Title I Comprehensive Schoolwide Plan

THE CONSERVATORY SCHOOL AT NORTH PALM BEACH (0131)

ELA

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

1. List prioritized needs statements.

Based on Progress Monitoring 2 scores, 39% of Kindergarteners, 52% of 1st graders, and 44% of 2nd graders are shown as needing intervention in ELA. Based on the Progress Monitoring 2 scores in Grades 3, 4, and 5 The Conservatory School is at 33% mastery as defined by students being Level 3 and above. Specifically 78% of 3rd graders, 64% of 4th graders, 61% of 5th grade students are projected to not be proficient in the area of reading by the end of the FY24 school year. In our middle school, 23% of our students are deemed not showing mastery as defined by getting a level 1 or 2 on PM 2. Specifically 28% of 6th graders, 27% of 7th graders, and 18% of 8th grade students are projected to not be proficient in the area of reading by the end of the FY24 school year. These K-8 students show significant weaknesses in the area of phonics and foundational reading skills. Based on data analysis the following are areas of need. 1. Foundational reading skills including but not limited to phonics skills for K-2 students and intermediate grade students 2. Developing student vocabulary in order to access grade level text in the K-8 classroom and on state assessments. 3. Building fluency for readers in all grade levels in order to access all grade level texts given. 4. Argumentative and explanatory writing skills need development at the intermediate and middle school levels to allow students to express themselves in an age appropriate manner.

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

1. At the earliest levels, Kindergarten students lack readiness skills while students in K-8 students lack foundational reading skills. 2. Teachers need additional support with differentiating instruction to address the needs for all learners in the classroom. 3. Students are not spending enough time with reading tasks to develop the foundational skills. 4. Parents lack the strategies and skills to help their children at home with developing reading skills.

3. Share possible solutions that address the root causes.

1. Provide additional instructional support within the content area of reading to support the teacher, classrooms, and students to build fluent readers with strong decoding/phonics skills in order to access grade level and advanced texts. 2. Provide professional development and support for explicit lesson planning for differentiated instruction within the ELA classroom so students can build strong foundational reading skills. Orton Gillingham training for K-4 and ESE support teachers. Professional development with district ELA department, in-house PD by master ELA teachers/coaches during 3-8 meetings, and outside experts (in person and virtual) in phonics, fluency, and comprehension by grade levels bands. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday). Emphasis on how the Florida ELA Standards spiral and build on one another for vertical alignment. 3. Continue to make adjustments to the instructional and support schedule as needed and dictated by data findings from PM and USA tests and provide extended learning/tutoring opportunities for students to receive additional support to improve their reading skills. 4. Stress the importance of reading at home by encouraging parents to read to their children and provide training and strategies so that they increase their capacity to help their children at home.

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

• Communication

Increase communication about events, activities, and training to parents and community. Use of parent link and in-school office presentation via the TV screen.

• Parent Training

Provide more specific information during SAC meetings about the content area of ELA and have ELA teachers/coaches present information on "reading at home" support. Have academic family nights to help train parents on how to best help students and build reading skills to help them become proficient readers of all literature in and out of the classroom. These trainings can also provide support for parents who want to better understand how to monitor their student's progress in school.

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

- School

Providing a safe, supportive, and effective learning environment to increase student achievement. Providing a high-quality curriculum and instruction that is appropriate for each child. Keeping a positive, two-way communication with parents and families on an on-going basis, and maintaining meaningful communication between school and home in a language they understand. Providing parents and families with frequent reports on their child's progress and partner with them to improve student achievement. Providing families with specific strategies and resources to support their child's learning at home.

- Students

Having a positive attitude about school and learning. Talking with the parents/family members about their learning at school Practicing what is being taught in school at home and completing and returning all assigned homework Bringing home all communication from school and sharing with a parent or 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

Taking an active role in their child's learning by attending parent conferences and curriculum events to help increase their child's academic success. Taking part in the decision-making process related to the education of their child. Keeping a positive, two-way, communication with their child's teacher on an on-going basis. Supporting their child's learning at home by providing time, space, and support for your child to complete homework assigned as well as reviewing and signing agendas and/or home-school folder daily. Ensuring that students attend school every day on time from 8:00 am to 2:00 pm. Ensuring that students come to school ready to learn by being well rested with their supplies ready.

- Staff Training

Provide training to the staff to equip them to better communicate with parents about their student's progress in ELA and to provide guidance on monitoring reading skills at home and to build parent capacity towards supporting the ELA instruction from the school day.

