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**Title I Comprehensive Schoolwide Plan**  
**PINE GROVE ELEMENTARY SCHOOL (0911)**

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# ELA

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

## 1. List prioritized needs statements.

Based on the FY24 PM2 ELA data there is an overall improvement of 3rd-5th reading proficiency. According to the FY24 PM2 ELA data: 3rd grade is at 28% proficiency in ELA 4th is at 31% proficiency in ELA 5th grade is at 37% proficiency in ELA Our end of the year goal for FY24 is to be at 60% proficiency in the intermediate grades in ELA. Our end of the year goal for K-2 is also 60% in ELA. Based on FY24 PM2 Data in ELA: K is at 49% proficiency in ELA First grade is at 35% proficiency in ELA Second grade is at 31% proficiency in ELA Based on the FY24 PM2 ELA Data, the ELL subcategory stands out the most and is currently at 45% proficiency. Based on the results of the data our main areas of focus would be: comprehension, foundational skills, and phonics.

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

-Based on the FY24 PM2 ELA Data, the ELL subcategory is currently at 45% proficiency. -There is a lack of stamina and background knowledge needed for ELL students to successfully read on or above grade level. -There is Lack of teacher capacity in providing ESOL strategies that will help differentiate instruction that will help increase ELL student Reading, Speaking, Listening, and Writing Skills needed to help students gain mastery of the Florida Standards. -Minimal time for ELL students to practice and master foundational skills -Parents do not have access to ELL resources, strategies, and activities to use at home to help their students increase their level of understanding of the foundational skills needed to read and master grade level standards.

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

-Working with multicultural to provide print rich environment for ELL students. -Provide differentiated instruction and scaffold resources to meet the needs ELL students. -Being intentional when planning and conducting PLCs by providing enough time for teachers to plan for different subcategories of students (ELLs). -Modeling and Practicing of ELL strategies in Professional Development will help increase teacher capacity -Continue to hold parent trainings to train parents on how to help ELL students close reading gaps at home or extra practice with foundational skills.

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

- **Communication**

The school will ensure that communication is in parent preferred language whether that is by call out, fliers, paperwork from the school or parent meetings. This is to inform parents about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times.

- **Parent Training**

Invite the parents to join in on our literacy nights to get information such as: comprehension strategies to use at home, fluency practice for reading, and foundational skills for ELL students.

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

- **School**

The school will provide opportunities for parents to come to parent literacy trainings and have readily available and relevant information that align with ELA standards/benchmarks to help address our priorities and needs for our students. There will be a special emphasis on ELA strategies to support their ELL students at home.

- **Students**

Students will continue to engage in their reading lessons and be accountable for their learning in class and through adaptive technology and assessments. Our ELL students will have adaptive technology programs such as Imagine Learning and the Benchmark Hello Newcomer materials to help increase reading proficiency in ELA.

- **Parents**

Parents will support and reinforce foundational skills in ELA and ELL strategies that were taught during the school day and maintain an open line of communication with teachers.

- **Staff Training**

Invite staff to trainings to include communicating the assessment results, new standards, ELA basic strategies to support diverse learners (ELLs), and conferencing with parents. Supporting the teachers in being mindful that the school is made up of a diverse student body and that instruction should be differentiated to meet the needs of all subcategories with a special emphasis on learning strategies to support our ELLs.

- **Accessibility**

The school works with ELL and ESE teams to ensure that parent meetings are flexible so they will be able to acquire literacy skills that will allow them to assist their students at home with various strategies to increase and improve foundational skills in reading. This will include: communication, transportation, after care, and flexible schedule of meetings. All meetings are open to all families- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

## **Math**

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

1. List prioritized needs statements.

-Increase proficiency across all grade levels. Based on the FY24 PM2: 3rd grade is at 28% proficiency in Math 4th grade is at 5% proficiency in Math 5th grade is at 50% proficiency in Math. For FY24 our goal end of the year goal is to be at 65% proficiency in Math. For FY24 the end of the year goal for K-2 is also 60%. According to FY24 PM2 Data: K is at 48% proficiency in Math First grade is at 56% proficiency in Math Second grade is at 49% proficiency in Math After doing an analysis on the FY24 PM2 Data: Areas of focus would be: math fluency, vocab, multi-step problems, word problems.

