulness, and responsibility.

As a Parent/Guardian, I, \_\_\_\_\_, will:

- ❖ See that my child attends school regularly and on time;
- ❖ Provide a home environment that encourages my child to learn;
- ❖ Insist that all homework assignments are completed;
- ❖ Communicate regularly with the teacher;
- ❖ Attend conferences, and call the teacher with questions;
- ❖ Support the school in developing positive behavior;
- ❖ Talk with my child about his/her school activities daily;
- ❖ Read daily with my child and let my child see me read;
- ❖ Monitor my child's television viewing;
- ❖ Volunteer time at my child's school or during school related activities;
- ❖ Show respect and support for my child, the teacher, and the school.

As a student, I, \_\_\_\_\_, will:

- ❖ Believe that I can learn and will learn;
- ❖ Arrive to school on time and attend school everyday unless I am sick;
- ❖ Come to school with all supplies and other tools necessary for learning;
- ❖ Always try to do my best work while using my best behavior;
- ❖ Work cooperatively with my classmates;
- ❖ Show respect for myself, my school, and other people;
- ❖ Obey the school and bus rules;
- ❖ Take pride in my school.

As a teacher, I, \_\_\_\_\_, will:

- ❖ Believe that each student can learn;
- ❖ Show respect for each child and his/her family;
- ❖ Come to class prepared to teach;
- ❖ Provide an environment conducive to teaching;
- ❖ Help each child grow to his/her fullest potential;
- ❖ Provide meaningful and appropriate homework activities;
- ❖ Enforce school and classroom rules fairly and consistently;
- ❖ Maintain open lines of communication with students and parents;
- ❖ Seek way to involve parents in the school program;
- ❖ Demonstrate professional behavior and a positive attitude;
- ❖ Use special activities to make learning enjoyable.

As principal, I, Anicia Robinson, will:

- ❖ Encourage positive communication among teachers, parents, students, and self;
- ❖ Encourage teachers to regularly provide assignments that will reinforce classroom, instruction;
- ❖ Provide an environment conducive to learning and teaching;
- ❖ Show respect for teachers, students and parents.

Parent Signature: \_\_\_\_\_

Date Signed \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date Signed \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date Signed \_\_\_\_\_

Principal Signature: Anicia Robinson

Date Signed 9/8/2020

Anicia R. Robinson

Telephone (850)488-0167 \* Fax(850)922-8481



2020-2021

*ELA Conference Form*

*and Data*

*K-5<sup>th</sup> Grade*

*English*

# Kindergarten ELA Data Card/Conference Form

2020-2021

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

Accelerated Reader				
	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

iReady Diagnostic			
	Test 1	Test 2	Test 3
Level			
Scale Score			

STAR Early Literacy Progress Monitoring			
	Level & %	Scale Score	Points to a gain
Screening (FLKRS)			
Fall			
Winter			
Spring			

AIMS Web Progress Monitoring	
Fall	ORF %: _____ Score: _____
Winter	ORF %: _____ Score: _____
Spring	ORF %: _____ Score: _____

ELA WONDERS WEEKLY ASSESSMENT SCORES														
Unit 1			Unit 2			Unit 3			Unit 4			Unit 5		
Unit 6			Unit 7			Unit 8			Unit 9			Unit 10		

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020- 2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# 1st Grade ELA Data Card

2020-2021

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

Accelerated Reader				
	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

iReady Diagnostic			
	Test 1	Test 2	Test 3
Level			
Scale Score			

STAR Early Literacy Progress Monitoring			
	Level & %	Scale Score	Points to a gain
Screening			
Fall			
Winter			
Spring			

AIMS Web Progress Monitoring			
Fall	ORF %:	Score:	
Winter	ORF %:	Score:	
Spring	ORF %:	Score:	

ELA Weekly Assessment Scores																	
Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
U1L1:			U2L1:			U3L1:			U4L1:			U5L1:			U6L1:		
U1L2:			U2L2:			U3L2:			U4L2:			U5L2:			U6L2:		
U1L3:			U2L3:			U3L3:			U4L3:			U5L3:			U6L3:		
U1L4:			U2L4:			U3L4:			U4L4:			U5L4:			U6L4:		
U1L5:			U2L5:			U3L5:			U4L5:			U5L5:			U6L5:		

Parent acknowledges that they have attended the conference. Parent acknowledges that they have seen the Parent/Teacher/Student Compact.

