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**Title I Comprehensive Schoolwide Plan**  
**BELLE GLADE ELEMENTARY SCHOOL (2401)**

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# ELA

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

## 1. List prioritized needs statements.

Based on the 2022 FSA data, Belle Glade Elementary 3rd-5th grade students had a 19.4% proficiency on in ELA. On the 2023 PM 1 FAST ELA assessment, only 28.4% of the students scored at or above the end of the year goal. This shows a need to increase student achievement in ELA.

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

The students in Belle Glade EI are coming in with little or no reading foundational skills. Parents are asking for support but does not know how to assist especially in the ELL homes. Phonics is hard to assist at home especially when parents are non English speakers. K-5 literacy has a lot of components that is not easy to transfer at home.

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

Some possible solutions that were addressed were having academic tutors not only in 3rd-5th grade but in K-2. After school tutorial is also needed for any K-2 students with severe reading deficiencies. The job of an ELA coach is to assist teachers in building the ELA capacity. Since there are teachers new to the ELA content, having another ELA coach to focus on K-2 would be a solution in assisting all the different needs of the ELA teachers. Having a program that focuses on vocabulary would also be beneficial along with having access to the K-2 scaffolding lessons on iReady. Provide ongoing professional development to target staff needs as well as to provide differentiated instruction to targeted students.

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

We normally communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, literacy nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison for family training.

- **Parent Training**

Parents would like to see English classes offered to parents to assist with the language barrier along with computer classes for parents so that they are able to access their child's grades, assessments, absences and discipline data

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

- **School**

BGE will provide Spring Break, Summer, and Winter packets so that parents have concrete work that they can assist the children in.

- **Students**

Students will complete the packets assigned to them. Students will go on iReady 3-5x a week at home for 30 minutes.

- **Parents**

Parents will make sure that the students complete their packets. Make sure that the students go on their iReady reading. Parents will sign up students for tutorial programs as well.

- **Staff Training**

The school will focus on dealing with parents in difficult situations. The teachers would also like to focus on increasing parent participation.

- **Accessibility**

Flexible meetings with virtual options will be provided to our working families so that they can attend our meetings and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations. The school also has ramps and handicap parking to support our families with disabilities. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

# Math

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

## 1. List prioritized needs statements.

BGE 3rd-5th grade students had a 25.4% proficient on the 2022 Math FSA. This year, the assessment has changed to FAST Progress Monitoring. Our goal is 35% of our students to meet math proficiency. As our students took the PM 2 assessment, it is only showing an 11% proficiency. On iReady, our students scored an 18% proficiency in math. This shows a need to increase our math proficiency.

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

There is a lack of manipulatives on the adoption to assist the students. Parents and students also have limited access to apps at home to help with fluency. In addition, parents need assistance for their home to prepare the students for the CBT assessment. What also has been a struggle is that teachers are new to the standard and that more PD is needed on the new standards.

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

Better manipulatives are needed to help the students. One example would be the money on the stack of manipulatives only covered \$1 and there were no \$5 or \$10. In addition, more access to technology, apps and supplies to assist in the technology such as mouse and headphones. A K-5 math coach is also needed in order to support the K-5 teachers in the new standards. Academic Tutors are needed in every math class to assist the teacher in small group instruction. Teachers would also need to be provided more professional development on the new standards and strategies to assist the students to master the standards.

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

- Communication

Having the math department communicate to our parents through social media, through newsletters and flyers to keep the parents up to date on the current standards and best strategies. Posting the events on the marquee will also provide as communication to the families. Our parent liaison will announce and create signs during the week leading up to the events as well.

- **Parent Training**

Math manipulatives are important for parents to check out so they can use it at home. Training parents on how to use these manipulatives will come in handy in supporting the teachers at home. Trainings on what's the current standards will also be communicated to the parents along with having STEM nights. These trainings would be able to assist the parents in understanding the standards and what is needed to help their children master them.

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

- **School**

BGE will create more math competitions to build the math culture of the school. Creating math competitions will assist our students in math fluency which is what they are lacking in solving grade level math problems.

