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

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# ELA

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

## 1. List prioritized needs statements.

FY24 PM2 FAST Data indicates 83% of 3rd -5th grade students are performing below level 3. STAR FY24 Reading shows 67% of 1st and 2nd grade students are not on track to meet grade level expectations.

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

Materials may not have been taught, student retention of information, teaching materials consistently, limited opportunities for application/practice of skills (writing, reading, talking), limited use of environment to support learning. low student motivation (students are not engaged – may be due to a lack of incentives or activities-low energy of teacher), Teaching materials consistently. Needs for continues staff training and instructional support. Low student motivation, lack of attendance, limited understanding of phonics and vocabulary, lack of test taking strategies. Needs for more parent support at home on academics, attendance and positive behavior/motivation.

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

Strengthen core (consistently follow scope and sequence and utilize district approved resources), Daily Language Review, interactive word walls (update word walls as new words are taught, use vocabulary words in morning meetings, use vocabulary words in sentences when writing and speaking), explicit daily instruction of vocabulary, vocabulary journals, reteach vocabulary daily. Provide time for students to apply skills collaboratively and individually. Utilize Foundations, purchase decodable books, use one test for first grade (not early literacy and star), more pull out support (hire additional staff), need new computers, school/district supply headphones. Reschedule reading block to meet specific needs of this student population I.e. meet students where they are., address phases of promotion. Class size may reduce behavior problems and increase learning potential. Consistent PD and support to staff and families. Extended time for enrichment and remediation as well as the use of supplemental materials (print and web based).

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

- Communication

Class Dojo Phone Calls Conference Day Call Outs

- Parent Training

How to log into the student portal. How to find progress reports and report cards in SIS

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

- School

Present parent nights with google meet and/or contact parents by phone and provide flyers sent home in a timely manner. Incentivize students  
Continue to reach out to families to encourage family involvement.

- Students

Set smart goals Complete homework, classwork, and come to school ready to learn

- Parents

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS Incentivize the child to read  
more and speak fluently

- Staff Training

Implementation of Core Instruction Implementation of Small Group

- Accessibility

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

## Math

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

1. List prioritized needs statements.

PM #2 FAST FY24 data indicates 90% of 3rd-5th grade students are performing below level 3.

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

Retention of foundational skills Lack of fact fluency Review of foundational skills Review and plan for math content Utilize and plan for math content. More time allot for use of manipulatives Repetition and spiral review build in. Resource teachers are being pulled for testing and other assignments. Students do not get help consistently. Consistent PD for staff More parent engagement in math

3. Share possible solutions that address the root causes.

Unit - PLC/teacher planning time Practice test taking strategies with teacher modeling. Interventionist to support below grade level students Use tutors properly - stop pulling tutors for coverage. Reteach students Incentivize learning skills Professional Development Small group instruction and tutorial - enrichment and remediation District approved math games. More flexible math block Parent training on math strategies

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

• Communication

Class Dojo Phone Calls Conference Day Call Outs

• Parent Training

How to log into the student portal. How to find progress reports and report cards in SIS

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

- **School**

Present parent nights with google meet and/or contact parents by phone and provide flyers sent home in a timely manner. Incentivize students  
Continue to reach out to families to encourage family involvement.

- **Students**

Set SMART goals and track their data

- **Parents**

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS Incentivize the child to read more and speak fluently

- **Staff Training**

Implementation of Core Instruction Implementation of Small Group

- **Accessibility**

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

## **Science**

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

1. List prioritized needs statements.

SY24 Winter Diagnostic Science Data indicates 0% of students scored a level 3 or higher raw score. 22% score a level 3 for checkpoint 3 (includes USA's to date)

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

Science is not with fidelity in lower grades. STEMscopes curriculum is too high No materials/resources for labs Not enough time to teach during the science block Teacher knowledge or comfort level of teaching science content Professional Development for Science

3. Share possible solutions that address the root causes.

Field Trips that connect to curriculum Science materials to conduct hand-on learning lessons New textbooks (written at grade level) Subscription to generation genius (science video lessons) Parent training on science strategies

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

• Communication

Class Dojo Phone Calls Conference Day Call Outs

• Parent Training

How to log into the student portal. How to find progress reports and report cards in SIS

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

• School

Present parent nights with google meet and/or contact parents by phone and provide flyers sent home in a timely manner. Incentivize students Continue to reach out to families to encourage family involvement.