1st nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
2nd nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
3rd nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
4th nine weeks: Teacher Signature _____	Parent Signature _____	Date _____

# 2nd Grade ELA Data Card/ Conference Form

2020-2021

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Report Card Grades

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

## Accelerated Reader

	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

## iReady Diagnostic

	Test 1	Test 2	Test 3
Level			
Scale Score			

## STAR Progress Monitoring

	Level & %	Scale Score	Points to a gain
Screening			
Fall			
Winter			
Spring			

## AIMS Web Progress Monitoring

Fall	ORF %: _____ Score: _____
Winter	ORF %: _____ Score: _____
Spring	ORF %: _____ Score: _____

## ELA Weekly Assessment Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
U1L1:	U2L1:	U3L1:	U4L1:	U5L1:	U6L1:
U1L2:	U2L2:	U3L2:	U4L2:	U5L2:	U6L2:
U1L3:	U2L3:	U3L3:	U4L3:	U5L3:	U6L3:
U1L4:	U2L4:	U3L4:	U4L4:	U5L4:	U6L4:
U1L5:	U2L5:	U3L5:	U4L5:	U5L5:	U6L5:

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

Accelerated Reader				
	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

iReady Diagnostic			
	Test 1	Test 2	Test 3
Level			
Scale Score			

STAR Progress Monitoring			
	Level & %	Scale Score	Points to a gain
Screening			
Fall			
Winter			
Spring			

AIMS Web Progress Monitoring	
Fall	ORF %: _____ Score: _____
Winter	ORF %: _____ Score: _____
Spring	ORF %: _____ Score: _____

ELA Weekly Assessment Scores											
Unit 1			Unit 2			Unit 3			Unit 4		
U1L1:			U2L1:			U3L1:			U4L1:		
U1L2:			U2L2:			U3L2:			U4L2:		
U1L3:			U2L3:			U3L3:			U4L3:		
U1L4:			U2L4:			U3L4:			U4L4:		
U1L5:			U2L5:			U3L5:			U4L5:		

Parent acknowledges that they have attended the conference and Parent acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1 <sup>st</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
2 <sup>nd</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
3 <sup>rd</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
4 <sup>th</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____

# 4th Grade ELA Data Card/ Conference Form

2020-2021

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

Accelerated Reader				
	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

iReady Diagnostic			
	Test 1	Test 2	Test 3
Level			
Scale Score			

STAR Progress Monitoring			
	Level & %	Scale Score	Points to a gain
Screening			
Fall			
Winter			
Spring			

AIMS Web Progress Monitoring	
Fall	ORF %: _____ Score: _____
Winter	ORF %: _____ Score: _____
Spring	ORF %: _____ Score: _____

ELA Weekly Assessment Scores																	
Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
U1L1:			U2L1:			U3L1:			U4L1:			U5L1:			U6L1:		
U1L2:			U2L2:			U3L2:			U4L2:			U5L2:			U6L2:		
U1L3:			U2L3:			U3L3:			U4L3:			U5L3:			U6L3:		
U1L4:			U2L4:			U3L4:			U4L4:			U5L4:			U6L4:		
U1L5:			U2L5:			U3L5:			U4L5:			U5L5:			U6L5:		

Parent acknowledges that they have attended the conference and Parent acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1 <sup>st</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
2 <sup>nd</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
3 <sup>rd</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____
4 <sup>th</sup> nine weeks: Teacher Signature _____	Parent Signature _____	Date _____



# 5th Grade ELA Data Card/ Conference Form

2020-2021

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Report Card Grades

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

## Accelerated Reader

	1st	2nd	3rd	4th
Goals				
Percentage				
Points				

## iReady Diagnostic

	Test 1	Test 2	Test 3
Level			
Scale Score			

## STAR Progress Monitoring

	Level & %	Scale Score	Points to a gain
Screening			
Fall			
Winter			
Spring			

## AIMS Web Progress Monitoring

Fall	ORF %: _____ Score: _____
Winter	ORF %: _____ Score: _____
Spring	ORF %: _____ Score: _____

## ELA Weekly Assessment Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
U1L1:	U2L1:	U3L1:	U4L1:	U5L1:	U6L1:
U1L2:	U2L2:	U3L2:	U4L2:	U5L2:	U6L2:
U1L3:	U2L3:	U3L3:	U4L3:	U5L3:	U6L3:
U1L4:	U2L4:	U3L4:	U4L4:	U5L4:	U6L4:
U1L5:	U2L5:	U3L5:	U4L5:	U5L5:	U6L5:

Parent acknowledges that they have attended the conference and Parent acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



2020-2021

*Math Conference Form  
and Data*

*K-5<sup>th</sup> Grade*

*English*

# Kindergarten Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_ Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement: _____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	Chapter 12:

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020- 2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# 1<sup>st</sup> Grade Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_

Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement:	
_____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

STAR Progress Monitoring	
1 <sup>st</sup> Nine Weeks	
2 <sup>nd</sup> Nine Weeks	
3 <sup>rd</sup> Nine Weeks	
4 <sup>th</sup> Nine Weeks	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	Chapter 12:

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## 2<sup>nd</sup> Grade Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_

Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement:	
_____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

