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**Title I Comprehensive Schoolwide Plan**  
**GRASSY WATERS ELEMENTARY SCHOOL (3351)**

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# ELA

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

## 1. List prioritized needs statements.

54% of our K-2 students are on or above grade level on the FY23 Winter i-Ready Reading Diagnostic 41% of 3rd - 5th graders are on or above grade level on the FY23 Winter i-Ready Reading Diagnostic

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

Lack of school readiness (VPK) Minimal parental knowledge of standards and strategies Learning gaps due to virtual learning Attendance/Tardiness Access to authentic literature Foundations on concepts of print Opportunities to close learning gaps Opportunities to implement writing strategies across content areas Lack of endurance, stamina and attention Opportunities to focus on the writing process as a continuum from K-5

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

Offer Parent Nights to support parent knowledge Differentiated teaching resources- Get books - rebuild classroom libraries; Using letter tiles to manipulate for phonics hands on learning Emphasis on small group instruction Materials for independent practice; Tutorial and intervention in the early grades Integration of writing throughout all of subjects Additional staff to focus on PD, data analysis and foundational skills in K-5 Provide common planning time to strategically plan for secondary content and determining prerequisite skills required for mastery; Ongoing PD to share best practices in instruction and classroom management

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

All training and Title I information will be shared with the community (Class Dojo/Twitter/Facebook); parent trainings that are recorded will be shared with the school community. 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**

Parent Trainings (ELA strategies) will be offered to support parents/families as they work with their students at home (ELA), share information about the B.E.S.T. standards and expectations K-5 mastery vs non-mastery; increase parents understanding of ways to support students through the learning process/productive struggle (reading/literacy/curriculum night).

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

- **School**

The school will continue to communicate current levels of students performance to parents and students a minimum of 3 times a year; ongoing communication about progress.

- **Students**

Students will actively engage in classroom instruction and demonstrate correct classroom behavior; read nightly.

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference to learn about their child's progress; work with their child nightly.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA strategies); Provide professional development in K-5 to increase teachers understanding of the B.E.S.T. standards.

- **Accessibility**

Accommodations of translation and accessibility will be provided at each opportunity. 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.

Less than 50% of our 3-5 students are performing on or above grade level as determined by the FY23 Winter i-Ready Math Diagnostic Less than 50% of our K-2 students are performing on or above grade level as determined by the FY23 Winter i-Ready math diagnostic

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

Lack of problem solving strategies (multi-step problem solving strategies) Lack of endurance, stamina, attention Lack of authentic rigorous math practice Deficit in foundational skills Minimal time for reteach; scope and sequence is very rapid; Consistent teacher support Lack of fluency in number sense and operations Minimal parent support on math learning

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

Opportunities to practice math; On-going PD and teacher support Structure math block to increase time for student practice Increase instructional manipulatives; Expose students to various math strategies Provide access to adaptive technology focused on mastery of basic facts and skills Provide common planning time to strategically plan for secondary content and determining prerequisite skills required for mastery Provide opportunities for tutorial and intervention Provide additional staff development on best practices for teaching math concepts

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

### • Communication

All training and Title I information will be shared with the community (Class Dojo/Twitter/Facebook); parent trainings that are recorded will be shared with the school community. 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**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math strategies) share information about the B.E.S.T. standards and expectations K-5 mastery vs nonmastery; increase parents understanding of ways to support students through the learning process/productive struggle (Math night/curriculum night)

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

- **School**

School will continue to communicate current levels of students performance to parents and students a minimum of 3 times a year; ongoing communication about progress.

- **Students**

Students will actively engage in classroom instruction and demonstrate correct classroom behavior; complete nightly math practice.

- **Parents**

Parents will reinforce school expectations at home, attend parent-teacher conference to learn about their child's progress, and check students math practice homework.

- **Staff Training**

Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math strategies) Provide professional development in K-5 to focus on new standards (Math Cadres).

- **Accessibility**

Accommodations of translation and accessibility will be provided at each opportunity. 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.

