
Title I Comprehensive Schoolwide Plan
PALM BEACH GARDENS ELEMENTARY SCHOOL (0111)

ELA

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

1. List prioritized needs statements.

Based on the iReady Diagnostic Data, and Winter State Progress Monitoring assessments, 18% of students demonstrate a need for intervention and 17% of students K-3 in ELA are substantially below grade level standards in ELA and in need of intensive interventions. According to iReady Winter Diagnostics, 47% of students K-5 need development in Vocabulary, 43% of students K-5 need development on Comprehension in Literature, and 46% of students K-5 need development on Comprehension in Informational Text. FY23 State Progress Monitoring results show that the ELL subgroup and SWD subgroup achieved 46% and 26% below their white peers in Reading and Math. Current 4th grade USA assessments show that the african American subgroup achieved 11% below their white peers PM2 data indicates that 51% of grade 3, 53% of grade 4, and 43% of grade 5 students are not performing on grade level.

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

1. Teachers' time for remediation and enrichment is limited 2. In Grades 3-5, teachers need additional support in providing differentiated instruction/interventions focused on vocabulary and comprehension 3. K-2 Student Intervention Needs 27% need phonological awareness skills 35% need phonics skills 29% need high frequency words 47% need vocabulary 4. A 43% increase in behavior referrals from 15 to 35. 5. Absences/Tardies 6. 219 students are not linked to SIS on Gateway 7. Student motivation to complete tasks 8. Oversized classes and lack of staff (vacancies) 9. Remedial phonics and phonological skills 10. Assessments are all given on the computer 11. Lack of Social Skills 12. Lack of teacher knowledge of the reading process and standards due to new standards 13. Lack of parent knowledge of literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

Resource Teacher - K-2 teachers need opportunities and resources to be trained in explicit phonics/phonological instruction Liason for counseling support Utilize New Worlds Reading resources Students need books to read at home providing appropriate level and rigor Modeled Fluent Readers (Book buddies or Author Visits) There is a need for additional teachers to support tier 3 interventions Including grades 3-5 Students need opportunities to work cooperatively in team settings There is a need to implement Morning Meetings and SLL school wide. Consistent small group counseling Behavior support and behavior management School-wide behavior and engagement training After School Tutorial/Homework Support There is a need for staff development workshops for teachers to gain high quality educational professional experiences in academics, relationship building, and climate and culture. Support teachers in developing understanding of standards and research based strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for SWD, ELL and struggling students. Data chats need to continue regularly with teachers to disaggregate student needs, identify resources to be used, identify personnel to support such needs, and create flexible small group supports Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, etc.). Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Student workbooks, whiteboards, manipulatives, and more).

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

- Communication

Communication: Palm Beach Gardens Elementary will share information on Title 1 information during our School Advisory meeting. We will discuss the positive aspects of being a Title 1 school, and our how we plan to use the funds next year. Continue to provide families with flyers, parent call-outs, texts, ParentLink, weekly call-out, marquee. Likewise, parents will call the school to ensure that updated information is located in SIS. Continue to share curriculum and proficiency levels as well as student progress with parents.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) such as having students read aloud to family members, go over vocabulary and spelling words, and discuss comprehension with family members. Provide hands-on training and take home activities. Parent training on navigating SIS to monitor their student performance.

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

- **School**

School staff will work with students and their parents/families to support students' success in ELA by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of standards in ELA. providing families with specific strategies and resources to support their child's learning at home

- **Students**

Students will work with parent/family and their teacher(s) to improve their success in ELA by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily

- **Parents**

Parents/families will work with their child and school staff to support students' success in ELA by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn

- **Staff Training**

Staff training on how to provide at home resources and strategies for ELA at home (for example - New World's Reading)

- Accessibility

-Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Math

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

1. List prioritized needs statements.

According to PM2 math data indicates that 63.3% of 3rd-5th grade students are not performing on grade level. According to Check Point 2 76% There is a 12% deficit gap for our Black subgroup, an 11% deficit gap for our SWD subgroup, and a 15% deficit gap for our ELL subgroup. According to iReady Winter Diagnostics, 47% of students K-5 need development in Numbers and Operations skills, 40% of students K-4 need development on Algebra and Algebraic Thinking skills, 50% of students K-4 need development in Measurement skills, and 53% of students K-4 need development in Geometry skills. Based on the iReady Diagnostic Data, and Winter State Progress Monitoring assessments, 17% of students demonstrate a need for intervention in math and 17% of students K-3 are substantially below grade level standards and in need of intensive interventions in math.