- **Students**

Students will practice their math fluency (addition, subtraction, multiplication and division) so that the students have a greater chance in joining the school wide math competitions.

- **Parents**

Parents will help their students practice their math facts at home to better prepare them for school.

- **Staff Training**

Trainings on how to increase parent participation is important and necessary to increase parent engagement.

- **Accessibility**

Flexible meetings with virtual options will be provided to our working families so that they can attend our meetings and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations. The school also has ramps and handicap parking to support our families with disabilities. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

## **Science**

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

### **1. List prioritized needs statements.**

On the 2022 Science Statewide Assessment, only 8.5% of the 5th graders were proficient.

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

Students needed more experience outside of what the school provides. Building teacher capacity in the sciences and having such a small amount of time to go over content and fair game questions are also root causes.

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

BGE would like to turn our Media Fine Arts into a STEM Media. STEM Media would be a fine arts class where Science, Technology, Engineering and Math would be incorporated in the media Fine Arts class. Usually, Media Fine Arts only focuses on supporting literacy but showing the students how STEM and literacy goes hand in hand will encourage our students to bring that connection in their science classes. Having STEM Media will allow more students exposure outside the classroom, having a school science fair which ties all the big ideas together for application as well as in house field trips in Pre K-5. Professional development will be needed to provide ongoing standards-based instruction to the teachers so that teachers can provide quality and hands on instruction to our students.

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

- **Communication**

BGE will share the latest standards that K-5 is working on in science through newsletters and through social media. Communication for events such as STEM nights will be posted on the marquee and will be sent home through flyers to encourage parents and families to attend.

- **Parent Training**

Parents are asking for hands on training on Science. Families learning more about the scientific method and learning more about each big idea in science will assist the parents in helping their children create science projects that are meaningful and effective.

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

- **School**

BGE will create science activities for parents to learn the content. BGE will also host a schoolwide Science Fair.

- **Students**

Students will participate in the science fair to help bring science to life.

- **Parents**

Parents will attend science nights and assist their child in completing their science fair projects.

- **Staff Training**

Teachers will receive training on how to Increase parent participation and increase community stakeholder participation in all Science events. Teachers and staff will understand how teaching families the scientific strategies and the skills will assist students in completing science projects that are meaningful and effective.

- Accessibility

Flexible meetings with virtual options will be provided to our working families so that they can attend our meetings and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations. The school also has ramps and handicap parking to support our families with disabilities. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

## Action Step: Classroom Instruction

Provide differentiated instruction to provide remediation and enrichment through whole group and small group instruction for students in grades K-5. Plan for and provide differentiated instruction, small group support (push-in/push-out), and in school/after school tutorial that will provide targeted intervention for students identified using various data sources such as F.A.S.T., Diagnostics, iReady and modeling of instruction for improving student achievement.

**Budget Total: \$227,281.25**

Acct Description	Description				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Top Score Writing Digital License - Writing, 3-5 grade	1	\$4,085.00	Original	\$4,085.00
	BT 466776 reducing line to move funds to correct account lines for Top Score purchases	1	-\$3,442.92	Budget Transfer	-\$3,442.92
Charter bus	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Transportation to St Augustine for 4th grade	2	\$2,400.00	Original	\$4,800.00



Acct Description	Description											
	<b>Item</b>				<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	Transportation to Gumbo Limbo for 5th grade				2		\$1,050.00		Original		\$2,100.00	
Resource Teacher	.5 Math Resource Teacher will support targeted students with meeting grade level expectations grades K-5 Paired with a .5 Math Coach - position #10084969.											
Resource Teacher	.5 ELA Resource Teacher will support targeted students with meeting grade-level expectations in grades K-5.											
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>
	Grades 3-5 tutors, ELA and Science starting September				2	\$15.00	5	7	13	Non-Certified	Original	\$13,650.00
Paraprofessional	Will push-in support with K-5 students in all content academic areas based on FY23 PM3 and FY24 PM1 scores.											
Supplies	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>		<b>Total</b>	
	Staplers for student use				9	\$10.00	General Supplies		Original		\$90.00	
	Pencils				1	\$23.25	General Supplies		Original		\$23.25	
	Case of copy paper				15	\$45.00	General Supplies		Original		\$675.00	
	BT 466776 increasing line to purchase Top Score workbooks & teacher guide				1	\$1,942.92	General Supplies		Budget Transfer		\$1,942.92	

