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

ELA

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

1. List prioritized needs statements.

55% of our K-2 students are on or above grade level on the FY24 Winter i-Ready Reading Diagnostic 43% of 3rd - 5th graders are on or above grade level on the FY24 Winter i-Ready Reading Diagnostic K-2nd grade students are performing at or above benchmark based on the FY24 PM2 STAR Early Lit/STAR Reading data 70%- Kindergarten 59% - 1st grade 56%-2nd grade 37% 3rd -5th graders are performing on grade level based on the FY24 FAST PM2 ELA data

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

Lack of school readiness (VPK) 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 Resource teachers and intervention teachers are pulled for testing and to cover classes (inconsistent) Behaviors interfering with student learning Limited resources (print and online) for enrichment and remediation Need for continuous and relevant PD for leadership and staff

3. Share possible solutions that address the root causes.

Offer Parent Nights to support parent knowledge of content 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 Focus on foundational skills in K-2 Provide common planning time to strategically plan for secondary content and determining prerequisite skills required for mastery Relevant and consistent PD for all staff

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

• Communication

All training information will be shared with the community (Class Dojo/school social media platforms); parents will be informed about curriculum and proficiency levels, assessments, and student progress. 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 (ELA) share information about the FAST Assessment and B.E.S.T standards, K-5 expectations and mastery; increase parents understanding of ways to support students through productive struggle and learning process (reading/literacy/curriculum night).

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

- **School**

Current levels of students performance to parents and students a minimum of 3 times a year; ongoing communication about progress (FAST assessment scores will be shared after students complete each assessment.)

- **Students**

Students will actively engage in classroom instruction, complete classwork, and complete homework including reading nightly.

- **Parents**

Parents will reinforce school expectations at home, attend parent-teacher conference to learn about their child's progress, review their child's progress monitoring assessment data after each assessment period, and 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) Provide professional development in K-5 to focus on B.E.S.T. standards and core instruction and interventions.

- **Accessibility**

The school will work with district offices for homeless and migrant students and accessibility needs will be met at each meeting.

Math

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

1. List prioritized needs statements.

Less than 50% (55%) of our 3-5 students are performing on or above grade level as determined by the FY24 Winter i-Ready Math Diagnostic Less than 50% (38%) of our K-2 students are performing on or above grade level as determined by the FY23 Winter i-Ready math diagnostic K-2nd grade students are performing at or above benchmark based on the PM2 STAR Math 62%- Kindergarten 81% - 1st grade 62%-2nd grade 29% 3rd -5th graders are performing on grade level based on the FY24 FAST PM2 Math data

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 Lack of fluency in number sense Lack of consistent support at home in math

3. Share possible solutions that address the root causes.

Opportunities to practice math Structure math block to increase time for student practice Increase use of manipulatives and enrichment/remediation resources (print and web based) 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 (select staff to attend CADRE meetings) Math videos in the cafeteria for fluency Schoolwide fluency challenges Indoor recess math games (i.e. Chutes and Ladders, playing cards) Parent training on math strategies

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

- Communication

All training information will be shared with the community (Class Dojo/school social media platforms); parents will be informed about curriculum and proficiency levels, assessments, and student progress. 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) share information about the FAST Assessment and B.E.S.T standards, K-5 expectations and mastery; increase parents understanding of ways to support students with increasing their math fluency.

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

- **School**

Current levels of students performance to parents and students a minimum of 3 times a year; ongoing communication about progress (FAST assessment scores will be shared after students complete each assessment.)

- **Students**

Students will actively engage in classroom instruction, demonstrate correct classroom behavior, complete classwork and homework.

- **Parents**

Parents will reinforce school expectations at home, attend parent-teacher conference to learn about their child's progress, review their child's progress monitoring assessment data after each assessment period, and 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) Provide professional development in K-5 to focus on B.E.S.T. standards and core instruction and interventions.

- **Accessibility**

The school will work with district offices for homeless and migrant students and accessibility needs will be met at each meeting.