57% of our 5th graders are proficient in Nature of Science standards as evidenced by the FY23 School District of Palm Beach County NGSQ diagnostic

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

Lack of problem solving strategies Increase opportunities of application of content Increase opportunities for content area reading Provide opportunities for hands-on experiments or demonstrations

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

More hands on lessons and/or activities and opportunities to apply content Instructional Resources K-5 focus on content based reading skills; Increase opportunities for content based reading in K-5 Provide opportunities for common planning to plan for ways to address the deficiency from grade level to grade level in the area of Nature of Science Opportunities to collaborate with other grade levels Provide science tutorial program for enrichment and remediation Provide access to adaptive technology focused on mastery of science standards

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

### • Communication

All training and Title I information will be shared with the community (Class Dojo/Twitter/Facebook); parent trainings that are recorded will be shared with the school community. 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

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science strategies) share information about the science standards and expectations K-5

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

- **School**

School will continue to communicate current levels of students performance to parents and students a minimum of 3 times a year.

- **Students**

Students will actively engage in classroom instruction and demonstrate correct classroom behavior.

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference to learn about their child's progress; check science homework if given.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families on strategies as they work with their students at home (Science).

- **Accessibility**

Accommodations of translation and accessibility will be provided at each opportunity. 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: \$200,700.23

Acct Description	Description									
Resource Teacher	Differentiated instruction in science K-5									
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Academic tutor - push-in 10/30-5/17 (1 - K-2 ELA and Math; 1 3-5 ELA and Math)	2	\$17.00	5	6	24	Non-Certified	Original	\$24,480.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Pencils - box of 144	20	\$24.99	General Supplies		Original	\$499.80			
	Expo markers chisel point black, 4pk	38	\$8.99	General Supplies		Original	\$341.62			
	Shipping	1	\$0.55	General Supplies		Original	\$0.55			
	Manila file folders, box of 250	3	\$28.89	General Supplies		Original	\$86.67			
	Copy Paper, cases	40	\$32.00	General Supplies		Original	\$1,280.00			
	Headphones	350	\$6.99	Technology		Original	\$2,446.50			
	Headphones shipping	1	\$188.09	Technology		Original	\$188.09			
Resource Teacher	Targeted literacy support to grades 3-5 ELA in small groupings and tiered interventions									



<b>Acct Description</b>	<b>Description</b>									
Resource Teacher	Differentiated instruction in math grades 3-5									
Tutorial	<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>	
	Afterschool tutorial -ELA & Math Grades 3-5/ October	5	\$37.00	2	1.25	8	Certified	Original	\$3,700.00	
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>		<b>Total</b>	
	ELA Resource Teacher	1	\$16.00	7	6.5	1	Original		\$728.00	
	Science Resource Teacher	1	\$16.00	7	6.5	1	Original		\$728.00	
	Math Resource Teacher	1	\$16.00	7	6.5	1	Original		\$728.00	

### **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: \$16,612.35**

<b>Acct Description</b>	<b>Description</b>									
Parent Support by School Staff	<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>	
	Facilitating Parent Training	10	\$25.00	5	2	1	Certified	Original	\$2,500.00	
	Family Engagement Support Liaison - Clerk reaching out to families regarding PFEP Activities	1	\$15.00	5	2	40	Non-Certified	Original	\$6,000.00	
	Spanish Language Faciliator to translate during parent traning & ESOL parent night	1	\$17.00	6	2	1	Non-Certified	Original	\$199.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Kindergarten Round-up books (estimate) 75 per title (2 titles)	150	\$5.50	Program Supplies		Original	\$825.00			
	Books for literacy night event (estimate)	100	\$5.00	Program Supplies		Original	\$500.00			
	Color Card stock, reams	10	\$28.69	General Supplies		Original	\$286.90			
	Dot & Learn Counting Journal (set of 10)	8	\$57.99	Program Supplies		Original	\$463.92			
	Math Flash cards for math night event (4 set of all facts 0-12)	10	\$69.99	Manipulatives		Original	\$699.90			
	Card stock, reams	10	\$27.00	General Supplies		Original	\$270.00			
	Shipping	1	\$12.16	General Supplies		Original	\$12.16			

