
Title I Comprehensive Schoolwide Plan
LOXAHATCHEE GROVES ELEMENTARY (1901)

ELA

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

1. List prioritized needs statements.

1. On the FY24 PM 2 State Assessment 3% of the ELL students scored on grade level or above. 2. On the FY24 PM 2 State Assessment 31% of the ESE students scored on grade level or above. 3. On the FY24 PM 2 State Assessment 36% of the 3rd graders scored on grade level or above. 4. On the FY24 PM 2 State Assessment 46% of the 4th graders scored on grade level or above. 5. On the FY24 PM 2 State Assessment 45% of the 5th graders scored on grade level or above

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

1. Lack of structures LGES Reading Block that guarantees the 5 components of Balanced Literacy are Taught. 2. Student Absences/Tardies. 3. Lack of small group instruction for Tier 1 and for iii. 4. Lack of foundational skills, phonemic awareness, prior knowledge/real-world experiences. Need consistent small group instruction to address targeted standards 5. Lack of parent knowledge regarding how to help their children at home.

3. Share possible solutions that address the root causes.

1. Plan over the summer with the Reading Leadership to create a Vision of Reading Instruction at LGES and share that Vision the first day of school with on going support and monitoring. 2. Create an on going Attendance incentive program. 3. Use Title 1 funds to purchase teachers/tutors to provide differentiated instruction to targeted students with supplemental resources 4. Building capacity of parent on learning strategies that can be done at home Provide Resource teachers and academic tutors to support small group instruction, interventions 5. Provide extended learning opportunities through tutorial/tutors 6. Provide instructional materials, supplies, and supplemental resources to support instruction and student learning 7. Professional Development for continued growth 8. Provide staff development for dyslexia strategies

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

• Communication

1. Continue the use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families will be invited to school events that support literacy. 4. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress.

- Parent Training

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

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

- School

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

- Students

1. To attend school daily, on time, prepared and dressed in a school uniform. 2. Take care of their supplies and materials. 3. To do his/her best to complete all assignments and to ask for help when needed. 4. To make choices that are respectful, responsible and safe. 5. To report dangerous situations or problems to the school staff or their family. 6. To take pride in the school, home and community. 7. Be the very best Loxahatchee Lion that I can be every day.

- Parents

1. To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. 2. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. 3. To read to their children or have them read nightly for at least 20 minutes. 4. To limit television, video game and computer play time. 5. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. 6. To check their child's backpack nightly. 7. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. 8. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- Staff Training

1. PLC meetings designed to share the LGES Literacy VISION and how to implement it on a daily basis. 2. Dyslexia Training

- Accessibility

1. Provide parents school communication in their native language. 2. Handicap parking and ramps are available for school accessibility.

Math

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

1. List prioritized needs statements.

1. On the FY24 PM 2 State Assessment 5% of the ELL students scored on grade level or above. 2. On the FY24 PM 2 State Assessment 23% of the ESE students scored on grade level or above. 3. On the FY24 PM 2 State Assessment 5% of the 4th graders scored on grade level or above. 4. On the FY24 PM 2 State Assessment 11% of the 5th graders scored on grade level or above. 5. On the FY24 PM 2 State Assessment 35% of the 3rd graders scored on grade level or above.

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

1. Lack of foundational math skills 2. Lack of small group instruction to build up those foundational skills. 3. Lack of knowledge of math Vocabulary 4. Student inability to read the math questions. 5. Lack of parent knowledge regarding how to help their children with Math at home.

3. Share possible solutions that address the root causes.

1. Provide instruction in basic math skills, resources provided as needed. 2. Provide additional staff to provide small group math instruction. 3. Create a school wide plan to via teacher collaboration to address the lack of math vocabulary. 4. Professional Development for continued growth 5. Build parent capacity on learning strategies that can be done at home 6. Provide Resource teachers and academic tutors to support small group instruction, interventions 7. Provide extended learning opportunities through tutorial/tutors 8. Provide instructional materials, supplies, and supplemental resources to support instruction and student learning

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

- Communication

1. Continue the use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress.

- Parent Training

1. Math Vocabulary help at home

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

- School

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

- Students

1. To attend school daily, on time, prepared and dressed in a school uniform. 2. Take care of their supplies and materials. 3. To do his/her best to complete all assignments and to ask for help when needed. 4. To make choices that are respectful, responsible and safe. 5. To report dangerous situations or problems to the school staff or their family. 6. To take pride in the school, home and community. 7. Be the very best Loxahatchee Lion that I can be every day.