- Accessibility

Flexible parent conference and meeting times with in-person, phone, and virtual options will be provided to our working families so that they can attend our conferences and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations through our Community Language Facilitators. The school also has ramps and handicap parking to support our families with disabilities in addition to audio enhancement in every classroom. The Conservatory works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. The Conservatory works with the Migrant Dept. and the multicultural department to work with our Migrant students for supportive/supplemental services, academic services, parental services, and enrichment services.

Math

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

1. List prioritized needs statements.

Based on Progress Monitoring 2 scores, 44% of Kindergarteners, 24% of 1st graders, and 38% of 2nd graders are shown as needing intervention in math. Based on the Progress Monitoring 2 scores in Grades 3 through 8 The Conservatory School is at 29% mastery as defined by students being Level 3 and above. Specifically 81% of 3rd grade, 95% of 4th grade, 96% of 5th grade, 55% of 6th grade, and 74% of 7th students are projected to not be proficient in the area of math by the end of the FY24 school year with significant weaknesses in the area of number sense and foundational mathematics skills. Based on data analysis the following are areas of need. 1. Develop test taking strategies so that students are more familiar with solving mathematics problems in a standardized testing environment. 2. Build foundational math skills for K-2 students and intermediate grade students with emphasis placed on algebraic expressions, fractions, integers/numbers, and geometry/nets. 3. Developing student mathematics vocabulary in order to access grade level problems in the classroom and on state assessments. 4. Building mathematics fluency and stamina for students in all grade levels in order to access all grade level problems.

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

1. Many of the youngest students may not be familiar with taking tests on the computer. 2. Students and teachers may need extra support to fully understand the breadth and depth of the mathematics standards. 3. Teachers need additional support with differentiating instruction to address the needs for all learners in the classroom. 4. Students are not applying or retaining previously learned mathematics skills

3. Share possible solutions that address the root causes.

1. Provide students with opportunities to practice mathematics processes in an environment that is similar to a testing environment. 2. Additional instructional support within the content area of math and science to support teachers, classrooms, and students. Professional development with district math department and outside experts (in person and virtual) in algebraic expressions, fractions, number sense, and geometry by grade level bands. In-house professional development by master math teachers/coaches during monthly 3-8 math meetings. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday). Emphasis on how the Florida mathematics Standards spiral and build on one another for vertical alignment. 3. Continue small group instructional methods with additional support teachers in the classroom to provide more specialized instruction outside of a shorter direction instruction period. Provide extended learning/tutoring opportunities for students to receive additional support in building math skills. 4. Purchase math educational software for students such as iXL in order to build fluency in mathematical processes that is aligned to the district and state. These online resources will support student learning and access to technology, hands on activities, and experiences.

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

- Communication

Increase communication about events, activities, and training to parents and community. Use of parent link and in-school office presentation via the TV screen.

- Parent Training

Provide more specific information during SAC meetings about the content area of math and have math teachers/coaches present information on math at home support and resources available to parents to assist with mathematics homework. Have academic family nights to help train parents on how to best help students and build lasting math skills to help them become proficient in and out of the classroom. These trainings can also provide support for parents who want to better understand how to monitor their student's progress in school.

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

- School

Providing a safe, supportive, and effective learning environment to increase student achievement. Providing a high-quality curriculum and instruction that is appropriate for each child. Keeping a positive, two-way communication with parents and families on an on-going basis, and maintaining meaningful communication between school and home in a language they understand. Providing parents and families with frequent reports on their child's progress and partner with them to improve student achievement. Providing families with specific strategies and resources to support their child's learning at home.

- Students

Having a positive attitude about school and learning. Talking with the parents/family members about their learning at school Practicing what is being taught in school at home and completing and returning all assigned homework Bringing home all communication from school and sharing with a parent or 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

Taking an active role in their child's learning by attending parent conferences and curriculum events to help increase their child's academic success. Taking part in the decision-making process related to the education of their child. Keeping a positive, two-way, communication with their child's teacher on an on-going basis. Supporting their child's learning at home by providing time, space, and support for your child to complete homework assigned as well as reviewing and signing agendas and/or home-school folder daily. Ensuring that students attend school every day on time from 8:00 am to 2:00 pm. Ensuring that students come to school ready to learn by being well rested with their supplies ready.

- Staff Training

Provide training to the staff to equip them to better communicate with parents about their student's progress in math and to provide guidance on monitoring mathematics skills such as number sense and foundational mathematics skills at home and to build parent capacity towards supporting the math instruction from the school day.

- Accessibility

Flexible parent conference and meeting times with in-person, phone, and virtual options will be provided to our working families so that they can attend our conferences and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations through our Community Language Facilitators. The school also has ramps and handicap parking to support our families with disabilities in addition to audio enhancement in every classroom. The Conservatory works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. The Conservatory works with the Migrant Dept. and the multicultural department to work with our Migrant students for supportive/supplemental services, academic services, parental services, and enrichment services.