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pens - blue (1 pack of 12)	3	\$17.99	General Supplies	Original	\$53.97
	Color Printer Ink -flyers	2	\$250.00	Technology	Original	\$500.00
	Sight word rings Level 1	75	\$5.99	Program Supplies	Original	\$449.25
	Copy Paper	9	\$32.00	General Supplies	Original	\$288.00
	Science Night material (soil, oil, food coloring, paper clips, magnets, etc) estimate	25	\$6.25	Manipulatives	Original	\$156.25
	Printer Ink - black (parent activities)	2	\$275.00	Technology	Original	\$550.00

## Action Step: Professional Development

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

**Budget Total: \$125,999.92**

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
Travel out-of-county	Building Expertise Conference- June 2024 - Orlando; Purpose - Teachers leaders and administrators will attend Building Expertise Conference 2024	10	\$1,854.00	Original	\$18,540.00	

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	to learn how to implement and refine classroom instructional best practices such as differentiated instruction delivery; attendees will redeliver trainings to staff in FY24/FY25; Registration - \$950; Transportation - \$160; Lodging - \$600; Per Diem - \$144; Number of Attendees - 10									
	Innovative School Summit/March 2024/; Purpose - School administrator to attend Innovative School Summit, November 1 -Nov 4 in Chicago to learn strategies for school improvement, best practices for supporting students with behavior and emotional needs, and ways to help students success in school. Information will be shared with teachers; Registration - \$645; Transportation - \$600; Lodging - \$1580; Per Diem - \$144; Number of Attendees - 1	1	\$2,969.00	Original	\$2,969.00					
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	Color printer for printing staff training materials and data reports	1	\$549.99	Original	\$549.99					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Post -it Super Sticky Chart Pad (6 pack)	4	\$126.99	General Supplies	Original	\$507.96				
	Expo Chart Markers	20	\$10.99	General Supplies	Original	\$219.80				
	Post-it notes 8 x6, pack of 4	3	\$20.39	General Supplies	Original	\$61.17				
	Ink color for data chat	1	\$336.00	Technology	Original	\$336.00				
Teacher Collaboration	<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>	
	3-5 teachers; Teachers will analyze PM2 data and create secondary focus	20	\$25.00	1	7.5	1	Certified	Original	\$3,750.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	calendars and responsive instructional plan (Jan.)								
	5th Grade science teachers; Teachers will unit plan throughout the school year for new benchmarks (outside the contracted hours - Jan)	6	\$25.00	1	2	3	Certified	Original	\$900.00
	K-2 teachers; K-2 teachers will analyze PM2 STAR data and create secondary focus calendars and responsive instructional plan (Jan.)	21	\$25.00	1	7.5	1	Certified	Original	\$3,938.00
Single School Culture Coordinator	Building teachers capacity in K-5 ELA, math and science best practices through coaching, PLC meetings, and instructional support								

## Mission Statement

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

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

## 1. Mission Statement

The mission of Grassy Waters Elementary School is to enhance parental involvement and increase the resources for parents in order to empower families to support their children's academic endeavors through providing parent trainings and initiatives throughout the school year and beyond. This will ensure that each unique student is engaged, challenged and supported at home while developing his/her critical thinking, creativity, collaborative skills and citizenship.

## 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
La Deshia Brooks	Assistant Principal
Kristen Ohlenschlaeger	SSCC
Mark Golzbein	Teacher
Karen Tacone	Business Partner
Angela Stiles	Parent
Dalia Perez	Parent
Amy Moreland	Teacher

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

All parents are invited to attend school related meetings. School Advisory Council (SAC) members are voted into SAC at the beginning of the year. Teachers voluntarily attend SAC meetings. SAC leaders who represent SAC and administration choose to be members of the group. In the August meeting, stakeholders who wish to be voting members are voted on by current members to join the SAC committee. SAC is an open invitation to all parents and business partners through newsletters, call-outs, the school's marquis, and Class Dojo. Stakeholders input is given at the meetings and recorded in the minutes.