- Parents

1. To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. 2. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. 3. To read to their children or have them read nightly for at least 20 minutes. 4. To limit television, video game and computer play time. 5. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. 6. To check their child's backpack nightly. 7. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. 8. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- Staff Training

1. PLC meetings designed to share math resources and the LGES plan for math vocabulary instruction

- Accessibility

1. Provide parents school communication in their native language. 2. Handicap parking and ramps are available for school accessibility.

Science

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

1. List prioritized needs statements.

On the Science Winter Diagnostic, 55% of the 5th graders scored on grade level or above.

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

1. Lack of knowledge of Fair Game Benchmarks 2. Lack of knowledge of scientific terms. 3. Lack of instruction with hands on material. 4. Parent lack the knowledge to support Science at home

3. Share possible solutions that address the root causes.

1. Ensure the Fair Game Benchmarks are taught in 3rd & 4th grade. 2. Establish a process for reteaching the Fair Game standards to the 5th graders that need it. 3. Establish a process for teaching the grade level science vocabulary at each grade level K-5. 4. Establish a school wide plan via teacher collaboration for hands on science activities aligned to the Science Scope and Sequence. 5. Build parent capacity to support Science

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

- Communication

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

- Parent Training

Science Vocabulary support at home.

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

- School

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

- **Students**

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- **Parents**

1. To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. 2. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. 3. To read to their children or have them read nightly for at least 20 minutes. 4. To limit television, video game and computer play time. 5. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. 6. To check their child's backpack nightly. 7. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. 8. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- **Staff Training**

1. PLC meetings designed to share science resources and the LGES plan for science vocabulary instruction and hands on science projects.

- **Accessibility**

1. Provide parents school communication in their native language. 2. Handicap parking and ramps are available for school accessibility.

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: \$179,250.00

Acct Description	Description																																						
Resource Teacher	Resource Teacher to provide push-in and/or pull-out instructional support in the areas of ELA/Reading and Math to Tier iii students in Grades K-5.																																						
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 342 1268 461">Item</th> <th data-bbox="1268 342 1415 461">Quantity</th> <th data-bbox="1415 342 1568 461">Rate</th> <th data-bbox="1568 342 1740 461">Supply Type</th> <th data-bbox="1740 342 1908 461">Type</th> <th data-bbox="1908 342 2026 461">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 461 1268 574">Poster Board</td> <td data-bbox="1268 461 1415 574">5</td> <td data-bbox="1415 461 1568 574">\$25.00</td> <td data-bbox="1568 461 1740 574">General Supplies</td> <td data-bbox="1740 461 1908 574">Original</td> <td data-bbox="1908 461 2026 574">\$125.00</td> </tr> <tr> <td data-bbox="430 574 1268 688">Copy Paper</td> <td data-bbox="1268 574 1415 688">1</td> <td data-bbox="1415 574 1568 688">\$50.00</td> <td data-bbox="1568 574 1740 688">General Supplies</td> <td data-bbox="1740 574 1908 688">Original</td> <td data-bbox="1908 574 2026 688">\$50.00</td> </tr> <tr> <td data-bbox="430 688 1268 883">Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1268 688 1415 883">1</td> <td data-bbox="1415 688 1568 883">\$1,125.00</td> <td data-bbox="1568 688 1740 883">General Supplies</td> <td data-bbox="1740 688 1908 883">Original</td> <td data-bbox="1908 688 2026 883">\$1,125.00</td> </tr> <tr> <td data-bbox="430 883 1268 997">BT 491406- Reallocated funds from the differential allocation to increase 24 hrs for OOS tutorial</td> <td data-bbox="1268 883 1415 997">-1</td> <td data-bbox="1415 883 1568 997">\$1,116.00</td> <td data-bbox="1568 883 1740 997">General Supplies</td> <td data-bbox="1740 883 1908 997">Budget Transfer</td> <td data-bbox="1908 883 2026 997">-\$1,116.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Supply Type	Type	Total	Poster Board	5	\$25.00	General Supplies	Original	\$125.00	Copy Paper	1	\$50.00	General Supplies	Original	\$50.00	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	\$1,125.00	General Supplies	Original	\$1,125.00	BT 491406- Reallocated funds from the differential allocation to increase 24 hrs for OOS tutorial	-1	\$1,116.00	General Supplies	Budget Transfer	-\$1,116.00
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Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 491406- Allocated additional funds to add 24 hrs of OOS tutorial	1	\$37.00	1	24	1	Certified	Budget Transfer	\$888.00