• Students

Set smart goals Complete homework, classwork, and come to school ready to learn

- Parents

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS Incentivize the child to read more and speak fluently

- Staff Training

Implementation of the new science curriculum (Implementation of Core Instruction) Implementation of Small Group

- Accessibility

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

## Action Step: Classroom Instruction

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

**Budget Total: \$109,274.75**

Acct Description	Description	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
Out-of-system Subs		Substitute for Math Resource Teacher (push - in model)	1	\$16.00	7	6.5	1	Original	\$728.00

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart paper - sticky	3	\$150.00	General Supplies	Original	\$450.00
	Post It Notes	50	\$10.00	General Supplies	Original	\$500.00
	Magnetic reading (Workbooks from i-Ready) - Curriculum Associates - 3rd- 5th	250	\$15.00	Instructional Materials	Original	\$3,750.00
	Shipping	1	\$3.75	General Supplies	Original	\$3.75
	Composition Notebooks - 2nd- 5th grades	401	\$6.00	General Supplies	Original	\$2,406.00
	Copy paper	90	\$42.00	General Supplies	Original	\$3,780.00
	Pencils - box	50	\$10.00	General Supplies	Original	\$500.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,154.50	General Supplies	Original	\$1,154.50
	Amend 4- Reading/Phonics Books / Resources (K-5)- BT 489486	1	\$1,000.00	Instructional Materials	Amendment	\$1,000.00
Amend 4- Math Workbooks/Resources/ Manipulatives (K-5)- BT 489486	1	\$1,384.50	Instructional Materials	Amendment	\$1,384.50	



Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Amend 4- Reallocated funds from the allocation differential	-1	\$1,154.50	General Supplies	Amendment	-\$1,154.50			
	Amend 4- Reallocated funds from copy paper	-1	\$3,780.00	General Supplies	Amendment	-\$3,780.00			
	BT 490185- Reduced classroom supplies to cover Write Score cost increase	-1	\$1,600.00	General Supplies	Budget Transfer	-\$1,600.00			
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>				
	IXL Science Enrichment - Grades 3-5 - Science	1	\$2,500.00	Original	\$2,500.00				
	Write Score - Writing Enrichment - Grades 3-5 - ELA	350	\$5.49	Original	\$1,921.50				
	Flocabulary - Vocabulary Enrichment - Grades K-5 - Math and Science	1	\$3,000.00	Original	\$3,000.00				
	IXL Math - Enrichment - Grades 1-5 - Math	1	\$4,813.00	Original	\$4,813.00				
	Amend 4- Removed Flocabulary and IXL Mah to purchase Reading /Phonics Books and Math Workbooks/Resources for grades K-5 (BT 489486)	-1	\$7,813.00	Amendment	-\$7,813.00				
	BT 490185- Allocated additional funds to cover Write Score cost increase	1	\$1,600.00	Budget Transfer	\$1,600.00				
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>
	Amend 4- Added Certified Teachers; Afterschool - Math - Grades 4-5 to remediate math concepts. Will begin in	8	\$37.00	2	1	13	Certified	Amendment	\$7,696.00

Acct Description	Description									
	<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>	
	October; End January 17, 2025. (BT 489486)									
Resource Teacher	The Resource Teacher will provide differentiated instruction in K-5 math through push-in model.									

## 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: \$4,676.00**

Acct Description	Description									
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>				<b>Total</b>		
	COX Museum - STEM Night ; April - 2025; Hands-on science experience for families	1	\$600.00	Original				\$600.00		
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Paper	10	\$42.00	General Supplies		Original	\$420.00			
	Refreshment for parent trainings in PFEP	100	\$3.00	Program Supplies		Original	\$300.00			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens	9	\$8.00	General Supplies	Original	\$72.00
	Cardstock	9	\$15.00	General Supplies	Original	\$135.00
	Color paper	10	\$17.00	General Supplies	Original	\$170.00
	Ink for parent communication and reports	9	\$74.00	Technology	Original	\$666.00
	Communication folders -school to home (packs of 12	45	\$50.00	General Supplies	Original	\$2,250.00
	Pencils	9	\$6.00	General Supplies	Original	\$54.00

## Action Step: Professional Development

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

**Budget Total: \$201,805.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Post it Notes	6	\$13.00	General Supplies	Original	\$78.00
	Dry erase markers	4	\$32.00	General Supplies	Original	\$128.00
	Chart paper- sticky	2	\$150.00	General Supplies	Original	\$300.00
	Pens- assorted	4	\$8.00	General Supplies	Original	\$32.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Expo markers	4	\$27.00	General Supplies			Original	\$108.00		
Coach	The Reading Coach will lead in the implementation of K-5 ELA curriculum and coaching cycle to improve instructional practices and on-going PD.									
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) will provide PD support on K-5 ELA, math, and science concerning standards, best practices, enrichment and interventions.									
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>	
	K-5 Teachers- Target Date of Implementation: Nov. 7 & 8, 2024 and Jan. 30 & 31, 2025	26	\$25.00	2	3	2	Certified	Original	\$7,800.00	

## Mission Statement

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

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

## 1. Mission Statement

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

## Involvement of Stakeholders

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

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

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

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

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

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

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

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

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

## Annual Parent Meeting

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

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

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

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

Date: Wednesday, September 4, 2024 Time: 6:00 PM Location: Hybrid (Media Center & Online)

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

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

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

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

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to,

communicate with and work with families as equal partners in order to improve student achievement.