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

-There is a lack of teacher knowledge on the current standards math content (teachers new to grade levels) -Math Curriculum pacing - too fast for some students to master the concepts being taught -Math Content not being front loaded before state assessments -Large gap in students knowledge of number sense -Parents lack the foundational skills to assist students at home in math fluency, vocabulary, multi-step problems, and word problems.

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

-Continue collaborating during Math PLCs -utilizing coaches and district support -Strengthening Math strategies during PDD days-building teacher capacity -Strengthening small group time in Math to focus on the foundational skills needed to apply to more rigorous skills; more resources hardbound and online -Provide extended learning opportunities in Math -Provide math trainings throughout the year that will teach parents the strategies needed to help their students learn foundational math skills at home.

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

- **Communication**

Communication from the school about the math content area will take place various ways: take home Math folders, call out, parent Math Night trainings, parent conferences. To inform parents about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times. Learning new math strategies to support their students at home.

- **Parent Training**

Parents will be invited to participate in curriculum night where math fluency and strategies will be taught to parents so they can reinforce at home.

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

- **School**

The school will continue to support teachers so that students are learning the skills need in order to master the foundational Math skills. As providing PD and PLCs to help teachers deliver differentiated, relevant, and rigorous Math instruction. Also having parents participate in curriculum nights that provide strategies for them to help increase and improve math fluency at home.

- **Students**

Students can be accountable and track their own progress in Math on classroom assessments by utilizing adaptive technology resources such as iReady Math and Khan Academy. Also continue to participate in spiral math reviews to increase their math fluency.

- **Parents**

The parents can help by working with the teachers to learn math strategies to support the math instruction and reinforce at home by keeping the line of communication open letting the school know if they see improvement in their child's progress, as a result of the school-parent partnership or need additional math strategies/tools.

- **Staff Training**

Review best practices in Math with teachers during PLC, staff meetings so that teachers are able to share with parents in a way they can understand and reinforce students learning foundational and grade level skills at home.

- **Accessibility**

The school works with ELL and ESE teams to ensure that parent meetings are flexible so they will be able to acquire skills that will allow them to assist their students at home with various strategies to increase and improve foundational skills in Math. This will include: communication, transportation, after care, and flexible schedule of meetings. All meetings are open to all families- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

## **Science**

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

1. List prioritized needs statements.

According to the FY24 winter diagnostic science proficiency is at 55%, which up from last year. Based on our analysis students are still scoring below 50% in nature of science and life science and those areas were taught to the full intent of the standards at the time the diagnostic was taken. In order to score higher in those two areas and increase our proficiency there needs to be a focus on vocabulary, test taking strategies, and small group instruction aligned to the test blueprint.

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

-Limited time to teach science concepts -Students need additional time to practice and master science content and be able to apply to a question they are answering. -Lack of prior science knowledge in K-4 -Parents lack the skills needed to help their students increase vocabulary and important details that fall under the nature of science standards.

3. Share possible solutions that address the root causes.

-Continue to provide training and PLC for all grade levels- this was something started in the current year. -Continue to provide science tutorials- adding fine arts tutorial to rotate during the week. -More hands-on lesson and materials; Science lab -Integrate lessons and apply reading strategies to help focus on important details in Science -Provide parents with the trainings and strategies to help their students increase vocabulary and important details that fall under the nature of science standards.

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

• Communication

Communication from the school about the math content area will take place various ways: take home Math folders, call out, parent Math Night trainings, parent conferences. To inform parents about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times. Learning new science strategies to support their students at home.

• Parent Training

Focusing on a curriculum night to support parents in helping reinforce science concepts at home and how to apply to questions they are expected to answer.

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

• School

The school will continue to train teachers and support science instruction during the school day.

- **Students**

The students will engage in science lessons and building their vocabulary of the science content. They will also be accountable for tracing their own progress for their assessments.

- **Parents**

Parents will help by attending curriculum night where science activities and strategies will be taught so that parents can help their students at home.

- **Staff Training**

Provide time for teachers to plan for science during PLCs and PDD days and share science strategies to families

- **Accessibility**

The school works with ELL and ESE teams to ensure that parent meetings are flexible so they will be able to acquire skills that will allow them to assist their students at home with various strategies to increase and improve foundational skills in Science. This will include: communication, transportation, after care, and flexible schedule of meetings. All meetings are open to all families- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

## **Action Step: Classroom Instruction**

Implement schoolwide academic essentials that support and ensure that all students will have access to rigorous tasks through small group instruction.

