
Title I Comprehensive Schoolwide Plan
EGRET LAKE ELEMENTARY SCHOOL (2101)

ELA

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

1. List prioritized needs statements.

Gr K: 60% of kindergarten students at Egret Lake Elementary are meeting expectations in early literacy skills as determined by the winter STAR Early Literacy Assessment, while 40% are not yet on track. Gr 1: 37% of first graders were proficient in STAR Literacy. Gr 2: At least 36% of Egret Lake students demonstrate mastery of phonics, phonological awareness, comprehension, vocabulary, and high frequency words for their current grade level as determined by the winter iReady diagnostic and the STAR Progress Monitoring winter assessment. Gr 3: More support for lowest 25%, ELL students need more instruction by Reading Teachers, Data is generated by FSQ's, USA's, I Ready, and Progress Monitoring tests. PM - 47% below grade level, I Ready Reading - 61% below grade level. Gr 4: Less than 40% of students demonstrate mastery of phonics, phonological awareness, comprehension, vocabulary and high frequency words, for their current grade levels as determined by the PM 2, taken in Jan 2023. Gr 5: Less than 44% of Egret's 5th grade students demonstrated mastery of phonics, phonological awareness, comprehension and vocabulary for their current grade levels as determined by state assessments (FAST PM2)

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

Gr K: A significant number of our kindergarten students did not attend preschool/VPK. Some students have underlying needs that have not been diagnosed or addressed before kindergarten. The majority of our students have not learned foundational skills prior to kindergarten. We have a high ELL population that requires time to adjust to a new language/culture. Gr 1: Beginning sounds, blending & segmenting, rhyming, sight words, writing a complete sentence with punctuations & capitalization. Gr 2: Lack of student attendance and frequent tardiness contribute to the current number of students at mastery level. Residual effects from COVID virtual learning with lack of social skills and classroom etiquette. Missing foundational skills that were taught only virtually in Kindergarten. Gr 3: ELL students are not getting the whole group instruction because of scheduling. Lack of structured help at home. Gr 4: Language barrier, lack of reading stamina/focus students enter the grade level, inadequate time for independent reading, lack of resource teacher to help with small group reading -LLI, lack of parental involvement, behavioral issues, attendance/tardies. Gr. 5: Language barriers, inadequate time on independent reading, limited vocabulary, comprehension of text at grade level. All levels: The needs for ongoing PD, differentiated instruction and parent home support on academics

3. Share possible solutions that address the root causes.

Gr K: Incoming kindergarten summer school to address foundational and language skills. Extended time for students needing greater support. Gr 1: Supplemental staff and resources to differentiate instructions Gr 2: More support (extended time and staff) to work with these groups more intensely. TPR method (Total Physical Response) method of instruction. Gr 3: Volunteers on campus. Administrative tutors. Administrators pull small groups. Gr 4: Vocabulary acquisition-fun program with plenty of practice opportunities, more independent reading time, resource teachers help with small group reading, incentives and rewards. Gr. 5: Use cognate vocabulary, resources with pictures, increase practical application time, increase time focus on standards, use available online programs to enrich and remediate instruction. All: Provision for additional staff for PD (data analysis, lesson planning, modeling and coaching and sharing best practices gained from training and conferences), instruction (to targeted support and small groups) and resources- print and online (technology based)

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

Gr K: No suggestions provided Gr 1: ClassDojo, Progress report and report card Gr 2: No suggestions provided Gr 3: No suggestions provided Gr 4: No suggestions provided Gr 5: No suggestions provided All: To continue with email, class dojo, parent link, website, student bookbag in sending communication to schools about SAC, Title I, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Gr K: No suggestions provided Gr 1: Literacy night trainings- sharing reading strategies, SACC meeting Gr 2: Offer free food to families who attend. Offer an incentive for attendance. Have a student performance Gr. 3: Parent Night/ ELL Night. Parent University Gr 4: No suggestions provided Gr 5: No suggestions provided