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

Struggling students need foundation fact fluency skills. K-2 - Addition/Subtraction 3-5 - Multiplication and Division Remediation block is typically reserved for reading interventions Absences/Tardies are a major concern A 43% increase in behavior referrals from 15 to 35. Students need opportunities to move in the classroom Small group counseling has been inconsistent this school year 219 students are not linked to SIS on Gateway Student motivation to complete tasks Students in grades 4 and 5 demonstrate a deficit in understanding place value for multi-digit numbers 4.NSO.1.2 - 37% 4.NSO.1.1 - 45% 4.NSO.1.4 - 46% Lack of teacher diversity on campus Homework support is not in place for all students/subgroups Money and time is assessed on STAR Math but not taught in kindergarten Assessments are all given on the compute Lack of foundational skills (math fluency - operations, vocabulary) Lack of teacher knowledge of the math procedures and standards due to new standards Lack of parent knowledge of math strategies to support learning at home

3. Share possible solutions that address the root causes.

Resource Teacher - provide math interventions during remediation block to fill in gaps in foundational fact fluency and place value concepts Schedule data chats with teachers to disaggregate student needs and create flexible small group supports Support all teachers in developing understanding of standards and research based strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for SWD, ELL and struggling students. Hands on math manipulatives Develop remediation plan for gaps in standards knowledge Provide PD Flexible seating and opportunities for hands on activities engaging in the standards After School tutorial/Homework support- personnel and resources Send home paper report cards School-wide behavior and engagement training Utilize community resources for support Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc.).

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

- Communication

Palm Beach Gardens Elementary will share information on Title 1 information during our School Advisory meeting. We will discuss the positive aspects of being a Title 1 school, and our how we plan to use the funds next year. Continue to provide families with flyers, parent call-outs, texts, ParentLink, weekly call-out, marquee. Likewise, parents will call the school to ensure that updated information is located in SIS. Continue to share curriculum and proficiency levels as well as student progress with parents.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Hold Math Night in conjunction with Math Workshops for parents Provide resources Encourage parents to reinforce math facts at home (flashcards)

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

- **School**

School staff will work with students and their parents/families to support students' academic success in Math by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of Math standards providing families with specific strategies and resources to support their child's learning at home

- **Students**

Students will work with parent/family and their teacher(s) to improve their academic success in Math by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily

- **Parents**

Parents/families will work with their child and school staff to support students' academic success in Math by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level Math standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn

- **Staff Training**

Staff Training on engagement and behavior management strategies Provide materials and resources for teachers to share with families to support learning at home (math foundational skills)

- Accessibility

-Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Science

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

1. List prioritized needs statements.

Based on Science Winter Diagnostics, 42% of our students are not meeting mastery in science. 25% are below the threshold

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

Science is not prioritized in K-4 to accommodate Tier 3 interventions and needs in other areas. Students are underperforming on Fairgame Standards, especially in Life Science Based on the Science Winter Diagnostic, only 34% of 5th grade students show proficiency on standard 3.L.14.1, and 35% showed proficiency on standard 4.E.6.2. Teachers lack time to include multiple hands-on experiments and science labs Lack of reading stamina and the understanding of science vocabulary Lack of foundational skills (science concepts, vocabulary, scientific process) Lack of teacher knowledge of the scientific process Lack of parent knowledge of science concepts to support learning at home

3. Share possible solutions that address the root causes.

There is a need for hands on science experiments to interact with the concept and solidify Tier 3 content vocabulary School-wide behavior and engagement training Field trips to Science Museum, zoo, loggerhead Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills Provide PD to train teachers (3-5 grade) to teach a systematic approach to scientific processes and vocabulary. Train teachers to understand the curriculum to provide explicit instruction (district staff support). Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.). Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Student workbooks, whiteboards, materials for science experiments, and more).