<b>Acct Description</b>	<b>Description</b>															
Resource Teacher	1.0 SBT Resource Teacher will support teachers with school based team process and procedures in grade K-5.															
Field trip admissions	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Admission to St Augustine for 4th Grade</td> <td>100</td> <td>\$34.83</td> <td>Original</td> <td>\$3,483.00</td> </tr> <tr> <td>Admission to Gumbo Limbo for 5th Grade</td> <td>85</td> <td>\$5.00</td> <td>Original</td> <td>\$425.00</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Admission to St Augustine for 4th Grade	100	\$34.83	Original	\$3,483.00	Admission to Gumbo Limbo for 5th Grade	85	\$5.00	Original	\$425.00
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>											
	Admission to St Augustine for 4th Grade	100	\$34.83	Original	\$3,483.00											
Admission to Gumbo Limbo for 5th Grade	85	\$5.00	Original	\$425.00												

## Action Step: Parent Engagement

Implement a parent engagement program that develops on going communications and host parent trainings, including Kindergarten Round-up and AVID, that provide instructional strategies for families to use at home to increase academic achievement by improving school-home communication and conducting academically focused, relevant and meaningful parent building capacity training and enhance students' academic and social-emotional development.

**Budget Total: \$4,209.25**

<b>Acct Description</b>	<b>Description</b>												
Postage	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Invitations to Family training &amp; events</td> <td>75</td> <td>\$0.63</td> <td>Original</td> <td>\$47.25</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Invitations to Family training & events	75	\$0.63	Original	\$47.25		
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>								
Invitations to Family training & events	75	\$0.63	Original	\$47.25									
Supplies	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Supply Type</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>5 Gallon Bags (25 per pack)</td> <td>3</td> <td>\$35.00</td> <td>General Supplies</td> <td>Original</td> <td>\$105.00</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	5 Gallon Bags (25 per pack)	3	\$35.00	General Supplies	Original	\$105.00
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>							
5 Gallon Bags (25 per pack)	3	\$35.00	General Supplies	Original	\$105.00								

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dividers (8)	200	\$2.20	General Supplies	Original	\$440.00
	Crayons (16)	50	\$1.15	General Supplies	Original	\$57.50
	Scissors	50	\$1.83	General Supplies	Original	\$91.50
	Pencil Pouches - pack of 10	80	\$20.00	General Supplies	Original	\$1,600.00
	Card Stock	10	\$19.00	General Supplies	Original	\$190.00
	Colored Paper - case	2	\$64.00	General Supplies	Original	\$128.00
	Folders (25)	50	\$14.00	General Supplies	Original	\$700.00
	Ink	5	\$80.00	Technology	Original	\$400.00
	Paper - case	10	\$45.00	General Supplies	Original	\$450.00
	Entry ERROR BT 466776 increasing line to purchase Top Score workbooks & teacher guide	1	\$1,942.92	General Supplies	Budget Transfer	\$1,942.92

## Action Step: Professional Development

Provide on-going professional development to support the professional growth of teachers through the PLCs, planned PD, and data analysis. Provide professional development activities/opportunities to build teacher capacity for analyzing data, creating and delivering relevant curriculum for engaging all learners, and developing best practices as a standard. Teachers and faculty will participate in professional growth activities including PLCs, SBTs, conferences, modeling/coaching, and on-site PD based on the SSCC's assessment of data that will improve standards based instruction.

**Budget Total: \$96,410.00**

<b>Acct Description</b>	<b>Description</b>
Coach	0.5 Math Coach will support building teacher capacity around standards and resources in grades K-5.
Coach	.5 ELA Coach will support building teacher capacity around the standards and resources for grades K-5.