Science

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

1. List prioritized needs statements.

57% our 5th graders are near or at proficiency in in science as evidenced by the FY24 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 Limited time in science block

3. Share possible solutions that address the root causes.

More hands on lessons and/or activities and opportunities to apply content 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 (i.e. test type questions)/Fair Game Provide opportunities to revisit fair game standards Provide science tutorial program and train parents on science strategies they can use at home Provide access to adaptive technology focused on mastery of science standards Continuous PD for all staff to support science education

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

• Communication

All training information will be shared with the community (Class Dojo/school social media platforms); parents will be informed about curriculum and proficiency levels, assessments, and student progress. Opportunities to participate is decision-making and offering flexible meeting dates and times.

• Parent Training

Parent trainings to assist parents/families as they work with their students at home (Science strategies); share information about ways to support science concepts at home and share information about science standards and expectations K-5.

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

- **School**

Current levels of students performance to parents and students a minimum of 3 times a year; ongoing communication about progress (science diagnostic scores will be shared with parents).

- **Students**

Students will actively engage in classroom instruction, demonstrate correct classroom behavior, complete classwork and homework.

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference to learn about their child's progress; check science 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 (Science strategies); share information about ways to support science concepts at home and share information about science standards and expectations K-5.

- **Accessibility**

The school will work with district offices for homeless and migrant students and accessibility needs will be met at each meeting.

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: \$78,770.26

Acct Description	Description																		
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="422 201 1142 293">Item</th> <th data-bbox="1142 201 1381 293">Quantity</th> <th data-bbox="1381 201 1591 293">Rate</th> <th data-bbox="1591 201 1801 293">Type</th> <th data-bbox="1801 201 2024 293">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
	Student Headphones- Shipping 1 \$197.00 Original \$197.00																		
Student Headphones 750 \$6.99 Original \$5,242.50																			
Resource Teacher	The Science Resource Teacher will provide science enrichment content instruction for students in grades 3rd-5th during Fine Arts rotations																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 586 1020 678">Item</th> <th data-bbox="1020 586 1167 678">Quantity</th> <th data-bbox="1167 586 1287 678">Rate</th> <th data-bbox="1287 586 1381 678">Days</th> <th data-bbox="1381 586 1501 678">Hours</th> <th data-bbox="1501 586 1621 678">Weeks</th> <th data-bbox="1621 586 1768 678">Certified</th> <th data-bbox="1768 586 1908 678">Type</th> <th data-bbox="1908 586 2024 678">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Certified Teacher- Afterschool - ELA (K-2 to remediate classroom instruction); Will begin in January 2025 6 \$37.00 2 1.25 8 Certified Original \$4,440.00																		
Certified Teacher- Afterschool tutorial - ELA and Math (3rd-5th to remediate classroom instruction); Will begin in October 2024 6 \$37.00 2 1.25 10 Certified Original \$5,550.00																			
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 1040 1465 1133">Item</th> <th data-bbox="1465 1040 1612 1133">Quantity</th> <th data-bbox="1612 1040 1780 1133">Rate</th> <th data-bbox="1780 1040 1908 1133">Type</th> <th data-bbox="1908 1040 2024 1133">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
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	iXL Site License for 3rd-5th Math, 4th-5th Math and Science remediation and enrichment 1 \$6,175.00 Original \$6,175.00																		
Reflex + Frax Bundle Site License for 2nd - 5th Math remediation and enrichment 1 \$4,795.00 Original \$4,795.00																			
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 1382 1087 1474">Item</th> <th data-bbox="1087 1382 1266 1474">Quantity</th> <th data-bbox="1266 1382 1413 1474">Rate</th> <th data-bbox="1413 1382 1717 1474">Supply Type</th> <th data-bbox="1717 1382 1875 1474">Type</th> <th data-bbox="1875 1382 2024 1474">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
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Dry Erase white boards (30 pack) 35 \$88.00 General Supplies Original \$3,080.00																			

Acct Description	Description							
	Item	Quantity	Rate	Supply Type		Type	Total	
	Expo Markers (4 count Expo)	47	\$8.99	General Supplies		Original	\$422.53	
	Composition Books	350	\$1.50	General Supplies		Original	\$525.00	
	Shipping	1	\$26.08	General Supplies		Original	\$26.08	
	2 pocket/3 prong folder plastic (6 pack)	50	\$11.00	General Supplies		Original	\$550.00	
	Dry Erase board markers (12 pack)	60	\$18.00	General Supplies		Original	\$1,080.00	
	Pencils - box of 144	25	\$24.99	General Supplies		Original	\$624.75	
	Paper	11	\$32.00	General Supplies		Original	\$352.00	
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Substitute for the Science Resource Teacher - Grades 3-5	1	\$16.00	3.5	6.5	1	Original	\$364.00

