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**Title I Comprehensive Schoolwide Plan**  
**LOXAHATCHEE GROVES ELEMENTARY (1901)**

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# ELA

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

## 1. List prioritized needs statements.

1. On the FY23 PM 2 State Assessment 10% of the ELL students scored on grade level or above. 2. On the FY23 PM 2 State Assessment 24% of the ESE students scored on grade level or above. 3. On the FY23 PM 2 State Assessment 42% of the 4th graders scored on grade level or above. 4. On the FY23 PM 2 State Assessment 47% of the 3rd graders scored on grade level or above.

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

1. Covid loss 2. Students need more small group instruction to meet their specific needs as well as appropriate resources for enrichment 3. Opportunity to learn more on standards and instructional best practices. 4. Increased family engagement

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

1. Manpower to provide differentiated instruction to targeted students with supplemental resources 2. Consistent and ongoing PD with resources 3. Building capacity of parent on learning strategies that can be done at home

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

1. Continue to use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families are welcome to attend meetings. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

## • Parent Training

1. How to help your child with homework. 2. Provide information to Parents who do not speak English on English Language courses held at area high schools. 3. Parent training to find and use the Parent Portal.

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

### • School

To provide a safe environment conducive to learning. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. Staff will respond to all parents' questions within 24 hours. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. Provide trainings to parents in order to their support their children, such as the Parent Portal, read at home strategies, positive homework area, etc. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity. Provide opportunities for parents to help support their child's academic, social emotional development, self-regulation and problem solving skills/strategies.

### • Students

To attend school daily, on time, prepared and dressed in a school uniform. Take care of their supplies and materials. To do his/her best to complete all assignments and to ask for help when needed. To make choices that are respectful, responsible and safe. To report dangerous situations or problems to the school staff or their family. To take pride in the school, home and community. Be the very best Loxahatchee Lion that I can be every day.

### • Parents

To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. To read to their children or have them read nightly for at least 20 minutes. To limit television, video game and computer play time. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. To check their child's backpack nightly. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

### • Staff Training

1. Ways to communicate with parents who do not speak English. 2. Small group instruction programs such as Spire, LLI, etc.

- **Accessibility**

1. Provide parents school communication in their native language. 2. The school will work with district offices for support and services with migrant and homeless families. Accommodations will be provided to subgroups of parents: Limited English Proficiency, Disabilities, Migratory Work, and Homelessness

## **Math**

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

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

1. On the FY23 PM 2 State Assessment 20% of the ELL students scored on grade level or above. 2. On the FY23 PM 2 State Assessment 30% of the ESE students scored on grade level or above. 3. On the FY23 PM 2 State Assessment 37% of the 4th graders scored on grade level or above. 4. On the FY23 PM 2 State Assessment 44% of the 5th graders scored on grade level or above. 5. On the FY23 PM 2 State Assessment 50% of the 3rd graders scored on grade level or above.

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

1. Covid loss 2. Students need more small group instruction to meet their specific needs as well as appropriate resources for enrichment 3. Opportunity to learn more on standards and instructional best practices. 4. Increased family engagement

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

1. Manpower to provide differentiated instruction to targeted students with supplemental resources 2. Consistent and ongoing PD with resources 3. Building capacity of parent on learning strategies that can be done at home

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

- **Communication**

1. Continue to use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families are welcome to attend meetings. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

1. How to help your child with math homework. 2. Provide information to Parents who do not speak English on English Language courses held at area high schools. 3. Parent training to find and use the Parent Portal.

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

- **School**

To provide a safe environment conducive to learning. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. Staff will respond to all parents' questions within 24 hours. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. Provide trainings to parents in order to their support their children, such as the Parent Portal, read at home strategies, positive homework area, etc. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity. Provide opportunities for parents to help support their child's academic, social emotional development, self-regulation and problem solving skills/strategies.

- **Students**

To attend school daily, on time, prepared and dressed in a school uniform. Take care of their supplies and materials. To do his/her best to complete all assignments and to ask for help when needed. To make choices that are respectful, responsible and safe. To report dangerous situations or problems to the school staff or their family. To take pride in the school, home and community. Be the very best Loxahatchee Lion that I can be every day.

- **Parents**

To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. To read to their children or have them read nightly for at least 20 minutes. To limit television, video game and computer play time. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. To check their child's backpack nightly. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- **Staff Training**

1. Ways to communicate with parents who do not speak English and strategies in math parents can use. 2. Small group instruction programs such as Spire, LLI, etc.