### **Action Step: Top Score Consultant**

PD - will update description once I have more information tld

**Budget Total: \$1,500.00**

<b>Acct Description</b>	<b>Description</b>			
Consultants	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Total</b>
	Top Score on site 1/2 day PD for digital licenses	1	\$1,500.00	\$1,500.00

## **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

The Parent and Family Engagement mission of Belle Glade Elementary is to increase student achievement and create a student centered environment by strengthening the home-school connection through collaboration with families and stakeholders throughout the community.

## **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.)

<b>Name</b>	<b>Title</b>
Maria A. Sumner	Assistant Principal
Robera Walker	Principal
Donald Johnson	SAC Chair
Stephanie Hart	LTF
Jazzmyn Shirley	Administrative Secretary
Janet Rodriguez	CLF Spanish
Ilian Estrada	ELL Coordinator
Beatrice Cadet	ESE Coordinator
Michelle Rice	Bridges of Belle Glade
Amalia Garica	Bridges of Belle Glade
Juliette Joseph	Parent
Rachelle Anasta	Parent

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

Prior to every Parent/Stakeholder meeting, invitations sent through backpacks, word of mouth, social media, remind app/Class dojo, etc. are sent to the parents and stakeholders. During the Parent/Stakeholder meeting, all parents, stakeholders and teachers were invited to provide feedback and were invited to represent the school community. Through these, people interested in becoming a member of our SAC is given the opportunity to become involved . Stakeholders who at first volunteered to serve food to our families see opportunities to become more involved in different areas of the SAC and they too end up representing stakeholders. Parents, staff and community business partners who is willing and able to serve in the committee would share their intent to serve for a position. If there are numerous individuals are interested in a certain position, then a voting would take place.

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

On February 13, 2023, BGE leadership met to discuss the development of the CNA. Based on the purpose and the data presented, the team gathered input to find the needs of BGE for 2024. On March 6, 2023, the leadership team presented the meeting minutes from the leadership meeting to the staff of Belle Glade Elementary. There, teachers and staff created root causes and possible solutions to help with the data. Based on the diagnostic data in ELA and Math, the two subject areas were still a huge focus. Science and attendance were also a concern based on the Principal's Dashboard report. On March 7, 2023, stakeholders met to go over the suggestions and key points of the leadership team. During the stakeholder meeting, data was presented and the stakeholders were divided up based on their primary focus (ELA, Math, Science, Discipline, Attendance, SEL, Safety). Parents were guided through the process in small groups led by teachers and staff members who are very knowledgeable about the components. The small groups jointly create their thoughts and ideas and then at the end, everyone came back together to bring all the ideas and we come up as a whole team to create one plan. The School wide Plan was then developed. Throughout the year, parents and other stakeholders will be able to provide input on the Schoolwide Plans during our SAC meetings, Parent Nights and trainings.

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

At the end of the year, the budget and the Principal's dashboard was presented to the BGE leadership team and to the stakeholders. There were suggestions that the stakeholders suggested such as hiring more Academic Tutors and provide more unique ways to tutor our students. In the conclusion of the meeting, the stakeholders decided that numerous Academic Tutors were needed in order to make the plan happen.

Name	Title
Maria A. Sumner	Assistant Principal
Jazzmyn Shirley	Confidential Secretary
Stephanie Hart	SSCC
Robera Walker	Principal
Donald Johnson	SAC chair

## 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?

August 22, 2023 4:00-6:00 pm Cafeteria



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

We will notify the parents, teachers and the community about the Title I Annual Meeting through the school website, marquee, call-out, letters sent home in all 3 languages, in social media and Remind.

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

Computer/Smartboard Powerpoint presentation in all 3 languages PFEP Summary Data Parent/School compact from 2023-2024 sign in sheet evaluations in all 3 languages agenda, handouts, and invitation in all 3 languages

## 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

Developing strong relationship and communication with parents

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

Staff will learn different ways to create a strong relationship/community within the classroom to foster a unified parent/teacher team. Through this training, staff will be able to learn more collaboration and relationship management.