STAR Progress Monitoring	
1 <sup>st</sup> Nine Weeks	
2 <sup>nd</sup> Nine Weeks	
3 <sup>rd</sup> Nine Weeks	
4 <sup>th</sup> Nine Weeks	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### 3<sup>rd</sup> Grade Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_

Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement:	
_____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

STAR Progress Monitoring	
1 <sup>st</sup> Nine Weeks	
2 <sup>nd</sup> Nine Weeks	
3 <sup>rd</sup> Nine Weeks	
4 <sup>th</sup> Nine Weeks	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	Chapter 12:

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## 4<sup>th</sup> Grade Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_

Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement: _____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

STAR Progress Monitoring	
1 <sup>st</sup> Nine Weeks	
2 <sup>nd</sup> Nine Weeks	
3 <sup>rd</sup> Nine Weeks	
4 <sup>th</sup> Nine Weeks	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	Chapter 12:
Chapter 13:			

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## 5<sup>th</sup> Grade Math Data Card/ Conference Form 2020-2021

Student Name \_\_\_\_\_

Teacher: \_\_\_\_\_

Progress Monitoring Assessments		
Beginning of the Year	Middle of the Year	End of the Year

Report Card Grades			
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks

iReady Progress Monitoring Initial Placement:	
_____	
Points need for a year's growth: _____	
	Diagnostic
Fall	
Winter	
Spring	

STAR Progress Monitoring	
1 <sup>st</sup> Nine Weeks	
2 <sup>nd</sup> Nine Weeks	
3 <sup>rd</sup> Nine Weeks	
4 <sup>th</sup> Nine Weeks	

Go Math Chapter Assessments			
Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:	Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:	Chapter 11:	

**\*A student scoring 69% or lower should be reassessed.**

Parent acknowledges that they have attended the conference and acknowledges that they have seen the 2020-2021 Parent/Teacher/Student Compact.

1<sup>st</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

3<sup>rd</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

4<sup>th</sup> nine weeks: Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



## PATRIOT 'TOE TOKENS'

Grade Level/Class	Token	How to Earn
Pre-K	Camping/Leaves	See Grade Level Tokens
Kindergarten	Camping/Sun	See Grade Level Tokens
1st Grade	Camping/Bees	See Grade Level Tokens
2 <sup>nd</sup> Grade	Camping/Fish	See Grade Level Tokens
3 <sup>rd</sup> Grade	Camping/Stars	See Grade Level Tokens
4 <sup>th</sup> Grade	Camping/Cabin	See Grade Level Tokens
5 <sup>th</sup> Grade	Camping/Compass	See Grade Level Tokens
Hubbard	Camping/Owl	See Grade Level Tokens
McCray	Camping/Reptiles	See Grade Level Tokens
Brown PE	'I Love PE!'	See Special Area Tokens
Brayshaw-Media	Bookworm	See Special Area Tokens
Hinchliffe-Art	Art Palette	See Special Area Tokens
Shivar-Technology	Mouse Pad	See Special Area Tokens
Barrington-Music	Treble Clef	See Special Area Tokens
McClurkin-Guidance	'I Don't Bully'	See Special Area Tokens
Thornton and Anders	Keys (Unlocking Goals)	See Meeting Goals
Snead/Speech	Thumbs Up	See Meeting Goals
Rollins-Attendance	Attendance Award-Star	See Meeting Goals
T. Brown/Harris- iReady	Bullseye	See Meeting Goals
T. Brown/Harris- STAR	Star Reader & Star Math Award	See Meeting Goals
Brayshaw-AR Point	50 and 100 Tokens	See Meeting Goals
Schmidt 5 <sup>th</sup> Science Unify	Globes	See Meeting Goals
News Team-Birthdays	Birthday Balloons	Special Events
All Teachers-Patriot Day	Flag Mix	Special Events
Administration	Gold, Silver, Glow in Dark Paws	Admin. Recognition i.e. 100s
Sabrina and Rollins' Helpers-Cafeteria	Grapes	Good Nutrition/Behaviors
Bentley-Girls on the Run	Twirl Toes	After School Activities
Butler-Cheerleaders	Megaphone	After School Activities

See Back for Earning Specifics...

Grade Level Tokens: Each team will submit their behavior and consequences plan along with an incentive program. Team leaders will turn in the plan adding 3-5 actions that earn a token. Some examples include/but are not limited to:

- Showing respect to others
- Staying on task
- Completing work
- Using positive words/actions
- Following school rules
- A Sample will be sent out to team leaders

Special Area Tokens: Same as above, but limit to 2-3 actions to earn tokens. Submit plan as a team as stated above.

Meeting Goals: For ESE teachers, this could mean demonstrating a behavior or work toward an IEP goal. For attendance and academic programs, those responsible will send out clear expectations that you can post in your classroom. AR has specific tokens for 50 and 100 AR points.

Special Events: All students will receive these on designated days.

All Others: those listed and approved by administration will set these.