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: \$3,465.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Hands On STEAM Supplies for Parent Engagement Night	1	\$1,500.00	Manipulatives	Original	\$1,500.00
	Post-it Notes	1	\$18.75	General Supplies	Original	\$18.75
	Copy Paper	1	\$350.00	General Supplies	Original	\$350.00
	Refreshments for three Parent Engagement Nights	1	\$1,575.00	Program Supplies	Original	\$1,575.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$21.75	General Supplies	Original	\$21.75

Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Richard Myerson	Principal
Juliana Bradley	Assistant Principal
Michele Mugavero	ESE Contact/SAC Chair
Kristi Moynihan	PTO President
Jennifer Tetreault	ELL Teacher
Michelle Enos	Grandparent
Kerri Chavez	Parent

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

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

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

All members of this team meet with their family and school members to get input in our CNA, SWP, and PFEP. From there they helped to organize and summarize the information. Input from stakeholders were recorded in a template. Leadership Meeting Staff Meeting: February 26, 2024 at 8:00 am Staff Meeting - March 13, 2024 at 2:30 pm Parent/Community Meeting: February 13,2024 at 5:30 pm CNA steps 1, 2, and 3 compliance evidence were submitted to the district.

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

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

Name	Title
Richard Myerson	Principal
Juliana Bradley	Assistant Principal

Annual Parent Meeting

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

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

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

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

The Annual Parent Meeting will take place at 5:30 pm on October 23rd in the school Media Center.

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

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

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

During the Annual meeting we will discuss and share the following: What it means to be a Title I School, the school's Title I Schoolwide Plan, Parent and Family Engagement Plan, including the School-Parent Compact; Parent's Right-to-Know and training opportunities for families. Technology, paper, pens and handouts will be needed. We will also provide a dinner for all parents and community members in attendance.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Staff DOJO Training

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

The staff will learn how to create a DOJO account and communicate with their families.

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

1. The parents will stay informed of what is occurring with their child's education

- What will teachers submit as evidence of implementation?

1. Samples of DOJO messages.

- Month of Training

August 2024

- Responsible Person(s)

Rich Myerson

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

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

Communication with Non-English Speaking Families

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

1. Resources will be shared with teachers how to communicate with parents who do not speak English. 2. Staff will be shown the procedures for requesting CLF support to communicate for non-English Speaking parents.

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

1. Families will be engaged with the school/teacher if they have a tool to communicate with them.

- What will teachers submit as evidence of implementation?

1. Conference notes from parent meeting in which the parent does not speak English.

- Month of Training

September 2024

- Responsible Person(s)

Marlene Ortiz and Jennifer Ortiz

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- 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

Curriculum Night

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

1. Parents will attend breakout sessions for REading, Math, Science and Writing. 2. At each session, the parents will learn the State Expectations for these tested subjects. 3. They will learn how to access the State Testing resources

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

1. Parents will access the state testing digital resources.

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

1. Parents who are educated on the testing process can better help their children prepare at home.

- Date of Training

September 2024

- Responsible Person(s)

Richard Myerson

- Resources and Materials

1. Presentations by academic subject 2. Spanish Translators 3. Computers

- Amount (e.g. \$10.00)

\$575

3. Parent and Family Capacity Building Training #2

- Name of Training

Financial Literacy/Job Seeking Program

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

1. Financial Literacy Skills such as creating a bank account, credit card, their credit score and how to control cash flow. 2. How to create a resume, search for jobs and how to present themselves in an interview.