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

Based on the "Developing Strong relationships and communication with parents" teachers will be able to have a better, open communication with parents which will make the parents feel more welcomed and valued as a member of their child's academic team.

- What will teachers submit as evidence of implementation?

Parent Teacher conference notes Survey/reflection email reminders for follow up on trainings

- Month of Training

September 2023

- Responsible Person(s)

Mrs. Sumner

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Building a positive relationship with students and families. <https://www.understood.org/en/articles/eight-tips-to-build-a-positive-relationship-with-your-students-families> <http://resourcesforearlylearning.org/educators/module/20/13/61/>

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Strategies to build a strong classroom community

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

Staff will learn different ways to engage the parents and families in the student's learning and how they can continue to support their child academically and behaviorally. Through this training, staff will learn to implement more strategies in being more collaborative and relationship management within the classroom and to the homes.

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

Staff will be able to to learn different ways to get the parents involved in continuing the learning at home.

- What will teachers submit as evidence of implementation?

Parent teacher conference notes reflection sheet follow up email with reminders of training

- Month of Training

January 2023

- Responsible Person(s)

M. Sumner

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

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

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

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

- Name of Training

AVID Night #1 (Math and ELA)

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

Parents will learn the AVID strategies and WICOR that is used in all grade levels at BGE. Parents will also be introduced to the materials and procedures that students will be using daily. We adjust the training based on the educational changes that is current from the state and the district.

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

Students will showcase their AVID binders and have a WICOR practice with their students and teachers in specific grade levels in every subject area.

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

When Parents are aware of the AVID expectations, the parents will be able to ask questions and assist students specific to homework and student tasks that they will be taking home.

- Date of Training

September 2023

- Responsible Person(s)

M. Sumner

- Resources and Materials

Smartboard Powerpoint standard per grade level WICOR template AVID binders invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

300

## 2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

TBD

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

TBD

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

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

AVID Night Data Chat (All subject area)

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

Parents will get a copy of the student's Data based on the first and second assessment of the school year. The parents will be provided resources to help their students at home with the deficiencies and to meet their goals. Parents are learning how to track their students data and work on the next steps.

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

Parents will create a goal with their child in order to meet their academic goals for the year. This is done in all subject areas (Math, Science, ELA, and Writing)

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

When parents, students and teachers are aware of the academic goal, the help at home will be more specific to the child's needs.

- **Date of Training**

January 2023

- **Responsible Person(s)**

M. Sumner

- **Resources and Materials**

Data from FAST assessments goal setting sheet grade level benchmarks invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.



- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

none

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

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

AVID Night #2 (Math and ELA)

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

Parents will get a glimpse of different careers that students can work towards and the different skills that is needed to be successful in those careers. Speakers from various organizations will visit and speak about the ELA and Math skills that they needed in order to be where they are in their careers.

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

Parents will help the students research different colleges, trade school, etc. that will help them achieve this goal.

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

Parents and students will learn different goals and skills that students are able to achieve in the future. Parents will learn student's interests and work towards exposure to the goals.

- Date of Training

April

- Responsible Person(s)

M. Sumner

- Resources and Materials

Smartboard PowerPoint laptops for parents goal setting sheet for the future invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

none

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Department/ESOL/ELL

- Describe how agency/organization supports families.

The Migrant Department coordinates parent engagement opportunities to increase parental involvement at BGE. They also support families with student registration through translation services.

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

Migrant Department flyers emails/communication to parents for trainings translated documents

- Frequency

2x a year

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

Under the Safe Schools umbrella, McKinney Vento is the department that assists families experiencing homelessness. McKinney Vento inform parents, guardians, of their educational rights and link homeless students with educational and other services. In addition, they also provide school supplies, including school uniform, toiletries and they coordinate district transportation services to maintain home school stability.

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

student housing questionnaire emails from the McKinney Vento contact communication home to parents

- Frequency

As need comes up.

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

- Name of Agency

Bridges of Belle Glade

- Describe how agency/organization supports families.