- **Accessibility**

1. Provide parents school communication in their native language. 2. The school will work with district offices for support and services with migrant and homeless families. Accommodations will be provided to subgroups of parents: Limited English Proficiency, Disabilities, Migratory Work, and Homelessness

## **Science**

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

1. List prioritized needs statements.

On the FY23 PM 2 State Assessment 38% of the 5th graders scored on grade level or above.

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

1. Covid loss 2. Students need more small group instruction to meet their specific needs as well as appropriate resources for enrichment 3. Opportunity to learn more on standards and instructional best practices. 4. Increased family engagement

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

1. Manpower to provide differentiated instruction to targeted students with supplemental resources 2. Consistent and ongoing PD with resources 3. Building capacity of parent on learning strategies that can be done at home

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

#### • Communication

1. Continue to use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families are welcome to attend meetings. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

#### • Parent Training

1. How to help your child with science homework. 2. Provide information to Parents who do not speak English on English Language courses held at area high schools. 3. Parent training to find and use the Parent Portal.

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

#### • School

To provide a safe environment conducive to learning. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. Staff will respond to all parents' questions within 24 hours. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. Provide trainings to parents in order to their support their children, such as the Parent Portal, read at home strategies, positive homework area, etc. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity. Provide opportunities for parents to help support their child's academic, social emotional development, self-regulation and problem solving skills/strategies.

- **Students**

To attend school daily, on time, prepared and dressed in a school uniform. Take care of their supplies and materials. To do his/her best to complete all assignments and to ask for help when needed. To make choices that are respectful, responsible and safe. To report dangerous situations or problems to the school staff or their family. To take pride in the school, home and community. Be the very best Loxahatchee Lion that I can be every day.

- **Parents**

To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. To read to their children or have them read nightly for at least 20 minutes. To limit television, video game and computer play time. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. To check their child's backpack nightly. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- **Staff Training**

1. Ways to communicate with parents who do not speak English and share science strategies to families. 2. Small group instruction programs such as Spire, LLI, etc.

- **Accessibility**

1. Provide parents school communication in their native language. 2. The school will work with district offices for support and services with migrant and homeless families. Accommodations will be provided to subgroups of parents: Limited English Proficiency, Disabilities, Migratory Work, and Homelessness

## **Action Step: Classroom Instruction**

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

**Budget Total: \$197,427.00**



<b>Acct Description</b>	<b>Description</b>																																													
Out-of-system Tutors	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Days</b></th> <th><b>Hours</b></th> <th><b>Weeks</b></th> <th><b>Certified</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>ELA iii Non-certified tutor for grades K-5 daily throughout the year/Fall</td> <td>1</td> <td>\$15.00</td> <td>5</td> <td>6</td> <td>34</td> <td>Non-Certified</td> <td>Original</td> <td>\$15,300.00</td> </tr> </tbody> </table>										<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>	ELA iii Non-certified tutor for grades K-5 daily throughout the year/Fall	1	\$15.00	5	6	34	Non-Certified	Original	\$15,300.00																		
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Resource Teacher	1.0 K-5 ELA/Math interventionist will provide instruction to targeted students																																													
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## 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: \$4,232.25

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Homework Help	4	\$25.00	1	2.5	1	Certified	Original	\$250.00
	Reading Strategies	4	\$25.00	1	2.5	1	Certified	Original	\$250.00
	STEAM at Home	4	\$25.00	1	2.5	1	Certified	Original	\$250.00
	Parent Portal Training	4	\$25.00	1	2.5	1	Certified	Original	\$250.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Food & Water for Parent Training	518	\$3.00	Program Supplies		Original	\$1,554.00		
	Chart Paper	41	\$19.00	General Supplies		Original	\$779.00		
	Folders pack of 100	2	\$15.00	General Supplies		Original	\$30.00		
	Copy Paper Case	10	\$45.00	General Supplies		Original	\$450.00		
	Pens pack of 15	6	\$10.00	General Supplies		Original	\$60.00		
	Notebook Paper pack of 3	1	\$15.00	General Supplies		Original	\$15.00		
	Post It Notes- stack	2	\$6.25	General Supplies		Original	\$12.50		
Shipping	1	\$2.75	General Supplies		Original	\$2.75			

Action Step: Professional Development

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

**Budget Total: \$0.00**

<b>Acct Description</b>	<b>Description</b>
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## Mission Statement

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

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

### 1. Mission Statement

Loxahatchee Groves Elementary School mission is to engage and empower all of our students and families in a STEAM education in order for them to reach their highest potential. We will foster each child's social-emotional development by strengthening school-family-community partnerships through effective communication, resource support, training, decision-making, and encouraging families to become active participants in their child's educational process.