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

- **School**

Gr K: School will...develop incentives to encourage parent involvement. Be available to parents through several avenues (social media, agendas, phone, etc. Gr 1: Schoolwide grade level conferences to discuss report cards. Celebrate growth during end of trimester assemblies. Gr 2: Hire more staff to provide tutoring services and expand the program to include more students that will benefit. (i.e.-lowest 25% of students per grade level) Gr 3: Provide parents with Reading strategies and materials. Provide incentives to encourage participation Gr. 4: engage parents in hand-on activities on how to use strategies to help their childr(en). Provided parents with informational pamphlets on where to get resources to assist their child. Use AVID strategies to help stay organized Gr 5: ELA "Parent Night: to share ideas and strategies they can use to help support their child's learning.

- **Students**

Gr K: Come to school on time and daily. Gr 1: Complete & turn in homework. Read daily. Practice sight words daily Gr 2: practice at home to reinforce skills and sight words. Gr 3 :Participate in attending and obtaining incentives. Gr 4: Student will receive trimester awards for growth and achievement in all areas. Gr. 5 Have enrichment activities/app at school which can also be done at home with parents if needed

- **Parents**

Gr. K: Come to school events and assist their children at home. Gr 1: Attend events at school. Assist students with homework. Gr 2: Check homework and communicate with teachers through parent conferences and dojo. Parents will attend training events. Gr 3: Attend activities Gr 4: Attend parent conferences. Check the son/daughter ClassDojo page and agenda daily> Assist their child with homework assignment. Gr 5: Have contact with teacher, materials, and any other support they may need to help their child.

- **Staff Training**

Gr K: No suggestions provided Gr 1: B.E.S.T. Training, PLC Training Gr 2: Strategies for ELL parents to still be able to help with homework Gr 3: Continued training on using data to assist instruction. Gr 4: No suggestions provided Gr 5: No suggestions provided

- **Accessibility**

Offer parent conferences at flexible times convenient for parents for all grade levels. Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Math

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

1. List prioritized needs statements.

Gr K: 65% of kindergarten students at Egret Lake Elementary are meeting expectations in math skills as determined by the winter STAR Math Assessment, while 35% are not yet on track. Gr 1: 64% proficiency STAR Math Gr 2: More than 30% of Egret Lake students are approaching mastery of skills in number sense, number operations, data analysis, and geometric concepts. Gr 3: More consistency in learning basic foundational math skills. Refresher courses in the beginning of the year for computer based programs like Successmaker and Reflex Math. Based on current FSQ, USA and Progress Monitoring test scores. PM- 46% scored below grade level. Gr 4: 79% of grade 4 students did not show progress on PM2 taken on January 23, 2023 Gr 5: About 47% of Egret's 5th grade students do not demonstrate mastery of foundational math skills/pre-requisite skills for their current grade levels based upon overall FAST PM2 results

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

Gr K: A significant number of our kindergarten students did not attend preschool/VPK. Some students have underlying needs that have not been diagnosed or addressed before kindergarten. The majority of our students have not learned foundational skills prior to kindergarten. Gr 1: Counting from 1-120 by ones and tens. Skip counting by 2s, 5s and 10s. Comparing numbers. Identify coins & values. Telling time (hour & 1/2) Gr 2: Lack of student attendance and frequent tardiness contribute to the current number of students at mastery level. Residual effects from COVID virtual learning with lack of social skills and classroom etiquette. Missing foundational skills that were taught only virtually in Kindergarten. Gr 3: ELL students are not getting the whole group instruction because of scheduling. Lack of structured help at home. Gr 4: A root causes for the needs assessments is students low attendance rates. The need for additional support staff for small group instruction. An additional root cause would be the need for incentives for students to attend school and show progress on standardized testing. Weakness in basic computation and vocabulary Gr 5: Gap in some of their basic math skills (lack of math skills, difficulty retaining strategies)