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effectively Communicating with Parents

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

Provide training for teachers to effectively communicate school related information such as Progress Reports, Grades, MTSS, IEP and 504 information.

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

Review of professional expectations and provide guidelines on how to talk to families in order to build proficiency in meaningful parent communication. How to explain programs and interventions to families and SIS Gateway Parent Access Increased support from parents on student education

- What will teachers submit as evidence of implementation?

Conference Notes

- Month of Training

September 17, 2024

- Responsible Person(s)

Tiana DuPont-Roundtree

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



- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

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

- Name of Training

Parent Data Chat

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

Explain programs (iReady, Reflex, LLI, FLDOE assessment Resources and other interventions resources) Effective forms/strategies for two- way communication (For example: Emailing a parent should not be the first time to communicate with families)

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

How to explain programs (iReady, Reflex, LLI, FL DOE assessment Resources and other interventions resources) to families. Sharing data with parents, supporting them with setting goals with their children.

- What will teachers submit as evidence of implementation?

Conference Notes

- Month of Training

February 18, 2025

- Responsible Person(s)

Tiana DuPont-Roundtree

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

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

## Parent Trainings

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

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

- Name of Training

Parent Training #1: BEST ELA & Writing (Grades K-5)

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

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

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

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

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

With parental support the expected impact is an increase in proficiency in ELA/Writing (at least 2% from PM #1 to PM# 2).

- Date of Training

October 17, 2024

- Responsible Person(s)

Sharon James-Burton (Literacy Coach)

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$100

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

- **Name of Training**

Parent Training #2: BEST Mathematics & Science (Grades K-5)

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

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

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

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

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

With parental support the expected impact is an increase in proficiency in mathematics (at least 2% from PM #1 to PM# 2) and science (at least 2% from FY24 PM #3 to FY25 PM #3.)

- **Date of Training**

January 23, 2025

- **Responsible Person(s)**

Bernadette Colanero (Math Resource)

- **Resources and Materials**

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

- Amount (e.g. \$10.00)

\$100

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

- Name of Training

Parent Training #3: Parent Data Night

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

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

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

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

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

With parental support the expected impact is an increase in proficiency in English Language Arts, Mathematics and Science (at least 2% from FY24 PM #3 to FY25 PM #3.) reinforcing that all are together in improving student achievement.

- Date of Training

March 13, 2025

- Responsible Person(s)

Jennifer Billman-Hornsby (SSCC)

- Resources and Materials

Smartboard, Invitation, agenda, and sample practice items

- Amount (e.g. \$10.00)

\$100

## Coordination and Integration

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

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

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

- Name of Agency

Back to Basics Angel Program

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

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

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

Translator's log, ELL meetings invite, agenda

- Frequency

As needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

The ESE Department support families by providing administrative support and IEP (ESE learning strategies & accommodations) support during meetings. Strategies and resources through the district's website.

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

ESE meeting invite, Meeting Notes and emails.



- Frequency

As needed

## Communication

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

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

- Description

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

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

Flyer and parent link message sent

- **Description**

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

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

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

- **Description**

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

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

Conference notes, ClassDojo printout, Data chat

- **Description**

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

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

Flyer and parent link message sent, SAC documentation

- **Description**

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

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

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

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

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

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

Translated letter, Translator log, invitations

- Description

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

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

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

- Description

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

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

Sample email to the Migrant Office.

- Description

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

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

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

## Other Activities

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

## 1. Activity #1

### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

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

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

## 1. Building Students' Non-Academic Skills

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

## **SBT/MTSS Implementation**

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

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

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*



## 1. Well-Rounded Education

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

## Post-Secondary Opportunities and Workforce Readiness

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

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

## 1. Post-Secondary Opportunities and Workforce Readiness

Egret Lake is in its 9th year of implementation of Advancement Via Individual Determination (AVID). Each year students have a project that is on display for school and community to view on students aspirations/goals of what they want to be when they become adults. Following the philosophy of AVID students learn strategies and skills that prepare them for college and career readiness.

## Transition From Early Childhood to Elementary School

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

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

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

#### 1. Transition to Elementary School

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

## Professional Development

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

- Regional Support
- Mentoring

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

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

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

### Recruitment:

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

### Retention:

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

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

## 1. Recruitment and Retention

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