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: \$13,595.95

Acct Description	Description																																																																	
Overtime	Overtime for Parent Support by the Spanish Community Language Facilitator to provide translation services during parent events & ESOL parent night (1hr, 5 days, 1 wk)																																																																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 342 1262 418">Item</th> <th data-bbox="1262 342 1409 418">Quantity</th> <th data-bbox="1409 342 1549 418">Rate</th> <th data-bbox="1549 342 1793 418">Supply Type</th> <th data-bbox="1793 342 1925 418">Type</th> <th data-bbox="1925 342 2024 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 418 1262 534">Colored copy paper - ream</td> <td data-bbox="1262 418 1409 534">7</td> <td data-bbox="1409 418 1549 534">\$26.00</td> <td data-bbox="1549 418 1793 534">General Supplies</td> <td data-bbox="1793 418 1925 534">Original</td> <td data-bbox="1925 418 2024 534">\$182.00</td> </tr> <tr> <td data-bbox="426 534 1262 649">Copy Paper</td> <td data-bbox="1262 534 1409 649">14</td> <td data-bbox="1409 534 1549 649">\$32.00</td> <td data-bbox="1549 534 1793 649">General Supplies</td> <td data-bbox="1793 534 1925 649">Original</td> <td data-bbox="1925 534 2024 649">\$448.00</td> </tr> <tr> <td data-bbox="426 649 1262 764">Math Night material (manipulatives, flash cards, etc)</td> <td data-bbox="1262 649 1409 764">1</td> <td data-bbox="1409 649 1549 764">\$150.00</td> <td data-bbox="1549 649 1793 764">Program Supplies</td> <td data-bbox="1793 649 1925 764">Original</td> <td data-bbox="1925 649 2024 764">\$150.00</td> </tr> <tr> <td data-bbox="426 764 1262 834">Color printer ink (parent communication flyers)</td> <td data-bbox="1262 764 1409 834">1</td> <td data-bbox="1409 764 1549 834">\$250.00</td> <td data-bbox="1549 764 1793 834">Technology</td> <td data-bbox="1793 764 1925 834">Original</td> <td data-bbox="1925 764 2024 834">\$250.00</td> </tr> <tr> <td data-bbox="426 834 1262 950">Books for Literacy Night event</td> <td data-bbox="1262 834 1409 950">50</td> <td data-bbox="1409 834 1549 950">\$5.00</td> <td data-bbox="1549 834 1793 950">Program Supplies</td> <td data-bbox="1793 834 1925 950">Original</td> <td data-bbox="1925 834 2024 950">\$250.00</td> </tr> <tr> <td data-bbox="426 950 1262 1065">Science Night material (soil, oil, food coloring, paper clips, magnets, etc)</td> <td data-bbox="1262 950 1409 1065">1</td> <td data-bbox="1409 950 1549 1065">\$150.00</td> <td data-bbox="1549 950 1793 1065">Program Supplies</td> <td data-bbox="1793 950 1925 1065">Original</td> <td data-bbox="1925 950 2024 1065">\$150.00</td> </tr> <tr> <td data-bbox="426 1065 1262 1180">Chart Paper 1 1/2 in.</td> <td data-bbox="1262 1065 1409 1180">5</td> <td data-bbox="1409 1065 1549 1180">\$16.99</td> <td data-bbox="1549 1065 1793 1180">General Supplies</td> <td data-bbox="1793 1065 1925 1180">Original</td> <td data-bbox="1925 1065 2024 1180">\$84.95</td> </tr> <tr> <td data-bbox="426 1180 1262 1250">Printer ink - black (parent activities)</td> <td data-bbox="1262 1180 1409 1250">1</td> <td data-bbox="1409 1180 1549 1250">\$275.00</td> <td data-bbox="1549 1180 1793 1250">Technology</td> <td data-bbox="1793 1180 1925 1250">Original</td> <td data-bbox="1925 1180 2024 1250">\$275.00</td> </tr> <tr> <td data-bbox="426 1250 1262 1365">Post it notes</td> <td data-bbox="1262 1250 1409 1365">1</td> <td data-bbox="1409 1250 1549 1365">\$19.00</td> <td data-bbox="1549 1250 1793 1365">General Supplies</td> <td data-bbox="1793 1250 1925 1365">Original</td> <td data-bbox="1925 1250 2024 1365">\$19.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Colored copy paper - ream	7	\$26.00	General Supplies	Original	\$182.00	Copy Paper	14	\$32.00	General Supplies	Original	\$448.00	Math Night material (manipulatives, flash cards, etc)	1	\$150.00	Program Supplies	Original	\$150.00	Color printer ink (parent communication flyers)	1	\$250.00	Technology	Original	\$250.00	Books for Literacy Night event	50	\$5.00	Program Supplies	Original	\$250.00	Science Night material (soil, oil, food coloring, paper clips, magnets, etc)	1	\$150.00	Program Supplies	Original	\$150.00	Chart Paper 1 1/2 in.	5	\$16.99	General Supplies	Original	\$84.95	Printer ink - black (parent activities)	1	\$275.00	Technology	Original	\$275.00	Post it notes	1	\$19.00	General Supplies	Original	\$19.00					
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Post it notes	1	\$19.00	General Supplies	Original	\$19.00																																																													