3. Share possible solutions that address the root causes.

Gr K: Incoming kindergarten summer early intervention to address foundational and language skills. Extended time for students needing greater support. Gr 1: Hand-on supplies and manipulatives for differentiation of lessons Gr 2: Math lab rotation. More use of small groups. (like iii for math) More support (tutoring or additional staff) to work with these groups more intensely. TPR method (Total Physical Response) method of instruction. Gr 3: More resources for home and school. More instructional help for ELL students. Gr 4: Additional practice materials for students. Incentives for attending school regularly, additional support staff to work with students in small groups during the school day. Incentives for students making progress on standardized testing, provide enrichment and remedial resources/math support for students Gr 5: Review vocabulary continuously, more practice, additional to text, use SuccessMaker data to guide instruction.

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

- Communication

To continue with email, class dojo, parent link, website, student bookbag in sending communication to schools about SAC, Title I, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- Parent Training

Gr K: No suggestions provided Gr 1: Math Night- basic math strategies Gr 2: Offer free food to families who attend. Offer incentives for attendance. Have a student performance. Gr 3: Math Night Provide parents with Math strategies and materials. Gr 4: No suggestions provided Gr 5: No suggestions provided

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

- School

Gr K: Develop incentives to encourage parent involvement. Be available to parents through several avenues (social media, agendas, phone, etc.) Gr 1: No suggestions provided Gr 2: Hire more staff to provide tutoring services and expand the program to include more students that will benefit. (i.e. - lowest 25% of students per grade level). Gr 3: Provide parents with math strategies and materials Gr 4: Offer additional support materials for students to use at home, communicate regularly with parents regarding their child's academic progress, offer parent trainings geared towards helping parents support their children with homework, and continue to use AVID strategies for organization. Gr 5: Math Parent Night

- **Students**

Gr K: Come to school on time and daily. Gr 1: Practice math facts daily Gr 2: Practice at home to reinforce skills and basic fact fluency. Gr 3: Participate in attending and obtaining incentives. Gr 4: Attend school regularly and on time. Complete homework. do this at school as well as at home Gr 5: Enrichment (Success Maker, Reflex Math, additional resources)

- **Parents**

Gr K: Come to school events and assist their children at home. Gr 1: Assist students with homework. Attend events at school. Gr 2: Check homework and communicate with teachers through parent conferences and dojo. Parents will attend training events. Gr 3: Attend and participate Gr 4: Attend parent conferences. Check the son/daughter ClassDojo page and agenda daily. Assist their child with homework assignment's. Gr 5: Have contact with teachers, request from school to encourage your child to practice math problems (online/homework/math notebook)

- **Staff Training**

Gr K: No suggestions provided Gr 1: Math Cadre Gr 2: Strategies for ELL parents to still be able to help with homework Gr 3: No suggestions provided Gr 4: No suggestions provided Gr 5: No suggestions provided

- **Accessibility**

Offer parent conferences at flexibly times convenient for parents for all grade levels. Provide correspondences (Parent Link Callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Science

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

1. List prioritized needs statements.

Gr K: None provided Gr 1: None provided Gr 2: Less than 40% of students demonstrate proficiency on Science Standards to include the Fair Game benchmarks when reviewing science assessments in grade 2. Gr 3: Different and better Science textbook. Starter kits for experiments. Gr 4: Approximately 40% of 4th grade students show proficiency on Science standardized assessments Gr 5: 53% of Egret's students demonstrate proficiency on science standards determined by the Winter Diagnostic

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

Gr K: Instructional time interrupted frequently by early dismissals. Master schedule limitations. Gr 1: Science textbook reading level - too difficult. Lack of materials for hand-on learning Gr 2: Lack of time to instruct and assess properly. Gr 3: Current textbook is has very complicated word phrases. It is very difficult for students to read and understand. Gr 4: Lack of background knowledge and vocabulary for concepts, lack of additional supplemental materials. Gr 5: Low vocabulary knowledge, low level readers, language barriers, not a targeted area before 5th grade, not mandated of time before 5th grade.