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

- **Communication**

Palm Beach Gardens Elementary will share information on Title 1 information during our School Advisory meeting. We will discuss how being a title 1 school will benefit us in a positive way, and our plans on how the funds will be used. Continue to provide families with flyers, parent call-outs, texts, ParentLink, weekly call-out, marquee. Likewise, parents will call the school to ensure that updated information is located in SIS. Continue to share curriculum and proficiency levels as well as student progress with parents.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Provide take home hands on activities through STEAM Night

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

- **School**

School staff will work with students and their parents/families to support students' succeed in science by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of science standards. providing families with specific strategies and resources to support their child's learning at home

- **Students**

Students will work with parent/family and their teacher(s) to improve their success in science by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily

- Parents

Parents/families will work with their child and school staff to support students' success in science by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn.

- Staff Training

Staff Training on engagement and behavior management strategies Provide materials and resources for teachers to share with families to support learning at home (science foundational skills)

- Accessibility

Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$210,170.00

Acct Description	Description
Resource Teacher	Reading Resource Teacher will provide interventions to K-3 in a push in/pull out model of support. (Jennife

Acct Description	Description																		
	Haylett)																		
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Copy paper</td> <td>1</td> <td>\$56.75</td> <td>General Supplies</td> <td>Original</td> <td>\$56.75</td> </tr> <tr> <td>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>1</td> <td>\$750.25</td> <td>General Supplies</td> <td>Original</td> <td>\$750.25</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Copy paper	1	\$56.75	General Supplies	Original	\$56.75	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	\$750.25	General Supplies	Original	\$750.25
	Item	Quantity	Rate	Supply Type	Type	Total													
	Copy paper	1	\$56.75	General Supplies	Original	\$56.75													
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	\$750.25	General Supplies	Original	\$750.25														
Resource Teacher	0.5 Science Resource Teacher will provide science remediation and enrichment to students in grades K-5 on the Fine Arts wheel.																		
Resource Teacher	K-5 Resource Teacher will support math interventions in a push in/pull out model.																		

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **\$1,705.00**

Acct Description	Description										
Travel out-of-state	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Ron Clark Academy / Atlanta, Georgia / July 10-12- Lead classroom teacher will attend this conference to increase student engagement & improve</td> <td>1</td> <td>\$1,705.00</td> <td>Original</td> <td>\$1,705.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Ron Clark Academy / Atlanta, Georgia / July 10-12- Lead classroom teacher will attend this conference to increase student engagement & improve	1	\$1,705.00	Original	\$1,705.00
	Item	Quantity	Rate	Type	Total						
Ron Clark Academy / Atlanta, Georgia / July 10-12- Lead classroom teacher will attend this conference to increase student engagement & improve	1	\$1,705.00	Original	\$1,705.00							

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	behavior to learn more about the House Implementation to strengthen the climate and culture for learning for students and staff, and build a cohesive community among students and staff. (registration \$1,047.00; transportation \$200.00; Lodging \$350.00, and per diem \$108.00)				

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$4,096.25**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper for school/home training and communication (5 cases)	5	\$44.61	General Supplies	Original	\$223.05
	Shipping	1	\$13.95	General Supplies	Original	\$13.95
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$14.25	General Supplies	Original	\$14.25

Acct Description	Description											
Online subscription	Item						Quantity	Rate	Type	Total		
	Reading A-Z- Online resources for parents to use at home for reading with their children at their appropriate levels and rigor (K-5)						21	\$132.00	Original	\$2,772.00		
Out-of-system Subs for Parent Conferences	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers will conduct parent conferences during the day to increase achievement of those student that are struggling. After PM2 (January, 2025)				2	\$16.00	5	6.5	1	Certified	Original	\$1,040.00

Mission Statement

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

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

1. Mission Statement

Palm Beach Gardens Elementary will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

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
Kimberly Evans	Principal
Marianela Seren	AP
Shannon Cooper	SAI
Amanda Pollio	ESE Coordinator
Kimberly Buckelew	ESOL/Staff Resource
Monica Dunn	Community Member
Nicole Biltswich	Parent

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

Academic leadership team represents different student populations ensuring all subgroups are represented, parents and teachers are voted in at SAC meetings. All stakeholders are invited to the meeting. At the first SAC meetings, parents are provided the information and encouraged to join. There is a vote at the SAC meeting on members after reviewing the description of each role. To ensure proper representation of different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved. SAC members are selected to reflect the diverse community that Palm Beach Gardens ES serves.