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will facilitate parent trainings listed in PFEP after contract hours	10	\$25.00	4	2	1	Certified	Original	\$2,000.00
	Family Engagement Support Liaison (Attendance Clerk working 30 hours per week) to reach out to families regarding PFEP activities and parent meetings	1	\$17.00	5	2	40	Non-Certified	Original	\$6,620.00

Action Step: Professional Development

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

Budget Total: \$274,143.79

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	5th Grade Teachers; Purpose: 5th Grade teachers will analyze Statewide Science diagnostic data and create focus calenders and responsive instructional plan (Jan.)	7	\$25.00	1	2	1	Certified	Original	\$350.00
	K-2nd Grade Teachers; Purpose: K-2nd Grade Teachers will analyze PM2 data and	20	\$25.00	1	2	1	Certified	Original	\$1,000.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	create secondary focus calenders and responsive instructional plan (Jan.)									
	3rd-5th Grade Teachers; Purpose:Teachers will analyze ELA and Math PM2 data and create secondary focus calenders and responsive instructional plan (Jan.)	20	\$25.00	1	2	1	Certified	Original	\$1,000.00	
Single School Culture Coordinator	The Single School Coordinator will build teachers' instructional capacity in grades 2nd-3rd ELA, Math and Science best practices through coaching, PLC meetings, and instructional support									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Post-It Super Sticky Notes Chart 6 pack	7	\$110.00	General Supplies			Original	\$770.00		
	Copy Paper	30	\$32.00	General Supplies			Original	\$960.00		
	Black pens (12 pack)	5	\$12.00	General Supplies			Original	\$60.00		
	Expo Chart Markers	21	\$10.99	General Supplies			Original	\$230.79		
	Blue pens (12 pack)	4	\$12.00	General Supplies			Original	\$48.00		
Single School Culture Coordinator	The Single School Coordinator will build teachers instructional capacity in grades 4-5 ELA, Math and Science through coaching, PLC meetings, and instructional support									
Tch Res Staff Development	The PD Resource Teacher will provide instructional support for K-1 teachers through ongoing PD, PLC meetin analyze data and create intervention groupings									

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
Vedline Anelus	Parent
Dana Kristen	Parent

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 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 2024, 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. CNA compliance evidence/documentation were submitted to the district. 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 9, 2024 at 8:30 a.m. Additionally, Title 1 information will be shared and discussed at SAC meetings and stakeholder input is documented in the minutes. FY25 SAC meetings will be held on 8/21/24, 9/18/24, 10/16/24, 11/13/24, 1/15/25, 3/19/24, 5/14/24 at 2:30 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 2024, 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 evaluations and the ability to provide input throughout the school year. Any feedback that needed to be addressed was communicated to stakeholders at our SAC meeting. Money allocated for parent engagement 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 in the cafeteria on October 9, 2024 at 8:30 a.m.

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

Parent Communication Using Class Dojo

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

Teachers will use the platform to effectively communicate student information with families. During the training, teachers will set up their accounts, configure their accounts, add the schoolwide skills and learn how to invite parents to their classroom.