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

In February, stakeholders are invited to participate in the comprehensive needs assessment process. The three step process consists of administration, school staff, parents, and business partners discussing school goals, reviewing data, determining priority areas, and focusing on solutions to address the root cause affecting student achievement. Parents receive a copy of the PFEP which is translated in Spanish. The PFEP and SWP are reviewed at the annual Title I Meeting, October 11, 2023 at 8:30 a.m. Additionally, Title 1 information will be shared and discussed at the monthly SAC meetings and stakeholder input is documented in the minutes. FY24 SAC meetings will be held on 8/16/23, 9/20/23, 10/18/23, 11/15/23, 12/13/23, 1/17/24, 2/21/24, 3/13/24, 4/17/24, 5/17/24 at 6:00 p.m.

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

In February, stakeholders input on compact and parent engagement budget were recorded in the template. Title I funding information is shared and discussed at the annual Title I meeting and during SAC meeting. Parent responses are recorded in the minutes. Stakeholders are given surveys, evaluations, and the ability to provide input throughout the school year. Any feedback that needed to be addressed was communicated to stakeholders at the monthly SAC meeting. Set aside money will be used to purchase parent engagement supplies and staff support during parent trainings.

Name	Title
La Deshia Brooks	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 Title I meeting will be held via Google Meet on October 11, 2023 at 8:30 a.m. (with recording)

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, teachers, and the community will be notified of the Annual Title I meeting through school-wide and teacher classroom Class Dojo, call-out, and the school's marquee.

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

Invitations, an agenda, sign-in sheets/Google Form, evaluations/Google Form, Title I PowerPoint, hand-outs, an events calendar, copies of the PFEP and School-Parent Compact, and Title I information: activities/descriptions of Title I funds, how Title I funds were spent, and the impact on student achievement.

## 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

Strategies to Support Student Behavior Needs

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

Teachers will learn about strategies that will help de-escalate and redirect disruptive student behaviors and share with families.

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

The expected impact of this training is to reduce the number of discipline referrals and student removal from class; which will increase student achievement.

- What will teachers submit as evidence of implementation?

Behavior charts and/or behavior data

- Month of Training

October 2023

- Responsible Person(s)

District Behavior Specialists

### 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Strategies to Support Student Behavior Needs

- 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

Effective Implementation of Interventions

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

Teachers will learn about various academic interventions to support student learning and close the achievement gap and share it with families.

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

Teachers will be able to provide effective resources to support student learning at home.

- What will teachers submit as evidence of implementation?

Intervention evidence - log, lesson plan

- Month of Training

October 2023

- Responsible Person(s)

Kristen Ohlenschlaeger

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

- Name and Brief Description

Effective Implementation of Interventions

- 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**

Spooky Science Night

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

Parents will learn Fair Game Benchmarks to review with students at home.

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

Students and parents will engage in hands-on learning activities for Fair Game benchmarks and resources to support at home learning of the benchmarks.

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

Students will increase their mastery of Fair Game benchmarks.

- **Date of Training**

October 2023

- **Responsible Person(s)**

La Deshia Brooks and Kristen Ohlenschlaeger

- **Resources and Materials**

Science Fair Game benchmarks, resources for plants-energy, moon phases, life cycle, rocks and minerals, and weathering.

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

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

- Name of Training

Spooky Science Night

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Hands-on Math

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

Parents will learning about will participate in hands-on math fluency activities to support math achievement.

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

Students and parents will participate in hands-on math rotations to increase math fluency. The activities can be used at home and will support math achievement.

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

Students will increase their mastery of number sense.

- Date of Training

November 2023

- Responsible Person(s)

La Deshia Brooks and Kristen Ohlenschlaeger

- Resources and Materials

Math fluency activities for number sense strands.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Hands-on Math

- Number of Participants

TBD

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

TBD

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

on



- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Rotating through Literacy

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

Parents will learn about the different literacy components strategies that support student achievement.

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

Parents and students will participate in literacy rotations (story elements, fluency, comprehension) to engage in hands-on reading activities that can be implemented at home to support literacy development.

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

This training will increase students' mastery of the B.E.S.T. ELA training.