## 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>
Richard Myerson	Principal
Juliana Bradley	Assistant Principal
Michele Mugavero	ESE Contact/SAC Chair
Kristi Moynihan	PTO President
Jennifer Tetreault	ELL Teacher
Michelle Enos	Grandparent
Kathy Lauro	Parent
Carrie Fellari	Parent

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

Mr. Myerson sought out school leadership. These people have a complete picture of the total school and a history of working well with families. Plans for CNA steps 1, 2 and 3 were set. All staff and parents were invited to attend the input meetings. All stakeholders are invited to the meeting through ParentLink and e-mail invitations. There was no election of members during CNA stakeholders meeting.

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

All members of this team meet with their family and school members to get input in our CNA, SWP, and PFEP. From there they helped to organize and summarize the information. Input from stakeholders were recorded in a template. Leadership Meeting Staff Meeting: February 24, 2023 at 2:30 pm Staff Meeting - March 28, 2023 at 2:30 pm Parent/Community Meeting: March 14th at 5:30 pm CNA steps 1, 2, and 3 compliance evidence were submitted to the district.

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

Teachers, staff and families and community members attend a CNA meeting where school data and information in ELA, Math, Science and Family Engagement was shared. At those meetings input and suggestions were taken as well as they best way to spend the Title I money. Findings were recorded on the template. As a result of the meeting the following recommendation were made: 1. Hire an intermediate SAI teacher to provide iii for students in grades 3-5. 2. Hire a school wide math resource teacher to provide support in grades K-5. 3. Hire tutors to work with children during the school day. 4. Parent training supplies including food and water for parent trainings 5. Staff support during parent trainings

Name	Title
Richard Myerson	Principal
Juliana Bradley	Assistant Principal

## 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?

The Annual Parent Meeting will take place at 5:30 pm on October 25th in the school 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.).

The meeting will be advertised through a variety of means. We will use the Parent Link system to email all the families, we will use Class Dojo, the school marquee and the school's newsletter.

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

During the Annual meeting we will discuss and share the following: 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; Parent's Right-to-Know and training opportunities for families. Technology, paper, pens and handouts will be needed. We will also provide a dinner for all parents and community members in attendance.

## 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 Communication to our Families

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

The staff will learn how to use Class Dojo to effectively communicate with families on a regular basis.

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

To increase parent involvement, all teachers will use Class Dojo on a weekly basis to communicate with their families.

- What will teachers submit as evidence of implementation?

Teachers will provide screenshots of Class Dojo messages to their families.

- Month of Training

August 2023

- Responsible Person(s)

Richard Myerson

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TDA

- 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

How to Communicate with Parents who do not speak English

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

1. Staff will learn about the different resources available to them to communicate with families who do not speak English.

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

The staff will improve their ability to communicate with ALL of our families.



- What will teachers submit as evidence of implementation?

1. Conference notes from parent conferences.

- Month of Training

September

- Responsible Person(s)

School Administration

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

- Name and Brief Description

How to Communicate with Parents who do not speak English: Resources was shared with staff in order to communicate with families that do not speak English.

- 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 Curriculum Support at Home

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

Strategies on: 1. Reading at Home with your child. 2. Homework help at home. 3. Math at Home with your child

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

During this training, the parents will be given strategies they can use to help their child at home with reading, math and homework.

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

The students will complete their homework on a consistent way and parents will work with their child to support their educational needs in reading and math.

- Date of Training

September 6, 2023

- Responsible Person(s)

Grade Chairs

- Resources and Materials

Grade Level Presentations

- Amount (e.g. \$10.00)

\$500 (\$3 per parent)

## 2. Reflection/Evaluation of Training #1

- Name of Training

Parent Curriculum Support at Home

- Number of Participants

TBD

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

TBD

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

Yes

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Portal Access

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

The parents will be trained on how to access their Parent portal in order to monitor their child's progress.

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

1. Parents will be shown how to login into their Portal. 2. Parents will be shown how to access reports. 3. Practice

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

1. Parents will register for their Portal and access the reports on a consistent basis. 2. Schedule/attend parent teacher conferences when needed.