Bridges of Belle Glade assists BGE families by connecting them to a variety of community resources to help them increase their families quality of life.

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

Bridges of Belle Glade attends our SAC meetings and offers their services to our parents based on their needs. The SAC agenda will document the partnership. Bridges of Belle Glade flyers Thank you letters

- Frequency

2-3x a year

## 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

Belle Glade Elementary will provide families with timely information about our Title 1 programs such as tutoring, parent training and events through: Marquee Call out Social Media SAC Meeting translated documents in Spanish and Creole

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

flyers SAC agenda sample translated document

- Description

Belle Glade Elementary will inform parents about the curriculum, the forms of assessments and the expected proficiency levels through our AVID data chats Progress reports Report cards Open House Parent/Teacher conferences SAC meetings

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

AVID data chat agenda sample report card Open house agenda

- Description

Belle Glade Elementary will inform parents about forms of academic assessments by hosting -AVID Nights -FAST/BEST Parent/Teacher conferences and sending home: -Report Cards -Progress Reports

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

Agenda and sign in sheet for AVID Nights Sample Report Cards Sample Progress Reports

- Description

Belle Glade Elementary will inform parents about opportunities to participate in decision making relating to the education of their children through our Open House AVID nights FAST/BEST Night SAC meetings Title 1 annual meeting

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

The school will use the agendas, sign in sheet and parent evaluation for -Open House -AVID nights -Title 1 Annual Meeting

- Description

Parent training will be held in person with the option for a virtual meeting where the meeting would be recorded so parents will have the opportunity to watch the training at their convenient times. Parents who also do not have access to internet can set appointments with guidance counselors to get information on training they may have missed.

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

Agenda for the parent training Flyers for parent training Request for guidance counselor appointment

## 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

We provide accommodations for parents and families with limited English Proficiency by translations of information such as invitations, flyers, etc. in languages required. The CLFs being present at the meetings will also assist our families .

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

Title 1 documents in 3 languages Invitations in 3 languages Agenda in 3 languages

### • Description

After parent training, parents are asked about their opinions on how to make the training more accessible. Having the ESE contact present at meetings will allow for parents quick responses to questions and or concerns and suggestion. For Parents who have disabilities, BGE is equipped with handicap parking spots where the wheelchair ramps are. These are located in the front entrance of the school. Meetings are held in the media center which is the closest to the front entrance of the school. BGE will also contact the district in advance if a parent who is in need of sign language assistance will be in attendance to the meeting or if there is a language that a parent uses that we are not equipped to translate in the school.

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

Parent evaluation Pictures of ramp Email request to the district for assistance (sign language, translation)

### • Description

BGE works with the CLFs (Community Language Facilitators) who work hand in hand with the Migrant department to contact parents and to translate documents necessary for migratory families to understand the training. The virtual meetings will also help so that the parents can access the training at any time they are available to since the migrant family work day usually does not end until the evening hours.

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

training translated documents virtual meetings Email communication with BGE and the Migrant department

- Description

BGE works with Ms. Vernell who is the contact person for the McKinney Vento. Our data processor, Ms. Hytower will quickly notify Ms. Vernell upon receiving the residency questionnaire upon registration. Upon learning that the family is experiencing homelessness, backpacks with school supplies and school uniforms are given to the families. The family is assisted in completing the lunch forms for free/reduced lunch. Bus transportation is also arranged to help transport the students from the temporary housing to the school site.

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

sample residency questionnaire Email communication with BGE and Safe Schools Email communication with BGE and transportation