3. Share possible solutions that address the root causes.

Gr K: No suggestions provided Gr 1: District will provide materials for hand-on learning. New and improved science textbooks. Gr 2: Revisit schedule. Offer a Science Lab on the Fine Arts wheel. Need for grade level text to teach core material, real science curriculum (NOT STEMscopes) Gr 3: Appropriate grade level resources- print and online. Maybe with something that has technology connections for teachers and students to use. Create a Science Lab room on campus for teachers to use. Maybe staffed. Gr. 4 Exposure to vocabulary, field trips, hands on experiences, access to student leveled science libraries. Gr 5: Multiple ways to revisit vocabulary, Administration will work with lower grades to improve instructional content for Science, use approved enrichment resources (Study Jam, BrainPop, Edusmart) to help enhance, student content knowledge in Science at school/home

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

- Communication

To continue with email, class dojo, parent link, website, student bookbag in sending communication to schools about SAC, Title I, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Gr K: No suggestions provided Gr 1: No suggestions provided. Gr 2: STEM night. Science Fair Training. Parent Trainings- basic science strategies that may be offered to support parents/families as they work with their students at home (Science) Gr 3: No suggestions provided. Gr 4: No suggestions provided. Gr 5: No suggestions provided.

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

- **School**

Gr K: Conduct science nights/field trips Gr 1: No suggestions provided. Gr 2: Spend more time focusing on vocabulary. Gr 3: No suggestions provided Gr 4: Provide high quality curriculum and instruction. Offer parent trainings to foster support of science at home. Communicate effectively and frequently with students and parents. Gr 5: STEM Night, Online apps to help parents support their child (i.e. Edusmart and, Brain Pop)

- **Students**

Gr K: Students will participate in science activities Gr 1: Students will participate in class Gr 2: Practice vocabulary in meaningful ways. Gr 3: No suggestions provided Gr 4: Strive to meet high expectations, take responsibility to complete assignments. Gr 5: Attend parent trainings offered related to science engagement. Do experiments, projects, online resources to practice. Review standards taught at school and also can be done at home.

- **Parents**

Gr K: Encourage and support their children in science activities. Gr 1: Provide opportunities to explore science at home. Gr 2: Have meaningful discussions about nonfiction topics with their child. Gr 3: No suggestions provided Gr 4: Be sure that students attend school regularly. Attend parent trainings offered related to science engagement Gr 5: Request support to re-enforced vocabulary at home via online apps and notes taken at school, question child about things learned.

- Staff Training

Gr K: No suggestions provided. Gr 1: No suggestions provided. Gr 2: Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science). A real science curriculum with a book (NOT STEMscopes). How to use the online lessons without supplies for any hands-on learning. Gr 3: No suggestions provided. Gr 4: No suggestions provided. Gr 5: No suggestions provided.

- Accessibility

Offer parent conferences at flexible times convenient for parents for all grade levels. Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students and teachers in reaching and exceeding optimum academic potentials.

Budget Total: \$119,943.86

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA, and math/ First grade to 4th/September- push -in support with targeted students	2	\$15.00	5	6	25	Non-Certified	Original	\$22,500.00

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Math K-5 Resource Teacher	1	\$16.00	7	6.5	1	Original	\$728.00
Resource Teacher	Differentiated instruction in K-5 math (push-in model)							
Supplies	Item	Quantity	Rate	Supply Type		Type	Total	
	White copier paper-case	100	\$35.00	General Supplies		Original	\$3,500.00	
	Expo Dry Erase Markers -pack of 12 black	100	\$9.00	General Supplies		Original	\$900.00	
	Expo Dry Erase Markers -4 pack colored	60	\$2.50	General Supplies		Original	\$150.00	
	#2 Pencils - pre-sharpened pack of 72	100	\$22.00	General Supplies		Original	\$2,200.00	
	White board erasers (4 per teacher)	100	\$4.50	General Supplies		Original	\$450.00	
	Anchor chart paper - lined-pack of 4-1per teacher	8	\$110.87	General Supplies		Original	\$886.96	
	Anchor chart paper - no lines (pack of 6) -2 per teacher	10	\$149.62	General Supplies		Original	\$1,496.20	
	Composition Notebooks - K-5 - pack of 24	25	\$60.00	General Supplies		Original	\$1,500.00	
	Crayola 8 pack - box	2	\$30.00	General Supplies		Original	\$60.00	
	Colored pencils - 12 pack	16	\$4.50	General Supplies		Original	\$72.00	
	Post it Notes- stacks	4	\$33.00	General Supplies		Original	\$132.00	
	Cardstock- reams	30	\$26.49	General Supplies		Original	\$794.70	