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

Stakeholders will attend SAC meetings to give input regarding the Schoolwide Plan (CNA, PFEP, School-Parent Compact). Input from Stakeholders will be documented and compiled in the minutes from the meeting. February 12, 2024 at 2:30 pm August 26, 2024 at 2:30 pm September 23, 2024 at 2:30 October 21, 2024 at 2:30 pm November 18, 2024 at 2:30 pm February 3, 2025 at 2:30 pm March 3, 2025 at 2:30 pm April 7, 2025 at 2:30 pm May 5, 2025 at 2:30 pm

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

Stakeholders attended SAC meeting on 2/12/23 in which CNA input was received and parent/family engagement events were discussed (STEAM Night, Book fair/literacy night, math game night). Palm Beach Gardens Elementary plans to spend allocation for supplies for parent trainings, events, online subscriptions, and subs for parent conferences to support parent engagement and student achievement.

Name	Title
Marianela Seren	AP
Kimberly Evans	Principal
Kimberly Buckelew	ESOL/Staff Resource
Stephanie Gordon	SAC Chair
Angela Gochee	Parent
Monica Dunn	Community Member

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 meeting is set for September 23, 2024 at 2:30 pm in the 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.).

Parents, teachers, and the community will be notified of the annual meeting by posting the invitation on our school website and sending it out via email attached to parent link call out. The meeting will also be posted on the marquee.

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

A PowerPoint presentation will be utilized to teach stakeholders about the Title I program at Palm Beach Gardens Elementary School. It will provide details about how the Title I funds will support learning, staff development, and family involvement. Stakeholders will be provided with an agenda, a copy of the compact, and an evaluation to provide feedback. Invitation, Sign-In Sheets, Agenda, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, parent evaluations, and reflection notes template.

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

Communicating with Parents & Families

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

Staff will learn strategies to keep parents and families informed of student behavior and academics. Strategies include but are not limited to communicating via email, text, or in person, being warm and welcoming, smiling, shaking hands, and making eye contact, SIS Gateway portal. Be positive.

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

Build relationships with parents and families to work together as a team to improve student learning.

- What will teachers submit as evidence of implementation?

Weekly or Monthly newsletters, emails, texts, and conference notes discussing academic progress and how to access grades in SIS portal.

- Month of Training

Ongoing- Starting in August

- Responsible Person(s)

Administration - Kim Evans & Marianela Seren; PLCs - Kim Buckelew/Grade Chairs, PDDs- Shannon Cooper, Title 1 teachers- Haylett & Dorino

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Ron Clark House System

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

Staff will learn various strategies to build a positive, supportive community utilizing the Ron Clark House System. Teachers will be able to communicate with families on how to use the same strategies with their children at home. Staff will learn how to enhance PBGES PBIS by implementing the RCA house system and the official houses of Altruismo, Amistad, Isbindi, and Reveur. Teachers will learn Ron Clark's Essential 55 Rules to help our student's manners, industriousness, and accountability.

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

Increase positive and effective communication between teachers and families. It is also expected that families will have a better understanding of how to keep the students engaged with academics at home.

- What will teachers submit as evidence of implementation?

Parent hand-outs with strategies to use at home (i.e. random acts of kindness board, homework log)

- Month of Training

Ongoing- August

- Responsible Person(s)

Administration - Kim Evans & Marianela Seren; PLCs - Kim Buckelew/Grade Chairs, PDDs- Shannon Cooper, Title 1 teachers- Haylett & Dorino

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

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

Accessing Student Grades- SIS & PM Platform

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

Parents will navigate the SIS portal to access student records and see student assessment data on the PM platform. We will dive into data from the last PM and discuss it. Moving forward, parents will be able to access their child's data and comment log from the SIS portal.