**Budget Total: \$93,059.00**



<b>Acct Description</b>	<b>Description</b>									
Tutorial	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified teachers will do afterschool and Saturday Tutorial 3rd-5th - Reading and Math. Start date October 14, 2024 until Spring break.		4	\$37.00	2	1.5	13	Certified	Original	\$5,772.00
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Paper, Journal notebooks		1	\$1,542.00	General Supplies		Original	\$1,542.00		
Resource Teacher	Resource Teacher will be used to provide support to Math classroom K-5, support classroom teachers with planning lessons, and will be scheduled to push into classes to assist with providing small group instruction.									

## Action Step: Parent/Family Engagement

Build the capacity of parents to support their students through parent trainings, conferencing, and communication.

**Budget Total: \$2,415.50**

<b>Acct Description</b>	<b>Description</b>						
Postage	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Stamps for Parent Letters to be mailed (parent communication regarding parent trainings and activities, etc) - 3 times			1	\$488.50	Original	\$488.50

<b>Acct Description</b>	<b>Description</b>								
Parent Support by Comm Language Facilitator	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	CLF's for Parent Involvement Activities	3	\$27.00	1	2	3	Non-Certified	Original	\$477.00
Overtime	Overtime for the CLFs (3) for approved Title parent trainings								

## Action Step: Professional Development

Provide professional development that centers around building teacher capacity to use data to plan lessons that engage students and provide differentiated instruction.

**Budget Total: \$95,018.00**

<b>Acct Description</b>	<b>Description</b>								
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Resource Teacher will participate in pre-school (summer) math planning to work with multiple teams.	1	\$25.00	3	6	2	Certified	Original	\$900.00
	Reading & Math Classroom Teachers - will participate in summer planning to work with the SSCC and Math Resource Teacher to analyze data and review the years data trends to plan for the upcoming school year.	16	\$25.00	1	3	2	Certified	Original	\$2,400.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will be used to support Literacy K-3 through PLC and providing small group instruction. In addition, SSCC will lead SBT and work with staff to help with matching students to interventions who are going through the SBT process or students receiving interventions based on the decision tree. SSCC will also support SWPBS

## 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

Our mission at Pine Grove is to utilize and work cooperatively with the community to encourage and empower our families to be informed partners in Pine Grove's efforts to make a positive impact on student achievement and their social skills.

## 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.)

<b>Name</b>	<b>Title</b>
Shauntay King	Principal, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Coi Lazier	Assistant Principal, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Lakeshia Cooper	Resource Teacher-Math, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Edner Pierrevil	School Counselor, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Thatiana Batille	Education Support Employee
Jean Wisher	Parent
Chris Pennerman	parent
Iguette Jean	parent
A. Aikens	parent
Laquida Wilson	parent
Magalie Jean	parent
Frantzeline Elve	parent
Jasmine Compere	Single School Culture Counselor-ELA, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Erica Vereen-Marshall	School Counselor, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact

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

The procedure for selecting members was to allow the faculty and staff to sign up to help. We also shared with the SAC committee who was more than willing to offer input and be a part of the group. The SAC meeting is advertised to parents via flyer invitation, Big marquee, and Parent link. SAC members are selected from the group of people who attend, represent the culture and population of the school.

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

Feedback and suggestions will be conducted throughout the monthly SAC meetings, Open House meeting September 17, 2024 at 5:30 PM, Title I Meeting September 24, 2024 at 5:30 PM. We will also be able to have discussion around the CNA through a meeting on February 11, 2025 at 5:30 P.M.

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

The parent feedback and suggestions were discussed during the parent input meeting. Parents involvement will be discussed ongoing during SAC, parent trainings, family engagement survey, and we also discussed some areas of opportunities for the parents and community to be a part of the process. The parents again this year wanted to know if we would be implementing Parent University more frequently next year. Part of the parent engagement funds would be used to pay teachers and Language Facilitators during those meetings and communication folders.