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **\$5,125.19**

Acct Description	Description								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K - Data Chats	5	\$16.00	1	5	1	Non-Certified	Original	\$400.00
	1st grade Data chats	5	\$16.00	1	5	1	Non-Certified	Original	\$400.00
	4th grade Data chats	5	\$16.00	1	5	1	Non-Certified	Original	\$400.00
	5th grade Data chats	6	\$16.00	1	5	1	Non-Certified	Original	\$480.00
Supplies	Item				Quantity	Rate	Supply Type	Type	Total
	Communication folders -school to home (packs of 12				42	\$45.99	General Supplies	Original	\$1,931.58
	Card stock for post cards - white				2	\$16.00	General Supplies	Original	\$32.00
	Case of copier paper				10	\$35.00	General Supplies	Original	\$350.00
	Pencils (144 count)				14	\$11.00	General Supplies	Original	\$154.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Primary pencils (Kdg. roundup) 12 pack	8	\$4.00	General Supplies	Original	\$32.00
	Dry Erase marker -12 count black	10	\$8.50	General Supplies	Original	\$85.00
	Dry Erase Rectangular two sided lined and blank class set of 10 (Kdg roundup)	8	\$63.00	General Supplies	Original	\$504.00
	Crayola 8 pack of crayons (box of 12) math/science	2	\$29.00	General Supplies	Original	\$58.00
	Post it notes- stacks	2	\$31.00	General Supplies	Original	\$62.00
	Refreshments for parent training	1	\$183.61	Program Supplies	Original	\$183.61

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$191,364.20

Acct Description	Description
Coach	Implementation of K-5 ELA curriculum and coaching cycle to improve instructional practices and on-going P

Acct Description	Description									
Single School Culture Coordinator	PD support on K-5 ELA, math, and science concerning standards, best practices, enrichment and interventions									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 ELA, math and science to plan for instruction	30	\$25.00	1	1.5	2	Certified	Original	\$2,250.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Case of paper	5	\$35.00	General Supplies			Original	\$175.00		
	Anchor chart paper - no lines (6 per pack)	2	\$149.62	General Supplies			Original	\$299.24		
	Anchor chart paper - no lines (6 per pack)	4	\$3.76	General Supplies			Original	\$15.04		
	Pens -Cristal Bold pen black	4	\$3.76	General Supplies			Original	\$15.04		
	Highlighters -pack of 24	4	\$13.72	General Supplies			Original	\$54.88		

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

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are committed to educating, affirming and inspiring students in an equity-embedded school . As a school we will partner with parents to empower each student to reach his or her highest potential and experience personal and educational success. By working with families we will be able to provide students with a greater opportunity for learning and to prepare them with strategies to be college and career ready. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	Assistant Principal (AP)
Jennifer Billings-Hornsby	Single School Culture Coordinator (SSCC)
Angie Vyas-Knight	Parent
Guia Macayanan	Parent

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

All parents are invited (flyers, online invites) to attend school sponsored meetings. Leadership decided who among the staff will represent during the stakeholders input meeting. SAC has oversight mandate for Title I SWP changes. During the first meeting of SAC procedures of voting members will be decided on by the leadership and parents in attendance.

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

All parents were invited. Stakeholder meeting was held in the spring. Inputs about the SWP, compact, PFEP were recorded in the input meeting template. Compliance evidence for steps 1, 2 and 3 meeting were submitted to Federal and State Programs Department. Future changes in the SWP will be discussed and approved during the SAC meetings.