• **Date of Training**

January 2024

• **Responsible Person(s)**

Kristen Ohlenschlaeger

• **Resources and Materials**

Grade level B.E.S.T. standards for literacy; literacy book used for story book character activity, fluency passages for reader's theater, and comprehension activities.

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

on

• **Amount (e.g. \$10.00)**

0

**6. Reflection/Evaluation of Training #3**

• **Name of Training**

Rotating through Literacy

• **Number of Participants**

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney-Vento Program (MVP)

- Describe how agency/organization supports families.

McKinney-Vento provides support (i.e. supplies, clothes, services) to families experiencing homelessness.

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

Copy of the housing questionnaire and SBT notes

- Frequency

As needed

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

- Name of Agency

West Palm Beach Rotary Club

- Describe how agency/organization supports families.

West Palm Beach Rotary Club provides resources for schools and families, such dictionaries for all 3rd graders, holiday meal baskets for needy families, bikes for needy students, and financial donations to the school.

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

Pictures of events, thank you notes, and attend Rotary Breakfast/Lunch

- Frequency

Annually

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

- Name of Agency

West Palm Beach Police Department

- Describe how agency/organization supports families.

West Palm Beach will participate in the "Walk to School Day" activities to help students and families understand the importance of walking to school safely and needs based students will participate in "Shop with a Cop".

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

Photos of events

- Frequency

Annually

## 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

Parents will receive invitations in their native language to the annual Title I meetings and SAC meetings. Title I information is also shared in the School-Parent Compact, PFEP summary, and Parent's Right-to-Know. Personal tutorial invitations will be sent home to parents. Academic information are discussed during SAC meetings.

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

Invitation, letters about tutorial opportunities, Class Dojo information about Title I Annual Meeting, SAC meetings, parent trainings

- Description

Curriculum information and expected proficiency levels for students will be shared during SAC meetings, parent conferences, and curriculum events. Progress reports and other academic assessment reports will be sent home.

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

Curriculum event presentation/handouts, invitations, parent-teacher conference notes, sample of assessment reports

- Description

Parents will be informed of academic assessments used to measure student progress during curriculum nights, SAC meetings, Title I Annual Meeting, parent-teacher conferences, and IEP/LEP meetings. Progress reports, report cards, assessment results will also be sent home to parents.

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

Copies of parent teacher conference notes, progress reports/report cards, SAC agendas and sign-in sheets,

- **Description**

Grassy Waters will hold a Title I Annual Meeting, monthly SAC meetings, and parent-teacher conferences. Parents will also be invited in IEP/LEP meetings.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes

- **Description**

Grassy Waters will host some trainings and meetings during the day and others in the evenings. IEP/LEP meetings are scheduled at a time that is convenient for parents to attend.

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

Copies of invitations, Class Dojo messages, school newsletters

## **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

Parents and families with limited English proficiency are provided with all information in their native language. Our Spanish CLF are available, as well as, staff members who assist with translations. CLFs attend parent-teacher conferences, IEP/504 meetings, and LEP meetings to translate for families. Our ESOL contact/teacher and CLF offer a parent training.

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

Translated compacts, invitations, flyers, and newsletters, parent-teacher conference notes when translator attended, and ESOL Parent Night sign-in sheets

- Description

Parents and families with disabilities receive continuous feedback and information through our ESE contact and resources support team. Families are provided equal access to all necessary information through use of district supports that are available on campus. Parents are provided with language interpreters and wheelchair accessible meeting locations. District support staff will be contact to attend meetings to provide necessary accommodations for hearing impaired or blind families.

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

Notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, and audio enhancement.

- Description

Parents are provided with all the necessary materials, supplies, and tools to ensure equity of education. Grassy Waters staff works with Migratory Education program contact to ensure migrant families feel welcome at our school and have the resources they need to help their children.



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

School staff referrals to Migrant Department and meeting notes

- Description

Parents are provided with all the necessary materials, supplies, and tools to ensure equity of education. Parents will receive information about the McKinney-Vento program and personalized phone calls to see if any additional support is needed.