## Other Activities

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

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

Belle Glade Elementary is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, be respectful, and be safe in instructional and non instructional tasks. School-wide positive behavior universal guidelines for success is evident throughout the school. Positive praise and "blue tickets" are used to reinforce behaviors. Students can use their "blue tickets" for rewards such as the monthly ice cream social. "Blue tickets" can also be used for purchases within their own classrooms. "Gold tickets are rewarded to classrooms who are exhibiting the school wide expectations. Every Friday, the classes with "Golden Tickets" get the opportunity to win certificates from local fast food restaurants such as Taco Bell, McDonald and Wendy's. Most teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. All classrooms have adopted "Morning Meetings" to build and reinforce social emotional skills and community via daily morning discussion. Belle Glade Elementary has two school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors along with our Parent Liaison support family needs as well through home visits and connections to community resources. The counselors work closely with Bridges to bring volunteers to Belle Glade El to serve as mentors and positive role models to our students and their families. The counselors also work with our Behavioral Health Professional. He has a daily schedule where he visits the students who are in need of assistance in decision making and in need of a positive male role model. He also has his "Boys to Men" group where he guides our boys to become role models to others. Through AVID (Advancement, Via Individual Determination), Belle Glade Elementary is committed in instilling a growth mindset in all of our students and it is helping the students to become organized, taught habits and college preparedness. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated by teachers and staff and are recognized monthly based on the character of the month. Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. The school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart". Belle Glade Elementary offers various clubs to help the students build their interests in non academic skills. Some of the clubs offered at Belle Glade Elementary are Etiquette club, Spanish club and the Beginning Band Program. These clubs are intended to help the students explore diverse interests and to build self esteem Belle Glade Elementary is participating in the Buddy Ambassador "Buddy Bench" Program . This program supports all students by creating a welcoming school environment which especially helps students who feel isolated.

## SBT/MTSS Implementation

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

- Identify students for tiered support;

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

## 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored based on the team's decision on the best way to track student's progress. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via phone or in person. All parents are called and invited to all SBT meetings pertaining to their child. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: Belle Glade Elementary is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the BGE Expectations (Be Respectful, Be Responsible, and Be Safe).

Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At BGE, some Tier 2 interventions for reading are: -Voyager - LLI (Leveled Literacy Intervention) - FCRR

Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. - narrow focus on identified barrier - sometimes includes additional time using the specific interventions: Words their Way Fountas and Pinnell Words Study Small Group instruction using the guided reading model

Members of the MTSS/RtI Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal, Robera Walker Assistant Principal, M. Adelle Sumner ELL Coordinator, Ilian Estrada ESE Coordinator, Beatrice Cadet School Based Team (SBT) Leader, Summer Miller Math Coach, Jordan Hawkins School Psychologist, Marie Jasmin School Counselors, Leonel Polanco, D'end Greer Learning Team Facilitator, Stephanie Hart Classroom teachers (K-5) ESE teachers, ELL teachers, SAI teacher Reading Coach, Octavian Prince

## 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

The students at Belle Glade Elementary participates in core classes along with a 30-minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 5 offerings for grades K-2: 1)Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media. Our fine arts rotation consists of 8 offerings for grades 3-5: )Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media 6) Keyboarding 7) Guidance and 8) Science. Students rotate through the fine arts in 5 or 8 day rotation. All subject areas are taught using a district approved curriculum by a certified teacher in that content area. Our reading and math rotation offers additional time on foundational grade level Reading and Math skills. The master schedule and student placements were created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rti, and Gifted students. Our High Achieving classes provide enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, FSQs and USAs, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific programs. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% (L25) for reading. Every subject area is differentiated at BGE. Belle Glade Elementary works through the gradual release of responsibility where teacher does the "I do", the students are given the opportunity to work together still with teacher assistance "we do" and eventually the "you do" where the students have the ability to demonstrate their learning independently. After the "you do", the students are pulled in small groups for differentiation. Students are either enriched or retaught. Differentiated Instruction is embedded in all the teacher's schedules. During Differentiated instruction, the L25 students work on remedial skills through research based interventions such as LLI or Voyager. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida BEST Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the 30 minute Extended Day schedule, in which students receive additional time added to the school day that is focused on reading. Students can participate in extracurricular activities such as Etiquette club, Spanish club and the Beginning Band Program. The AVID program, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus.