Name	Title
Shauntay King	Principal, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Coi Lazier	Assistant Principal, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Alexandra Heeg	SAC Chair, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Dr. Vereen Marshall	School Counselor, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Edner Pierrevil	School Counselor, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Lakeshia Cooper	Resource Teacher-Math, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact
Jasmine Compere	Single School Culture Coordinator-ELA, Responsible for the development of the CNA, SWP, PFEP, and School-Parent Compact

## 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?

September 24, 2024 at 5:30PM. Location: School Cafeteria

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

Parentlink, Newsletter, and invitations in backpacks.

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

Invitation, Sign-In Sheets, Agenda, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, parent evaluations, and reflection notes template. There will also be personnel for translation purposes.

## 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

Positive Behavior System Professional Development

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

Teachers and staff that are new and returning will be able to effectively teach our Dolphin Points System that correlates to the PBS (Positive Behavior System). This will be taught to the students as well as communicated to the parents so that they can understand.

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

The teachers will communicate the expectations for PBS (Positive Behavior System) through Open House and parent meetings so that the parents can be aware of how the PBS system works. They will be able to remind students at home about reaching their goals in class to earn the rewards each month.

- What will teachers submit as evidence of implementation?

Teachers will effectively use and track Dolphin points to positively reward students during the school day positively. It will be entered into the SIS system. As evidence of implementation, teachers will print student reports of dolphin points earned. Teachers will also turn in conference notes that discuss Dolphin Points Earned and student behavior trends/patterns.

- Month of Training

August

- Responsible Person(s)

All staff

## 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?

Teachers were able to successfully implement, track, and report the usage of Dolphin Points that supports our Positive Behavior System. Teachers were also able to share reports and the number of Dolphin Points students earned with parents during parent-teacher conferences.

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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

- Name of Training

Effective Parent-Teacher Conferencing (Role Playing)

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

Teachers will learn the skills and dialogue that should be used to have an effective parent-teacher conference. During this role-playing teachers will: - analyze and review data (Script: Would you like me to show you how to access your student data across the content areas?) (Script: Would you like me to explain what the levels mean?) (Script: Do you see how their progress increased/decreased) (Script: Would you like me to show you a hands-on activity or resources that you can use to support your student at home in Reading, Math, and Science?) (Script: Allow me to show you reports about your child's behavior through SIS)

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

The expected impact of this training is for teachers to have effective parent-teacher conferences by sharing information about behavior, data, and resources that will be useful for parents to implement at home to support their students in specific content areas that may need remediation or enrichment.

- What will teachers submit as evidence of implementation?

Conference notes that includes information about behavior, data, student performance.

- Month of Training

November

- Responsible Person(s)

All Staff

#### 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

Reading, Math & Science Night 3-5

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

To support student learning at home teachers will provide examples of student work and parents will practice fix up strategies using the reading, science, and math question stems to support students at home.

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

The parents will be able to interact with teachers in order to create math activities that focus on (place value, Multiplication facts, shapes, and characteristics). For reading they will create activities to support reading at home. Such as: fluency and building comprehension with question stems (translated in English, Spanish, and Creole). The parents will also receive information on how to support Science by doing hands on experiments at home such as: phases of the moon using Oreos/Cookies, Buoyancy Experiment using oranges or other household materials to determine if the objects sink or float.

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

After this training and giving parents the tools to help at home, there should be an increase of student understanding of the content areas.

- Date of Training

October 24, 2024

- Responsible Person(s)

3-5 Teachers, the SSCC, Reading Coach, Math Coach and AP will facilitate the trainings

- Resources and Materials

Sign in sheet. Ziploc bags with materials for each subject one per student and family to be used together.

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Reading and Math Night K-2

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

To support student learning at home, the parents will be able to understand the new standards based report card, view student work samples and learn strategies to reinforce at home.

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

The parents will be able to interact with teachers in order to create math activities that focus on (place value, Addition/Subtraction/Multiplication/Division facts, shapes, and characteristics). For example, parents may play a game of bingo or do a scavenger hunt to help them with place value, Addition/Subtraction/Multiplication/Division facts, or shapes. For reading, parents will be able to create activities to support reading at home. Such as: fluency and building comprehension by using a book to ask standards based questions using the question stems (translated in English, Spanish, and Creole). The parents will also receive information on how to support Science by doing hands on experiments at home such as: phases of the moon using Oreos/Cookies, Buoyancy Experiment using oranges or other household materials to determine if the objects sink or float.

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

After this training and giving parents the tools to help at home, there should be an increase of student understanding of the content areas.