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

1. Create a resume and cover letter 2. Practice searching for a job.

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

1. Families that are better financially secure are able to help their children with food on the table, consistent schedule and positive family mental health

- Date of Training

October 2024

- Responsible Person(s)

Baker Joseph

- Resources and Materials

1. Presentation 2. Spanish translators 3. Computer access

- Amount (e.g. \$10.00)

\$575

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM at Home

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

Parents will learn strategies to implement hands on STEAM activities in the home.

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

1. Parents will be shown websites to find activities. 2. Parents and students will complete a STEAM activity.

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

1. Students will gain critical thinking skills to help them do better in school.

- Date of Training

February 2025

- Responsible Person(s)

Lisa Marie Sapp and Macie Ramirez

- Resources and Materials

1. Steam project materials 2. Spanish translators

- Amount (e.g. \$10.00)

\$1500 for hands-on STEAM supplies, and \$575 for Refreshments.

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

Multicultural Dept.

- Describe how agency/organization supports families.

We will partner with Multicultural to provide a staff training so that staff have a deeper understanding of the different cultures and how to communicate with them effectively.

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

1. Sign in sheet of each event. 2. Agenda from event 3. Thank you note email to department after the presentation

- Frequency

Tutoring: At least 10 times during the year.

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

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

We will work with the Literacy Coalition to provide reading tutors for our students in 1st grade.

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

1. List of students receiving the tutorial.

- Frequency

The tutorial is provided weekly.

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

- Name of Agency

PBC Food Bank

- Describe how agency/organization supports families.

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

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

List of students receiving the meals.

- Frequency

Weekly

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

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

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

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

• Description

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

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

1. Sign in sheets of our curriculum night. 2. Flyers advertising the event. 3. Samples of classroom presentations

• Description

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

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

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

- Description

LGES will share information with parents about opportunities to participate in decision making related to the education of their children at the Title 1 Annual meeting.

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

1. Sign in sheets 2. Agenda

- Description

Meetings that involve families and community members will take place at a time that will work for that group.

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

1. List of meeting dates and times. 2. IEP meeting invitations.

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

1. Invitations samples in English and Spanish.

- Description

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

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

Pictures of ADA compliance(signs and ramps). If hearing or vision support is provided, we will provide the sign in sheet from that meeting.

- Description

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

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

1. Flyers of services being offered(LGES Cares) 2. Slides from Annual Meeting PowerPoint regarding Migrant Program 3. Migrant brochure

- Description

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

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

1. Pictures of support provided such as backpacks, school uniforms and holiday gifts. 2. Completed Student Housing Questionnaire 3. McKinney-Vento Services Flyer

Other Activities

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

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

• Name of Activity

TBD

• Brief Description

TBD

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

Loxahatchee Groves is a STEAM School and we use the 4Cs on a daily basis to reinforce lifelong skills. We use the 4Cs (Communication, Creativity, Critical Thinking and Collaboration) in our daily lessons. We hold 2 STEAM Exhibitions each year where the children will demonstrate their 4C skills to family and community members.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

LGES has 12 PreK programs including 2 VPK Inclusion classes. These classes are designed to have our children Kindergarten ready by the time they transition to Kindergarten. Those children with an IEP will have a transition meeting to modify their IEP in order for them to be successful in Kindergarten. We will host two Kindergarten Kick Offs to inform the parents what they can expect for their child in Kindergarten, a school tour and how they can help their children prepare over the summer. When the children enroll at LGES, they are given Summer Take Home kits in reading and Math. LGES will provide a staggered start to the school year to make the transition easier for the children. Early in the next school year we host a Meet the Teacher the day before school begins in order for the Kindergarten children to get comfortable with the campus.

Professional Development

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

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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