## 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;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- 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

Belle Glade Elementary is an AVID school. AVID stands for Advanced Via Individual Determination. The AVID program brings college awareness to the students by giving students the opportunity to learn skills and strategies for college readiness such as growth mindset and WICOR strategies. The AVID program was piloted 9 years ago. During the first year, it was piloted in 3rd-5th grade and we've added a grade every year. We are now a K-5 AVID school. Belle Glade Elementary offers the AMP Math Program in grades 3-5 which allows students to receive accelerated math courses. These math courses will allow the students in the program to take a middle school math course in 5th grade which in turn will eventually provide the student the opportunity to take high school math courses in middle school and college math courses in high school. School-wide, we are committed to building college and career awareness through displays of the different colleges posted through the school. Additionally, college and career awareness events through AVID and our guidance programs include: Spirit day Friday where students can wear shirts from their favorite college and universities as well as in person college field trips to FAU and PBSC college visits. The campus is decorated with college banners to get the students hyped up about colleges. Belle Glade Elementary also partners with Team Work USA and The Ben Carson Scholars Fund who provides college scholarships to students who show outstanding leadership skills. The Young Lawyers of Palm Beach County visits Belle Glade Elementary Students at least once a year to speak about the qualities and characteristics that students need in order to be successful in college and career.

## 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

Belle Glade Elementary offers a full-time VPK class that is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, reading partnerships with other classes, just to name a few. Our Pre-K parents are invited to a Curriculum Night which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Belle Glade Elementary offers the VPK program and the PreK Speech and Behavior unit to prepare the students for Kindergarten. The Pre K and Kindergarten teachers work closely together to inform each other of strategies and assessments to help develop daily curriculum to meet the needs of the PreK students. Belle Glade Elementary also offers an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as resources and strategies to help students over the summer be prepared for the start of Kindergarten. On-site school tours are offered to new kindergarten families as part of K Round up. Future students and parents are encouraged to explore the classrooms so they won't seem foreign when the school year begins. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- 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

Teachers participate in Collaborative Planning as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and coaches go through the cycle of 1) examining the standards where teachers create learning targets, 2) aligning instructions where strategies are brainstormed and selected to deliver standards based instruction, 3) determining student evidences by creating the criteria for success, 4) analyzing student works where the teachers, coaches and administration find out what students learned and what they didn't learn and 5) modifying instruction where differentiation is planned. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. The collaborative plannings are supported by the instructional coaches/resource teachers, as well as the Learning Team Facilitator. Regional and district curriculum support and resources on Blender are also available for teachers to develop their skills sets. Teachers implementing AVID have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. All classroom teachers receive AVID refresher from the AVID team. Professional Development days are used for professional development around the Palm Beach Focused Model of Instruction. The Palm Beach Focused Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. Our Core Leadership trains the teachers on Learning Science International PDD. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around the Palm Beach Focused Model of Instruction.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs

### Retention:

- Orientation

- 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
- 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

Belle Glade Elementary administration strives to recruit and retain effective educators. Some strategies used for recruitment include: Job Fairs within the community (Glades Job Fair, Palm Beach County Job Fair) and out county/state, collaboration with HR and our Region Office, word of mouth, pay for performance and Best & Brightest Teacher Scholarship Program. Additionally, Belle Glade Elementary has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Belle Glade Elementary also utilizes academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. At Belle Glade Elementary, a Glades supplement is offered to staff members starting at \$3,750 which is paid out year round. The longer an instructional staff member works in the Glades, the higher the supplement is. At Belle Glade Elementary, the following are offered to retain staff members and to continue their growth: -New Teacher Orientation -ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers -Teaching Team with Team Leaders to model best practices for effective instruction -Collaborative Planning fosters professional discussions to inform teaching -Department Chairs provide instructional support, professional advice, and a willing ear -Coaching Support to develop pedagogy skills and content knowledge - Positive School/Employee Morale to build a family community dedicated to the success of students - Ongoing and relevant Professional Development as described in the Professional Development section - Open Door Policy to encourage faculty and staff to voice concerns or share praise - Opportunities for part-time pay such as tutoring, club stipends - Hospitality and Wellness events on campus to build community - SwPBS supports the overall climate of the school - Staff is recognized through instructional and non instructional employee of the month, shout outs on the Eagle Review, and special events like breakfasts, gifts, etc.