- Date of Training

September 20, 2023

- Responsible Person(s)

School Administration

- Resources and Materials

1. Parent sign on information. 2. Computers for parent use. 3. Resources for families to use.

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$1,500 (\$3 per parent)

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

- Name of Training

Parent Portal Access

- Number of Participants

TBD

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

The parents will be able to sign on and monitor their child's information in their portal.

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

Yes

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

• Name of Training

STEAM at Home

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

Parents will be trained on using resources to do STEAM projects at home.

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

A Steam project will be shared and resources for follow up at home will be provided.

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

Parents will be a monthly STEAM activity at home.

• Date of Training

October 18, 2023

• Responsible Person(s)

STEAM Committee

• Resources and Materials

1. STEAM project material 2. Resources for parents 3. Picture of sample science project

• Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$1,500 (\$3 per parent)

## 6. Reflection/Evaluation of Training #3

- Name of Training

STEAM at Home

- Number of Participants

TBD

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

TBD

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

Yes

- How do you know?

TBD

- What went well with the training?

TBD



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

TBD

## 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

Literacy Coalition of Palm Beach County

- Describe how agency/organization supports families.

We will partner with the PBC Literacy Coalition to have volunteers to support families whose 1st grade students are in need of tutors in reading. Each volunteer will work with 3 students a week for 30 minutes each. The PBC Literacy Coalition will also read to each child in Kindergarten and provide them with a book.

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

1. Sign in sheet of each event. 2. Picture of the event. 3. Thank you note

- Frequency

Tutoring: At least 10 times during the year. Read to me Program: 5 times a year.

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

- Name of Agency

SDPBC Multicultural Department

- Describe how agency/organization supports families.

The SDPBC Multicultural Department will provide translation services in Q'anbal to our families on an as needed basis for teacher conferences and family events.

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

1. List of events and sign in sheets. 2. Sample email communication to multicultural dept. 3. Sample resources shared with families

- Frequency

At least 2 times during the school year.

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

- Name of Agency

PBC Food Bank

- Describe how agency/organization supports families.

The PBC Food Bank will provide weekly meals to our targeted families / students in need through their backpack program.

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

List of students receiving the meals.

- Frequency

Weekly

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will use a variety of formats to reach all of my families for school activities. We will use the Parent Link system to send out emails, phone call and text messages for upcoming school events. We will also use Social Media and Class Dojo to inform our parents of these events. All communications will be sent out in Spanish and English.

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

1. Samples of Parent Link messages 2. Screenshots from Facebook and Class Dojo 3. Sample translated information.

- Description

LGES will host a curriculum night where information about the grade level curriculum and proficiency levels will be shared with our families.

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

1. Sign in sheets of our curriculum night. 2. Flyers advertising the event. 3. Sample data.

- Description

We will share informing about state academic standards with our families at curriculum nights, SAC meetings and parent teacher conferences.

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

1. Sign in Sheets 2. Agendas 3. Sample information shared.

- Description

LGES will share information with parents about opportunities to participate in decision making related to the education of their children at the Title 1 Annual meeting, parent teacher conferences and IEP meetigns.

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

1. Sign in sheets 2. Agendas 3. IEP meeting notes

- Description

Meetings that involve families and community members will take place at a time that will work for that group. We will offer baby sitting as needed.

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

1. Calendar invites. 2. IEP meeting invitations. 3. Childcare schedule.

# 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

Invitations to school events will be sent out in English and Spanish. At the meetings we will have Spanish translators available as needed.

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

1. Invitations samples in English and Spanish.

- Description

LGES is ADA compliant with ramps and parking spaces. Hearing and vision support is provided as needed.

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

Sign in sheets of staff providing support and pictures of ADA compliance(signs and ramps).

- Description

LGES will identify the migrant children and provide support as needed such as backpacks, school uniforms, tutoring and holiday gifts.

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

1. Flyers of services being offered 2. CLF logs of support with the families.

- Description

LGES will identify the homeless children and provide support as needed such as backpacks, school uniforms, tutoring and holiday gifts.