- Date of Training

November 12, 2024

- Responsible Person(s)

K-2 Teachers

- **Resources and Materials**

Sign in sheet. Ziploc bags with materials for each subject one per student and family to be used together

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

N/A

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

- **Name of Training**

Parent University

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

To support student learning at home, the parents will be able to know how to access the school website, portal, e-mail, and opportunities for outside assistance/agencies.

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

The school counselors will model for the parents how to access information through the School District Website in order to help their child at home. Such as: email to communicate with the teachers, how to sign in on portal to access student test scores, and also information to help them access outside agencies for support. The school will provide computers/laptops to show parents how to log into their child's portal and access the above mentioned items.

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

The expected impact is that parents will know how to locate information for their child or for themselves in order to stay connected and updated about their child's performance, progress, and achievements in the classroom.

- Date of Training

January 16, 2025 and March 4, 2025

- Responsible Person(s)

Mr. Pierrevil and Dr. Vereen Marshall

- Resources and Materials

Agenda and Sign In Sheets

- 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

South Area Region support

- Describe how agency/organization supports families.

The regional support staff help build the capacity of our teachers and also ensure that they are equipped to show parents strategies in order for them to reinforce skills taught at home.

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

PLC agendas from our regional support meetings, emails with information regarding instruction and support, and sign in sheet from PLCs.

- Frequency

weekly

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

The organization plans a back to school event where the parents can pick out school supplies and uniforms to the students in order to relieve the parents need to purchase them.

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

Teachers give feedback./Thank you notes.

- Frequency

yearly



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

- Name of Agency

Roots and Wings Organization

- Describe how agency/organization supports families.

This agency support our Tutorial program for 2nd and 3rd grade students. This program is offered free to the parents in order to help the academic needs of their children. The organization also donates food/gifts through out the holiday season.

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

Communication and support of events School-Wide recognition. Thank you notes. Notifications of planning and sharing data through email.

- Frequency

as needed yearly

## 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

The school will send out a newsletter, call-out, and share Title I information at the annual meeting. Throughout the year, school will share information about Title I programs (tutorial, push-in or pull-out support, mentoring, parent training events, etc.) with families. The school would inform families about our Title I programs through flyers, email, call out, marquee.

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

Open House invites, translated. SAC agendas, parent training invites, translated, newsletters

- Description

The school will send out a newsletter, call-out, and share the information at the SAC meetings, Parent Trainings, Dolphin Pride Days, and or parent conferences. Parents will be informed about curriculum, assessment, and proficiency levels of their students through curriculum Night, parent teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards.

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

Open house/curriculum night presentation, invitation, sign-in sheets.

- **Description**

The school will send out a newsletter, call-out, and share the information at the SAC meetings, Parent Trainings, Parent University, and or parent conferences. Parents will be informed about curriculum, assessment, and proficiency levels of their students through curriculum Night, parent teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards.

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

Assessment result reports , SAC agendas and sign-in sheets, conference notes that capture conversations around academic assessments and student progress, newsletter.

- **Description**

The school will send out a newsletter, call-out, and share the information at the annual meeting. Information with dates will also be shared at Open House. Parent conferences will provide parents the opportunity to have input on how to support academics at home. Parents will be invited to the annual CNA stakeholder meeting.

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

SAC and other meeting invitations and sign-in sheets, parent-teacher conference notes that capture parents input on supporting academics at home, IEP meeting notes, LEP meeting notes.

- **Description**

We will offer meetings in the am and pm in order to try to be flexible for the parents. School will also conduct home visits if needed to share information with parents. IEP/LEP/SBT meeting are scheduled at a time that is convenient for families to attend.

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

Invitations, agendas, newsletters.

# Accessibility

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

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

- Description

All communication that we send out via flyer, call-out, goes out in the different languages. The CLF facilitators will attend meetings and conferences as needed.

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

Supporting evidence will include: Photos of translation occurring at meetings, SAC agendas, translated compacts, monthly newsletters sent in all languages.

- Description

The school will make every effort to accommodate a parent/guardian who has a disability, so that they can play an active role in their child's education. The school will request support from the ESE Department as needed. Some examples would include: providing an interpreter if needed, if transportation is not available arrangements for a home visit can be made. The campus is already equipped with ramps that are wheelchair accessible. We will provide print materials and the school has audio enhancement capabilities.