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

Parents will log into SIS and PM platform in interactive computer training.

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

Parents will be more informed on student progress in the classroom and there will be increased accountability to student work.

- Date of Training

Tentative- August- Meet the teacher Night

- Responsible Person(s)

Kim Buckelew & Cindy Seminara

- Resources and Materials

How to flyers Log in information

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

School-Home Literacy Connection

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

Parents will learn fluency, vocabulary, and comprehension strategies for reading to support their child at home using research-based strategies from the University of Florida - New World's Reading Program

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

Staff will work in conjunction with the University of Florida to provide parents with at-home resources for ELA at home- Children's Books, informational brochures and dinner will be provided for parents. Parents will learn how to better assist students with reading comprehension at home. Parents will also have the opportunity to practice read-alouds and work on decoding strategies.

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

The expected impact is that families can develop fun and engaging ways to support their children with learning at home which will increase student time in text outside of the classroom Ultimately the greatest impact will be to improve student ELA achievement as measured by PM and iReady data.

- **Date of Training**

September 19 (K-2) & September 26 (3-5)

- **Responsible Person(s)**

Literacy Committee- Chair Shannon Cooper

- **Resources and Materials**

Generate DOK questions for reading (3-5) List of tips for word decoding and problem-solving (K-2) List of Reading Strategies Informational articles/data regarding the positive impacts of reading at home Bilingual Glossaries

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Math & Science Academy for Parents

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

Families will learn about our STEAM program and various resources available to support their children with standards-based learning. Resources include STEAM programs for students to practice science vocabulary, scientific process, and math fluency. Parents will be learning, seeing, and doing STEAM activities.

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

Parents will learn hands-on strategies for practicing math facts and science vocabulary. Parents and students will participate in hands-on math games during Math Game Night.

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

Increase fluency with math facts and science vocabulary which will improve student Math and Science outcomes as measured by PM data and classroom assessments.

- Date of Training

Tentative- October 24

- Responsible Person(s)

STEAM Committee

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

N/A

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

- Describe how agency/organization supports families.

McKinney Vento department supports our families by providing them with community resources, transportation, school supplies, etc.

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

Emails, school-based team meeting notes, transportation information, and flyers from McKinney Vento that provide program services to families.

- Frequency

Ongoing throughout the year.

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

- Name of Agency

The Palm Beach North Chamber of Commerce Foundation

- Describe how agency/organization supports families.

The Foundation awards scholarships to north area students and monetary awards to teachers. The Palm Beach North Chamber of Commerce Foundation's mission is to fund education opportunities for college-bound student leaders who live or attend school in the Palm Beach North region. This Committee works to achieve the following: Create partnerships among school principals and businesses; Obtain sponsorships and participants for hosting student tables at Chamber events; Host education supply drives; Grow awareness for the Palm Beach North Chamber of Commerce Foundation.

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

Meeting Notes/Agendas, email correspondence, calendar notes, and thank-you letters to the Chamber of Commerce.

- Frequency

Ongoing throughout the year

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

- Name of Agency

Rotary Club of North Palm Beach

- Describe how agency/organization supports families.

The Rotary Foundation supports education through scholarships, donations, and service projects.

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

Meeting Notes/Agendas, email correspondence, calendar notes, and thank you letters to the Rotary club.

- Frequency

Ongoing throughout the year.

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**

Palm Beach Gardens Elementary 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. This communication will be in the form of call outs, teacher newsletters, student agendas, marquee, school district website, flyers, Social media, and SAC.

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

Title 1 annual meeting, PFEP summary, and Parent Compact. SAC meeting agendas will also be provided.

- **Description**

Palm Beach Gardens Elementary will inform parents about the curriculum and proficiency levels students are expected to meet through parent conferences and during Curriculum Night. Palm Beach Gardens Elementary will hire substitutes after state assessment PM2 to provide additional time for teachers to conference with parents regarding proficiency levels and curriculum.

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

Annual Title 1 meeting discussing academic requirements, Conference notes (form 1051) discussing curriculum and performance level, curriculum night agenda & sign in sheets and PPN for IEP meeting notes.