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

In the spring, stakeholders analyze the data, barriers, and use those to decide that Title I allocation be used for parent training supplies, refreshment, substitute during parent teacher conferences and postage.

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	AP
Jennifer Billings-Hornsby	SSCC
Angie Vyas-Knight	Parent
Guia Macayanan	Parent

Annual Parent Meeting

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

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

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

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

Date: Wednesday, October 4, 2023 Time: 6:00 PM Location: Media Center

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

Parents will be notified by parent link, Flyers/Invitations will be sent home by students.

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

Electronic documents (google form) for sign in or hard copy sign in sheet, agenda, PPT presentation, handouts (hard copy) or electronic, webcam w/microphone, translators (Spanish, Creole)]. Computer, paper and pens are some supplies needed.

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

Staff Training #1: Data Chats with Students and Parents

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

Staff will learn how to interpret and share data with parents and students. (Interpretation of Renaissance Gr K-2 and FAST Gr 3-5 data)

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

Staff will effectively communicate where students are academically in a way parents understand. Teachers will be able to assist parents in setting academic goals for their children.

- What will teachers submit as evidence of implementation?

1. Conference Notes 2. Sample completed data chat forms

- Month of Training

September 2023

- Responsible Person(s)

Dionne Napier, Principal; Tiana DuPont-Roundtree, Assistant Principal; Jennifer Billman-Hornsby, Single School Culture Coordinator

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Data Chats with Students and Parents. Staff will learn how to interpret and share data with parents and students.

- 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**

Staff Training #2: Parent Conference (including SBT, ESE & ELL)

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

Staff will effectively communicate where students are academically in a way parents understand. Teachers will be able to assist parents in setting academic goals for their children. Teachers will be able to share with parents resources to assist their child at home.

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

Teachers will be able to share with parents resources to assist their child at home. Open line of communication between teacher and parent regarding academic progress.

- **What will teachers submit as evidence of implementation?**

Conference Notes

- **Month of Training**

November 2023

- **Responsible Person(s)**

Dionne Napier, Principal; Tiana DuPont-Roundtree, Assistant Principal; Jennifer Billman-Hornsby, Single School Culture Coordinator

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Staff Training #2: Parent Conference (including SBT, ESE & ELL). Staff will effectively communicate where students are academically in a way parents understand. Teachers will be able to assist parents in setting academic goals for their children. Teachers will be able to share with parents resources to assist their child at home.

- 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

Parent Training #1: Literacy Night

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

To support student learning at home, per CNA feedback, principal survey to staff and parents, parents will be able to assist students with ELA and Writing strategies. Also for parents to reinforce the skill that their students are learning in class.

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

During the training, staff will provide parents with resources on how to support their child(ren) at home and practice using them. Parents will learn how to monitor their child's progress through SIS.

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

With parental support the expected impact is an increase in proficiency in ELA/Writing.

• Date of Training

October 2023

• Responsible Person(s)

Sharon Burton (Literacy Coach)

- Resources and Materials

Smartboard, invitation, agenda, copy of standards, sample reading strategies.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$183.61

2. Reflection/Evaluation of Training #1

- Name of Training

Parent Training #1: Literacy Night

- Number of Participants

To Be Determined

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

To Be Determined

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

on

- How do you know?

To Be Determined

- What went well with the training?

To Be Determined

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

To Be Determined

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Training #2: Mathematics & Science Night

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

To support student learning at home, per CNA feedback, principal survey to staff and parents, parents will be able to assist students with math and science strategies. Also for parents to reinforce the skill that their students are learning in class.

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

During the training, staff will provide parents with resources on how to support their child(ren) at home and practice using math and science strategies. Parents will learn how to monitor their child's progress through SIS.

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

With parental support the expected impact is an increase in proficiency in mathematics and science.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Bernadette Colanero (Math Resource)

- **Resources and Materials**

Smartboard, invitation, agenda, copy of standards, sample mathematics strategies shared

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

100.00

4. Reflection/Evaluation of Training #2

- **Name of Training**

Parent Training #2: Mathematics & Science Night

- **Number of Participants**

To Be Determined

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

To support student learning at home, parents will be able to assist students with math and science strategies. Also for parents to reinforce the skill that their students are learning in class.