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

SBT notes, copy of referral/seeking support for families email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered

## 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

Kindergarten Round-up

- Brief Description

Parent are invited to attend Kindergarten Round-Up where they learn about the Kindergarten curriculum and what is needed to prepare their child for a successful Kindergarten school year.

### 2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

## 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

Grassy Waters Elementary guidance department conducts small group counseling with parental consent when needs arise. Teachers meet with counselors of students who receive outside counseling services, if needed. Counselors are also able to do sessions with the students during the school day if approved. Our guidance counselor is full time on campus to address social-emotional needs of students as they arise. Our new behavioral health counselor will work full time with students with social-emotional and trauma situations. Teachers will implement morning meeting daily in their classroom to discuss the community and culture of their classroom. Outstanding Owls are recognized monthly by their teacher. During this time, students receive a certificate and a treat.

## **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

All students at Grassy Waters actively participate in a School-wide Positive Behavior Support (SwPBS) program. Students, parents and teachers utilize a matrix that conveys expectations of behavior in all areas of the school. Behavior focuses on being WISE (Willingness, Integrity, Safety, and Environment) Expectations are explicitly reviewed with faculty, staff, parents and students. Written explanations are shared electronically with parents. Teachers implement classroom-based interventions to address behavior problems. Teachers use a pre-referral triplicate form to document frequent and ongoing behaviors that are not major classroom behavior after implementing classroom interventions and communicating with parents. After a child receives three documentations on the referral, the student is referred to guidance or administration depending on the nature of the behaviors. Teachers use Class Dojo to award or take points from students based on their behavior for each school-wide skill. Parents receive daily behavior updates about their child's behavior through Class Dojo. Each grade level employs a grade level-wide incentive program to recognize and reward appropriate behavior. Students are also given monthly incentives if they meet the monthly criteria. The School-based Team (SBT) meets weekly to discuss students' academic and behavioral needs. If students are not successful with the tier 1 system then tier 2 is implemented. Student behavior contracts are put into place and/or academic plans to ensure that all students have an equal opportunity to learn in the classroom. Parents are notified of the SBT meetings and invited to attend to discuss their child's needs. Small group intensive instruction is provided to students by the guidance counselor, SAI, resource support for Literacy or Math and the CIT. The SwPBS team and SBT work closely together to monitor students behavior, academics and attendance. Students identified by early warning systems for attendance, suspensions and statewide assessments are closely monitored by the administrative team and SBT.

## 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

Teachers are provided with copies of Florida's B.E.S.T. Standards appropriate for their grade level. During Professional Learning Communities (PLC's), teachers collaboratively unpack the standard, build rubrics to guide instruction, create reviews activities, and plan next steps based on data analysis. The school utilizes district materials to assist teachers with completely reaching the standards. Administration reviews all materials that are not provided by the school district to ensure alignment to the standards. An accelerated math program (AMP) is offered to students in grades 3-5 if they meet the school requirements for mastery. An enrichment time is also offered in the blocks for students who meet gifted or advanced requirements in the areas of Literacy and/or Math. All instructional programs are rooted in the Pillars of Effective instruction. Standards based instruction allows for teachers and students to focus on the essentials. High expectations are set for all students and teachers scaffold instruction to ensure that students are supported in meeting the high expectations. Instruction is designed to be engaging and relevant, personalized and differentiated with small group practice for students in need. Student data is collected regularly and utilized to make instructional decisions. Teachers review data prior to PLC and discuss strengths and weaknesses to develop an action plan to reteach, remediate and re-assess as necessary. Current statewide assessment data and school data is used to develop tutorial groups. Teachers collect data and track informal and formal assessments in their evidence binder. Administration reviews teacher classroom data regularly to determine if the school is meeting school-wide expected outcomes. Students are offered a variety of extra-curricular activities such as STEM club, SECME, Lego club, robotics, chorus, academic games, medical ambassadors and art club. Students have the opportunity to learn academics in a fun, engaging atmosphere with a variety of peers at Grassy Waters Elementary. All students at Grassy Waters Elementary participate in our Biomedical and Veterinary Academy on our Fine Arts wheel once every seven days. We have added an intermediate grades 3-5 reading interventionist to support our students in the low 25% and students struggling to maintain proficiency, as well as a math support teacher to help increase math achievement for struggling students. Furthermore, students participate in guidance and learn about character education and engage in learning skills for life and learning. All students learn about mindfulness through a curriculum pure edge and are able to utilize these strategies throughout their day.

## Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

Grassy Waters reserves an area of the school to college awareness. A bulletin board shares information on several universities. Our guidance department provides opportunities for career awareness through a career day. Our career days focus on Science, Technology, Engineering and Math (STEM) careers primarily in the medical and veterinarian fields due to our biomedical and veterinarian technology academy. This academy provides students with vocabulary and basic understanding of medical and veterinarian sciences, hands on experiences in those fields and a strong foundation in the scientific methods involved in this field. This program will provide students with a foundation for middle school medical programs. Students in grades 3-5 are given an end of year assessment in mathematics to determine if they meet the qualifications for participating in the Accelerated Math Program (AMP). Our fourth grade AMP students enroll in the fifth grade math course and take the fifth grade math Progress Monitoring Assessment. Fifth graders participating in AMP are enrolled in the sixth grade mathematics course and take the 6th grade math Progress Monitoring Assessment.

## 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

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

Grassy Waters engages in Kindergarten Round-Up starting March to share kindergarten expectations and standards with parents. They receive and will be trained on reading, writing, and math resources that will assist in preparing their child for kindergarten. Kindergarten teachers communicate with area preschools to provide staff with information about Kindergarten readiness. Kindergarten students participate in staggered start to help acclimate them to school in smaller groups. Teachers and students get to know each other while also learning about the school and classroom expectations. Grassy Waters will coordinate Kindergarten Round-Up activity with Title I.

## 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' schedules are designed to have common planning time during the day by instructional teams every other week. Grade level PLC's take place biweekly alternating with grade levels. All PLC meetings take place at the end of the day while coverage is provided, if needed, for their students by the Fine Arts Team. Teams participate in lesson study, collaboratively plan instruction, develop common assessments and rigorous tasks for instruction, and participate in professional development activities. Teachers are provided an opportunity to observe colleagues' classrooms and attend virtual district cadre meetings for ELA, Math and Science. Teachers are encouraged to attend district and local workshops that are provided free through the district. We provide opportunities for leadership development by mentoring teachers through their programs, providing opportunities for leadership growth practices, and developing mentoring among 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

We strive to recruit and retain certified and effective teachers through providing opportunities to earn supplements through tutorial programs, clubs, etc. Clinical Educator trained teachers host and supervise a student teacher during their internship. Student teachers are observed as they apply theory and practice into real world application. They are supported and given specific feedback to foster continuous growth and development. Interns who complete their courses work and graduate can apply for open positions. Administration encourages teachers to enroll their own children at our school and provide a quality after care program their students can attend after school. We utilize the Educator Support Program (ESP), a teacher mentor program, to support new teachers and experienced teachers who are new to Grassy Waters. New teachers are assigned a clinical educator trained mentor who works with them through the Educator Support Program cohort. Experienced teachers who are new to the county or school are assigned a buddy who will acclimate the mentee to our district and/or school through a series of ESP cohort activities. Teachers participating in the Educator Support Program attend ESP huddles with their mentor or buddy teacher where they are provided support and tools necessary to succeed as a teacher at Grassy Waters Elementary. Beginning teachers have opportunities to attend district trainings on classroom management and instructional strategies. Our current teachers are provided ample opportunities to attend virtual district cadres and professional development pertaining to the subject area they are teaching. All teachers are encouraged to continue their professional growth by participating in biweekly PLCs and conducting peer observations. Breakfast and Brag will be held monthly to praise teachers' W.I.S.E. actions. The monthly theme will be selected by teachers. Teachers are provided comp time for dedication to work outside of their normal work day and other positive certificates/incentives. Administration has an open door policy that allows teachers to seek support as needed. Our current teachers have access to "The Nest" where they have access to all school-wide information, procedures, and policies.