- **Description**

Palm Beach Gardens Elementary will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards. At the beginning of the year, teachers will present an overview of the forms of academic assessment that will be used to measure student progress and achievement levels of State academic standards including unit tests, iReady Standards Mastery, and State PM testing.

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

FAST monitoring- Emails or letters notifying parents of PM and/or diagnostic results have been sent home and how to access the information. Conference notes (form 1051) discussing student academic progress, PMP documentation, IEP documentation., progress reports, and/or report cards.

- Description

Information will be disseminated to parents about opportunities to participate in decision-making related to the education of their children through SAC, the CNA meeting, ParentLink, and Conferences. Parents can participate in parent conferences, SBT, and ESE meetings to provide input on individual student progress and monitoring. Also, SAC and PTA provide parents with opportunities to participate as stakeholders in schoolwide decisions.

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

IEP meetings, SBT meetings, Annual meetings, SAC and PTA attendance lists. Parent conference notes, parent links, and invitations.

- Description

Evening activities with childcare (Book fair and literacy, STEAM night, Math Game Night with parent training), Flexible meeting dates and time for conferences- morning and afternoon, at home- virtual or in person.

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

Flyers for morning and afternoon parent events, or trainings with links to recording/video/google meets, parent conference schedule listing parents availability.

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

The English as a Second Oral Language (ESOL) teachers at Palm Beach Gardens Elementary School will provide families with resources to use at home. The Community Language Facilitators (CLF) will be available to translate both written and oral communication in Spanish with families as needed. Also, translation will be available for parent/teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings. If other languages are needed, staff can request additional translators or utilize a resource called Language Line to use over the phone.

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

Handouts of Resources sent home in multiple languages, Phone Logs, translation request forms, Parent Conference notes from meetings with a translator, samples of written communication sent home in multiple languages, FY25 translated compacts, and PFEP summaries in multiple languages.

- Description

Palm Beach Gardens Elementary School utilizes the support of the district resource staff to provide accommodations for parents and families with disabilities as needed. Our building is ADA-compliant. The entire school campus is accessible for those with a physical disability that requires the use of a device for mobility or those who might be visually impaired.

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

Sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets, parent conference notes with Google links, and flexible times.

- Description

Palm Beach Gardens Elementary School will work with the school district to support families engaged in migratory work when they register at our school. The school will request the migrant list and then work closely with the district migrant contact for appropriate services for targeted students. School Counselor will provide home visits for these families. Staff will be instructed on how to make referrals to the Migrant Department and make home visits if needed.

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

Migrant Education Program Flyers displayed in the main office in multiple languages, Annual Title 1 meeting slides shared with families, SIS list of migrant students. If PBGES does have migrant students we will also include a Home Visit/Phone Log, a list of resources given, and Parent Conference Notes.

- Description

Palm Beach Gardens School upholds the McKinney-Vento Act with fidelity and staff works closely with the Safe School Department and the liaison to support families experiencing hardship. The school will request the list of students affected by homelessness and will work with the McKinney-Vento District contact for appropriate support and services. School Counselor will provide home visits for these families. Letters will be sent home with these students for parent assistance and communication. Transportation will be arranged through the district for students experiencing homelessness to attend school. Referral form 2479 will be used to document with the district. Any needed uniforms or school supplies are provided.

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

Home Visit log, Phone Log, Parent Conference Notes, McKinney Vento Student List, Annual Title 1 meeting slides shared with families, completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, distribution logs for donated uniforms, school supplies, food and transportation logs.

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

N/A

- Brief Description

N/A

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

Our school Behavior Health Professional and Co-located Therapist host "Counselors' Corner" every Tuesday on the morning news. They present strategies for coping, address social emotional needs and foster a growth mindset. We have small, need based counseling groups to teach resiliency, problem solving and persistence. They also present lessons to promote social and emotional health. We have a schoolwide positive incentive program, "Student of the Month," where each month a character-building value is highlighted, taught and rewarded. Our schoolwide Dolphin Dollar program rewards individuals for modeling good behavior and helping others. We have a Kindness Club that focuses on service to others.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