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

on

- How do you know?

To Be Determined

- What went well with the training?

To Be Determined

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

To Be Determined

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Training #3: Parent Data Night

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

To support student learning at home, parents will be able to assist students in taking and practicing sample Florida Assessment of Student Thinking (FAST) questions. Also for parents to reinforce the skill that their students are learning in class

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

This training will provide parents with the opportunity to view and practice with sample assessment items. Parents will be shown how to navigate the state website for assessment resources.

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

With parental support the expected impact is an increase in proficiency in English Language Arts, Mathematics and Science reinforcing that all are together in improving student achievement

- Date of Training

March 2024

- Responsible Person(s)

Jennifer Billman-Hornsby (Single School Culture Coordinator)

- Resources and Materials

Smartboard, Invitation, agenda, and sample practice items

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

6. Reflection/Evaluation of Training #3

- Name of Training

Parent Training #3: Parent Data Night

- Number of Participants

To Be Determined

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

To Be Determined

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

on

- How do you know?

To Be Determined

- What went well with the training?

To Be Determined

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

To Be Determined

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

Back to Basics Angel Program

• Describe how agency/organization supports families.

Back to Basics supports families by providing school uniforms for both male and female students.

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

Partnership letter or email; The uniforms are picked up over the summer and we showcase this partnership through Social Media

• Frequency

Annually

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

• Name of Agency

Publix: Tools for Schools

• Describe how agency/organization supports families.

Publix supports families by providing extra school supplies (notebook paper, spiral notebooks, pencils, pens, markers, crayons, folders, composition books, scissors, glue, erasers, etc)

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

Publix: Tools for schools information; The supplies are picked in the fall and we showcase this partnership through Social Media.

- Frequency

Annually

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department support families by providing Translator during meetings. Strategies and resources through the district's website.

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

Translator's log, ELL meetings invite, agenda

- Frequency

As needed

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

Title I meeting, Stakeholders Meeting and SAC meetings: Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the training.

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

Flyer and parent link message sent

- Description

Open House, Curriculum Nights and SAC Meetings: Egret Lake will inform parents regarding performance levels by ClassDojo, Parent/Teacher conferences, B.E.S.T parent training.

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

Conference notes, ClassDojo printout, agenda, sign-in sheet and Presentation

- Description

SAC Meetings: Egret Lake will inform parents regarding performance levels by Schoolwide ClassDojo, Parent/Teacher conferences and/or Marquee.

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

Conference notes, ClassDojo printout

- Description

Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the important meeting. All parent are invited to attend SAC. Stakeholder meeting will be help and all parent will be invited.

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

Flyer and parent link message sent, SAC documentation

- Description

Egret Lake will provide face-to-face or virtual parent trainings and/or meetings after school hours.

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

Data results from School Effectiveness Questionnaire (SEQ) survey, training schedules.

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

Have a translator for both Spanish and Creole at conferences and meetings to assist parents. Letter to parents will be translated.

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

Translated letter, Translator log

• Description

If necessary, to accommodate disabled families, we utilized district support (ex. deaf-and-hard of hearing, visually impaired, speech, etc.).

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

Communication with ESE Dept., Minutes from parent conference, IEP or 504 meetings.

• Description

Currently we do not have migrant students on the report. If necessary, to accommodate migrant families we will utilize the district's Migrant Office for support.

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

Sample email to the Migrant Office.

- Description

Egret Lake has designated the guidance counselor as the McKinney Vento contact to support parents experiencing homeless, by connecting with services to provide support, transportation, uniforms, clothing, supplies and food if needed.