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

Photos of handicap parking areas, photos of wheelchair accessible ramps, communication ESE department where accommodations are being scheduled.

- Description

Resources are available for the families who are migrant. Our ELL Counselor as well as our school counselor will help students and families continue to succeed and providing the emotional support, the cultural support, and the services they can also utilize outside of school. The school will provide home visits as needed to share information and connect families with the migrant program in the district. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families.

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

a copy of the presentation at the Title I Annual meeting talking about resources, have migrant fliers available in front office, correspondence with migrant department

- Description

We have our school counselors/liaisons work out transportation if need be. The are also provided help with after school care, supplies, food. School personnel will assist families in setting them up with the McKinney-Vento program. The Student Housing Questionnaire (SHQ) form (2479) is sent home to all families to help identify families experiencing homelessness.

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

McKinney-Vento flyer, District communication with McKinney-Vento department/contact, samples of form 2479

## 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

Guidance will be meeting all students through their Fine Arts rotations to address skills for learning and life standards. They will work on the following: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students are offered individual and small group counseling by ELL (English as a second language) Counselor and School Counselor. Collaborative efforts with outside agencies to ensure individual and family counseling, in addition, to psychiatric services. Some of the agencies that our school works with are: Chrysalis, Boystown, Roots & Wings, and the Achievement Center for Children and families (ACCF). Our teachers and staff teach expected positive behaviors through our School Wide Positive Behavior System. Students who earn Dolphin Points for positive behaviors and/or improvements in their behavior can earn Dolphin Points on Class Dojo and will receive various incentives. Students are also recognized weekly through our Dolphin News Announcements. Additionally, our guidance department and teachers recognizes any student who exhibits the character traits of the month and are given a certificate and prize as a reward or incentive for following expectations.

## **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 is comprised of a team that comes together with the teacher/parent to decide if a student needs additional support. The teacher would offer support in the classroom and submit a referral to the SBT leader if they feel the student needs additional academic/behavior support. The system is set up in three tiers. Our core instruction consists of all students (Tier 1) receiving Guidance lessons on the Fine Arts rotations. During core instruction with their teacher, students will also have an additional resource teacher for small group reading and math. This strategy helps target students and their individual needs. In our Kindergarten, First, and Second grade classes the students will receive an additional Phonics programs that will focus on letters and sounds such as Heggerty PA. The students will also use Benchmark reading program, a comprehensive program for teaching skills in reading, writing, listening, and speaking, Benchmark also builds students' knowledge and vocabulary in literature, history, geography, and science. The students who need some additional support (Tier 2) will receive supplemental academic intervention with a resource teacher. This support would be given to a student on their reading needs. If the support is needed through Exceptional Student Education (ESE) and/ or English as a second language (ESOL), the coordinators will also provide small group instruction to meet the students needs. The students will be monitored with a progress monitoring log and the SBT will meet to monitor the progress every 6-8 weeks. If additional support is needed then the School Based Team (SBT) through the (Response to Intervention) RTI team will provide interventions to a selected group (Tier 3) of students during reading club or in the afternoon. This would also be additional academic time based on the students needs. These students are well below grade level or have been identified as Level one students. They will be progress monitored through the use of research based probes, and SBT will meet to monitor their progress. The team will determine if the student is making progress using the current programs and strategies. If a student is not making progress the intervention will be changed.

## 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

All of our students are offered a student-centered, personalized environment. Students will rotate through several small groups within their classroom, where the teacher has planned, scaffolded lessons to help them be successful readers. Teachers differentiate instruction to meet the needs of each student. Students are encouraged and supported to take ownership of their learning through their voice and through their tasks in class. Their independent time is structured to not only enhance their thinking, but to scaffold them to think beyond the text. The students experience rigorous standards-based instruction based on their need to ensure that they are successful. The students also review their data with their teacher (through their FSQs and USAs that are given for reading and math) and analyze their progress in order to see the growth that they have made and what their next steps are. Administration and coaches help with the planning process and provide plans and strategies through PLC. Administration conducts data chats and walkthroughs to monitor. The students in grade 2 through grade 5 are able to participate in after school tutorial as well to help in closing their reading and math gaps. The students also have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the community. The students also have the opportunity to experience physical education, art, music, media/computer, and guidance throughout the week.