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

1. Pictures of support provided such as backpacks, school uniforms and holiday gifts.

## Other Activities

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

### 1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

## 2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

## 3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

## 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

All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, are posted in each classroom. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, student assemblies, ways to interact appropriately online, etc. The after school program mirrors these guidelines and serves as an extensive of teaching and learning. Morning Meeting will be implemented in each classroom daily to build a strong classroom community. The Wellness Warriors (our School Counselor, School Psychologist, & Behavioral Health Professional) schedule whole group class sessions to work with students on social/emotional needs. A SwPBS team oversees the implementation, and provides PD in classroom management. Morning Meeting Social Emotional Program will be used in all classrooms to help to create a positive community. Morning Meeting uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. Students will be encouraged to reflect on their behavior should problems arise. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. These steps will include student reflection and parental notification. Instruction will be differentiated to meet the needs of all students and ensure active engagement. LGES is a bully free zone. Students are made aware of the process for reporting incidents of bullying: a bully box for anonymous reporting, an online submission form, and a hotline number for students to report bullying and/or harassment. The school counselor is the lead contact for the "bully box" and the hotline. She is available to provide short-term counseling for individuals and small groups and addresses on-going and emergent needs. All enrolled students are invited to be active participants in all school functions, such as school sponsored activities, clubs, and/or field trips.

## 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 SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. Using the decision tree, the School Based Leadership Team (SBT) or Response to Intervention (RtI) team identifies students who are not meeting Core instructional targets and/or in need of behavioral intervention. The identified students are provided supplemental intervention (Tier 2) support from an interventionist and monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence-based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student SMART goal. The interventionist uses the progress monitoring tool to collect assessment data every ten days for students receiving supplemental intervention. The team uses the Problem-Solving Model to conduct all meetings. The Problem-Solving Model is a four-step method that begins with identifying the problem, analyzing the problem to find why the problem is occurring, planning for implementation, and finally evaluating the plan to see if the plan of action is working. The RtI decision rules are used to dictate graphed progress monitoring data to determine if there was a positive response, a questionable response, or a poor response. Based on data and discussion, the team identifies whether students are making positive progress, not making adequate progress, or having a poor response to intervention and are in need of additional academic and/or behavioral intervention support (Tier 3). Tier 2 students that have a positive response to intervention will continue to receive the intervention as-is. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student receives an inadequate or poor response to intervention, the team returns to the Problem Solving Model. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days.

## 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

LGES is a STEAM school and we provide instruction based on the Florida Standards but we use the 4Cs to provide a Well-Rounded Education. Through the 4Cs, the students will learn how to Collaborate, Communicate, Think Critically and be Creative as they learn their standards. Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, and Media. In Music, students participate in a variety of activities such as chorus, musical theater, and instruments. In Physical Education, students participate in an annual Field Day, Jump Rope for Heart, the Drowning Prevention program, and the Pedestrian/Bike Safety Program. Data is analyzed to place students into needs-based tier 2 and tier 3 reading instruction based on their reading level. Double-down tutors, ESOL teachers, ESE teachers, resource teachers (SAI, Reading Recovery), and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including Leveled Literacy Intervention (LLI), FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students are provided with adaptive technology in reading and math in order to work at individual levels for remediation or enrichment. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data. - Students participate in hands-on math and hands-on science activities. - Double down tutors, push in/pull out ESE, and ESOL teachers increase the number of small groups taking place to increase the amount of individual academic attention students receive.

# 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

LGES hosts a STEAM Career Day for all students on campus. Business Partners as well as Community Partners join us for a day to present to our students. During the presentations, the students gain knowledge of various types of job opportunities in the STEAM fields. LGES has the Accelerated Math Program (AMP) for students in grades 3-5. Finally LGES hosts 2 STEAM Exhibitions a year where children have the opportunity to Share what they learned with community members and display the 4Cs of Creativity, Collaboration, Critical Thinking and Communication.

## 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

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

- 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

LGES has 12 PreK programs including 2 VPK Inclusion classes. These classes are designed to have our children Kindergarten ready by the time they transition to Kindergarten. Those children with an IEP will have a transition meeting to modify their IEP in order for them to be successful in Kindergarten. We will host 2 Kindergarten Round Ups to inform the parents what they can expect for their child in Kindergarten and how they can help them prepare over the summer. LGES will provide a staggered start to the school year to make the transition easier for the children.

## 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

LGES teachers participate in BI Weekly PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers get Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading, writing, science and math. Support specialist provide workshop, observations and feedback to the teachers.

## 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

LGES will participate in the SDPBC Job Fair to recruit and hiring effective teachers. All new teachers will have a Mentor and a Peer Teacher to support their transition to LGES. The Principal will have a welcome to LGES lunch for all the of the new teachers coming to LGES in August.