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

Sample McKinney Vento flyer, Phone call logs and/or notes

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

We are continuing implement the district initiative SLL to promote a positive classroom environment. We also continuing implementation of AVID (Advancement Via Individual Determination) . Students have the opportunity to have exposure to a variety of colleges and universities through college tours and research on colleges of their choice. Each Friday staff and student can display their college pride by wearing a college t-shirt. Staff and students participate in growth mindset set activities. We have a school wide incentive plan where students earn points and incentives for positive behavior. We have Boys Town on campus, the counselor support students in behavior skills in grades K and 1. This year we are continuing the club called School Teacher of Tomorrow. The goal of the club is to interest students in the field of education early in their school experience by providing information about careers in education and opportunities to participate in experiences that develop the qualities and skills essential for successful teaching, as well as promoting a positive image of the teaching profession in their homes and communities.

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) consists of: SBT Facilitator, ESE Contact, School Administration, SAI teacher, Interventionist, Classroom Teacher, School Psychologist, Speech/Language Pathologist, and School Counselor. SBT meets at least one day a week to review and discuss screening data, diagnostic data, and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic and/or behavioral targets. The identified students are offered supplemental interventions and monitored over time. Those who fail to make adequate progress are referred to the problem solving team or SBT. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). In Supplemental Intervention (Tier 2) , students not making adequate academic progress in the core curriculum are provided with 30 minutes of targeted intervention that is matched to their needs. In Intensive Intervention (Tier 3), students receive individualized, intensive interventions for more than 30 minutes that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Behavioral Interventions begin with teacher initiated behavior plans and school-wide expectations (Core). Supplemental Behavioral Interventions (Tier 2) are implemented after Core behavior plans are not sufficient to improve student behavior. The team decides the targeted behavior and a plan is implemented which may include, but not be limited to, an individual behavior log. For Intensive Behavior Intervention (Tier 3), a Functional Behavior Assessment (FBA) is conducted and a Behavior Implementation Plan (BIP) is written and put into place. The team ensures the necessary resources are made available and all interventions are implemented with fidelity.

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

Egret Lake follow the districts scope and sequence for all content areas. Teachers meet bi-weekly in PLCs to discuss but not limited too, assessment data, student behavior data, primary and secondary benchmark lessons, small group lessons and activities, attendance, and participation rate. Students are provided opportunity for tutorial support. We are an AVID school through projects and activities students have the opportunity to connect their learning to real world. Our school has continued with implementing our Disney Grant were able to put on Disney Kids productions. The grant has sunset, however through funds donated we able to continue to have the productions.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Egret Lake is in its 8th year of implementation of Advancement Via Individual Determination (AVID). Each year students have a project that is on display for school and community to view on students aspirations/goals of what they want to be when they become adults. Following the philosophy of AVID students learn strategies and skills that prepare them for college and career readiness. With post pandemic restrictions, we will continue to ingrate post-secondary opportunities in classroom lessons.

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

Our school offers an opportunity for parents of new kindergarteners to participate in Kindergarten Round uptraining. Parents are shown a presentation on the day and life of a kindergartner at Egret Lake, provided the opportunity to tour the campus and visit a kindergarten classroom and are trained on given resources to assist the kindergartner's learning at home and how parents can assist their child with transitioning to school. Each during pre-school parents have the opportunity to participate in "Meet the Teacher".

Professional Development

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

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers are provided the opportunity to attend district trainings and SLL and AVID professional development. We follow the district's format for new teachers and meet with them monthly to discuss instructional strategies, best practices and how our school can support them. Each ESP participant is assigned a mentor and buddy. On going PD is offered to all staff to increase teacher capacity and instructional competency and effectiveness.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

We work closely with the district's HR Department with regard to our staff vacancy. We hire certified and experienced teachers who will make a difference in our student's lives. We participate, when necessary in district sponsored job fairs. Our Single School Culture Coordinator (SSCC), Literacy Coach and resource teacher support all teachers with planning and are paired with new teachers to our school. We have bi-weekly PLCs to support teachers with lesson planning, instructional strategies and coaching support. Team Leaders are rotated every two years to provide the opportunity for all teachers to have a leadership position on campus.