## 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

Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed in the classroom. The students meet with two teacher led reading groups each week in order to strengthen their reading skills. Students have the opportunity to use technology to research and apply to what they are learning in the classroom. In 2024-2025 we are offering Accelerated math to our 3rd grade students and 4th grade students. During the first week of school, FAU students come to welcome the students to school and talk with them. They also come for field day, and share their story during testing time to help motivate the students. Career day is held annually in May through guidance rotations. We also hold LAW day in May as well. We offer choice programs information training's for parents and students so that they are able to understand and make an well formed decision for their child. The guidance department shares college and career ready information during their guidance lessons. They also invite guest speaker to come in and speak to the students about the path it took them to their profession today.

## 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

Our Head Start program runs year round and promotes school readiness and helps enhance the students cognitive and social skills development in a learning environment. At Pine Grove the Head Start teachers and aides (ECP's) have the opportunity to attend trainings throughout the year. We also utilize the District support staff to ensure fidelity of the program and to help with strategies in the class that supports children's growth in language, literacy, mathematics, science, social skills functioning, creative arts, and physical skills. The last four years our Pre K teachers have been trained in Foundations and we have seen an increase of the skills transfer to our Kindergarten students. Communication with the parents is also supported with the teacher and two family support personnel to ensure that the students as well as the families are well supported. This program allows for the transition of the students into Kindergarten with some foundational knowledge and skills. Families are provided Kindergarten Readiness kits to ensure students have exposure and practice some of the skills needed to be successful when transitioning from Pre K to Kindergarten. We also hold a Kindergarten Kick Off to invite new parents to our school and learn about Kindergarten. The parents come in and tour our school and have an opportunity to speak with the Kindergarten teachers. We also train the parents with some resources they can use at home to help and offer them the resources and materials to take home. Our Pre K liaisons also hold monthly parent trainings in the morning to help foster education and to help parents to make the school to home connection stronger.

## 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

The Professional Learning Communities (PLCs) provide teachers time for developing lessons and activities that support the standards. These conversations and learning opportunities also allow for the teachers to receive input from the reading and math coaches in order to ensure the students success. PLCs allow teachers to analyze data and create differentiated lessons to help close achievement gaps. Our teachers are also offered the opportunity to attend trainings to continue to learn and grow. Trainings are offered through the curriculum department to assist teachers in leaning programs/strategies that can be useful in the classroom. The school district also provides the opportunity for the teachers to be trained online. The professional development department also has webinars for the teachers to participate in on several different topics. For example, Benchmark Literacy, and math cadres, to help with planning for lessons. The teachers the share during PLC and common planning. Our new teachers are a part of our Educator Support Program (ESP). In this program, we pair our new teachers with mentors and veteran teachers. They help support them in any way they can. They also have the opportunity to observe other teachers styles, they receive modeling from our reading and math coaches, and evaluations with feedback. The new teachers also meet monthly with the Assistant Principal to continue to learn about the Palm Beach Model of Instruction and any other support they need. We also utilize our Single School Culture Coordinator (SSCC), our reading coach, math/science coach and area support to support the teachers as needed. Our ESE contact and ELL Coordinator are also part of the leadership team. They are present at PLCs as well in order to provide strategies within the classroom to help students. Our ELL students are also taught how to use their cognates and dictionaries in order to help them during instruction.

## 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

School based administration and the leadership team recruit and work in conjunction, with the Human Resource Department to recruit highly qualified applicants. We also support our new teachers in the Educator's Support Program and the ongoing professional development opportunities ensures the retention of highly qualified individuals. Our professional development is aligned by teacher need and very much job-imbedded. Some of our teachers host interns throughout the year. We pair up teachers with veteran teachers, we do peer observations and hold meetings to talk about the Palm Beach Model of Instruction. Our teachers also have an opportunity to have common planning where they are able to work on their relationships and share ideas and strategies. Additionally, teachers are able to model and practice implementing lessons for whole and small group instruction where they research and create strategies for the places where students will most likely need support in the lessons. Teachers who are interested are given leadership roles such as overseeing the tutorial program, and have opportunities to grow into other leadership capacity. This year we have the opportunity of hiring leaders for reading recovery and SAI. We also have a Beach Club, which is our hospitality committee. The committee meets and schedules different events throughout the year to foster working relationships. We also have staff recognized each month and awarded with a special parking spot up front. Our community also recognizes teachers that go above and beyond quarterly.