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

Parents will be able to communicate with teachers. Parents will also receive up to date information about their students behavior throughout the day. Parents will be informed of school events via Class Dojo.

- What will teachers submit as evidence of implementation?

Teachers will provide a screenshot of their created accounts.

- Month of Training

August

- Responsible Person(s)

Ohlenschlaeger and Moreland

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Parent Communication Using Class Dojo

- Number of Participants

TBD

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

TBD

- 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

Skills for Learning and Life

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

Teachers will learn strategies to teach the skills for learning and life. Teachers will share this information with parents so they (families) can help reinforce skills for learning and life at home.

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

Teachers will incorporate morning meeting within their classes. Information about the skills for learning and life that are being taught will be shared with parents to have a coordinated support (school-home) for social emotional development.

- What will teachers submit as evidence of implementation?

Copy of a skills for learning and life lesson, copy of the information that was shared with parents

- Month of Training

September 2024

- Responsible Person(s)

Ohlenschaelger, Moreland, Petillo

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Skills for Learning and Life

- Number of Participants

TBD

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

TBD

- 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

Science Night

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

Parents will utilize strategies at home with students to increase their understanding of the nature of science standards and fair game benchmarks.

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

Interactive stations for students and families that focus on that Nature of Science and Fairgame Benchmarks

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

Students will increase their mastery of Nature of Science standards and Fair Game benchmarks.

- Date of Training

October 25, 2024

- **Responsible Person(s)**

1 teacher per grade level

- **Resources and Materials**

Science material for each rotation Standards to match the rotation activity Take home hands-on science activity for parents

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

\$150.00- supplies

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Math Night

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

Parents will learn math strategies and math skills necessary for their child's individual grade levels in order to be proficient in math.

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

During math rotations, parents will practice hand-on math activities to increase students' math fluency and skills. Parents will use the strategies at home with their child.

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

Students mastery of number sense will improve on assessments and iReady.

- **Date of Training**

November 2024

- **Responsible Person(s)**

1 Teacher per grade level

- **Resources and Materials**

math manipulatives rotation activities flash cards

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

\$150.00- supplies

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Literacy Night

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

Parents will learn about different literacy components that impact students reading achievement.

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

Parents and students will participate in literacy rotations (phonics, 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?

Students reading proficiency will increase.

- Date of Training

January 2025

- Responsible Person(s)

1 Teacher per grade level

- Resources and Materials

Take home activities to use with the literacy book to practice reading strategies.

- Amount (e.g. \$10.00)

\$250 -supplies

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, support services) to families experiencing homelessness.

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

McKinney-Vento services brochure and email or SBT notes (if applicable)

- 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, 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 shared during school announcements, Newsletter, PTC. School-Parent Compact, PFEP summary, and Parent's Right-to- Knoware also shared with families. Personal tutorial invitations will be sent home to parents. Academic information is discussed during SAC meetings.

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

Parent invitation, letters about tutorial opportunities, Class Dojo information about Title I Annual Meeting, SAC meetings, and 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 for parents to review.

- 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 as well as CNA input 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 other trainings 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 training invitations, Class Dojo messages and meeting notes

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 (if needed), sample of request to District for staff to support parents/photos of handicapped parking, ramps, seating, and elevators.

- 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.

Migrant Department brochure, school staff referrals to Migrant Department and meeting notes (if applicable)

- 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 (if applicable), 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 integrating Skills for Learning and Life in the process. Our behavioral health counselor will work full time with students experiencing distress or have experienced trauma situations. Teachers will implement morning meeting daily in their classroom to discuss the community and culture of their classroom. Outstanding Owls (character, service, positive behavior, achievement) 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 BHP/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. 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, 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. Furthermore, students participate in guidance and learn about character education and engage in learning skills for life and learning.

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

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' mathematics data in grades 3-5 are analyzed at the end of the year 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
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

Grassy Waters engages in Kindergarten Kick-off (Round-Up) starting March to share kindergarten expectations and standards with parents. They receive reading, writing, and math resources and will be trained on using those resources to 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 Kick-off (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

Grade level PLC's take place weekly. All intermediate PLC meetings take place in the morning with Fine Arts Team providing coverage. Primary PLC meetings take place at the end of the day while coverage is provided for their students by the Fine Arts Team. Teams 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 partnerships 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 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 weekly 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.