The School-Based Team (SBT) meets weekly to review the Multi-Tiered System of Support for both academics and behavior. The team uses the School District's Decision tree in conjunction with data tracking forms, classroom, district and state test scores, to make determinations on student support (Core, Supplemental, and/or Intensive). Mentoring, tutoring, and other services students receive (e.g Guidance, 504 recommendations, counseling groups and co-located therapy) are also reviewed. The focus of support is determined based on all data available and an instructional plan for each student is created. There are three levels of support in the MTSS framework used that include: Core: Every student receives high-quality, standards-based instruction from a certified teacher at each grade level. Students participate in formative and local assessments to determine any academic support that may be needed. During Core instruction, teachers provide small group and individualized instruction differentiated for each child. All students receive instruction in social and emotional learning skills as well, and students who are experiencing behavioral challenges are given additional support by their teacher based on the need. Supplemental: If students are identified by the District's Intervention Decision Tree, or are not responding to differentiated instruction in the Core, the teacher will refer the student for academic or behavioral needs to the SBT. The SBT Team will problem solve to determine the current level of support in the Core and determine if the student needs additional supplemental support. If the determination is made either by the Decision Trees or the SBT team, students identified will receive this support in addition to their Core instruction. This support may be provided by the classroom teacher in the classroom or by another certified teacher who works with other children with similar needs. This "supplemental support" is progress monitored with a frequency dependent on the intervention, using either an embedded progress monitoring tool from a research-based intervention or a curriculum-based measure. If the student responds to the intervention, the student will continue until they reach the pre-determined "goal." If the student meets the goal, the supplemental level of support will be discontinued. If the child does not respond to the intervention, the SBT Team will review the data that was collected and decide to continue, modify, intensify or discontinue the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level." Intensive: At this level of "intensive" support, in addition to the supplemental support, students may receive any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must be progress monitored weekly with a tool aligned to the intervention. If the student is making adequate progress, the intensive intervention may continue or be lessened to a supplemental level. Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during the MTSS process are included and used to make the eligibility decision. Students receiving support have their progressed tracked through Progress Monitoring Logs and then graphed throughout the review to analyze student response and make necessary changes to the plan. Progress Monitoring Plans (PMPs) are created and shared with parents for any child identified to have a deficiency in a core subject area.

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

Data chats based on student data tracking form every six weeks, teachers follow the scope and sequence provided by the district, students get to access Fine Arts daily (art, media, technology, PE, and music) and students also have opportunities to join afterschool clubs related to art, dance, exercise, and kindness, STEAM based activities help students build real world problem solving skills, morning and afternoon tutorial provided as well as extended homework support in aftercare

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

N/A

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

Two Regular Ed. VPK units are held at Palm Beach Gardens Elementary. Around 40 students attend this program. Recommendations for evaluations from Headstart programs and Kindergarten Kick Off (formerly Kindergarten Round Up) allow for better placement of incoming Kindergartners. This year, the school district initiative included Kindergarten readiness kits to give to all incoming kindergartners., Kindergarten pre-screenings for incoming students are held at the end of the school year and at the beginning of the school year during preschool week. School tours are available for families. PBGE VPK students and neighborhood Pre-K schools' students are given the opportunity to meet Kindergarten teachers. Parents are informed about Staggered Start and sign up to days convenient for them when they matriculate their children.

Professional Development

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

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

1. Professional Development

Staff on our campus has access to Regional Support through the Math & ELA department who frequently provide Cadres and Professional Development. We also receive District Curriculum Support. Our school also utilizes the Peer Observation Program using Palm Beach Model of Instruction and Mentoring opportunities for new students. Staff has opportunities to participate in online workshops. During professional development days, PLC, and teacher planning, we also bring consultants (e.g. iReady). Multicultural and ESE Departments also provide trainings to staff as needed.

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

Administration participates in the district run job fair. We also recruit student teachers as they intern on campus, receive referrals from current employees, and advertise on social media. We provide an on-boarding process through ESP, and new teachers are assigned mentor teachers. Administration has an open door policy with faculty. Additional opportunities for staff to earn extra funding is available. We provide professional development within our building and outside resources. We have also implemented Wins-day for teachers to boost morale, and scheduled collaborative planning bi-weekly