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

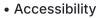This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

> This school has chosen to be exempt from this area.

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

> This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

> This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

> This school has chosen to be exempt from this area.

• Communication

> This school has chosen to be exempt from this area.

• Parent Training

> This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

The four additional resource teachers will allow TCS to help increase grade level proficiency within the targeted areas of math and ELA throughout K-8.

Acct Description	Description
Resource Teacher	The K-8 Math and Technology Resource Teacher will provide instruction on the wheel in engineering and math for K-5 classes. The teacher will also provide an elective class to middle school students where instruction throughout the school year will be project-based and rooted in 6-8 math standards.
Resource Teacher	This K-2 ELA Resource Teacher will provide push-in/pull-out small group support to targeted students.
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Copy paper, pens, pencils, markers	1	$11.00	General Supplies	Original	$11.00
Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	$2,007.00	General Supplies	Original	$2,007.0

Acct Description	Description
Resource Teacher	This Grade 3-8 Math Resource Teacher will provide push-in/pull-out small group support to targeted students.
Out-of-system Subs	

Quantity	Rate	Days	Hours	Weeks	Type	Total
1	$11.00	7	6.5	1	Original	$510.00

Acct Description	Description
Resource Teacher	This K-2 Math Resource Teacher will provide push-in/pull-out small group support to targeted students.

Action Step: Professional Development

Provide teachers with professional development opportunities and support, facilitate PLC's, model lessons for teachers, and prepare activities teachers can utilize in classrooms to increase achievement.

Budget Total: **$0.00**

Acct Description	Description

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: **$5,662.25**

Acct Description	Description
Out-of-system Subs for Parent Conferences	<table><thead><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr></thead><tbody><tr><td>Subs for Classroom Teachers - Parent Conferences and Data Chats during the months of Nov. and March.</td><td>7</td><td>$16.00</td><td>2</td><td>6.5</td><td>1</td><td>Non-Certified</td><td>Original</td><td>$1,456.0</td></tr><tr><td>Subs for Classroom Teachers - Kindergarten Conference Days to discuss academic progress.</td><td>3</td><td>$16.00</td><td>2</td><td>6.5</td><td>1</td><td>Non-Certified</td><td>Original</td><td>$624.00</td></tr></tbody></table>

Acct Description	Description
Enrichment Contracts		Item	Quantity	Rate	Type	Total
---	---	---	---	---
Cox Science Center to provide interactive and hands-on Science experiments for STEM night.	2	$550.00	Original	$1,100.0	
Supplies		Item	Quantity	Rate	Supply Type	Type	Total
---	---	---	---	---	---
Paper (copy, cardstock, color, hyper colors)	1	$2,223.08	General Supplies	Original	$2,223.0
Pens	1	$163.92	General Supplies	Original	$163.92
Allocation differential per survey 3 data adding paper, colored paper, pencils, pens, markers, cardstock	1	$29.25	General Supplies	Original	$29.25	

Mission Statement

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

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

1. Mission Statement

The families and staff of The Conservatory School will work hand-in-hand to promote parent involvement and engagement through active volunteering and participation in school events. Parents, staff, community partners, and other stakeholders will collaborate to make decisions that will empower our students with the skills, courage, optimism, and integrity to pursue their dreams.

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
Derek Schuemann	Principal
Christopher Cartagena	Assistant Principal
Rachel Biehl	Assistant Principal
Natricia Finegan-Foreman	Supplemental Academic Instruction Teacher
Katie Molzer	Teacher
Lumarid Burgos Rivera	Guidance Counselor
Vida Pineda	Behavioral Health Professional
Francesca Wernisch	Parent
Marshall Gillespie	Parent
Amanda Jesteadt	Parent
Antoine Sanon	Parent
James Nugent	Parent

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

All parents and community members were invited to give feedback at the February 21st Stakeholder meeting. The parent and community members listed above to represent the parent and community stakeholders are representative of those that attended that meeting and provided input. All stakeholders were welcome at the meeting from all demographics. The participants represent the school's community and were elected by their peers. All teachers and staff were given opportunities to participate and to give feedback through PLCs as well as in a staff meeting held on February 19th. Mr. Schuemann (Principal), Mr. Cartagena (Assistant Principal), Mrs. Biehl (Assistant Principal), Ms. Finegan-Foreman (Supplemental Academic Instruction Teacher), Ms. Burgos (Guidance Counselor), and Ms. Pineda (Behavioral Health Professional) are all part of the Leadership Team and represent the teachers and staff.

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

The leadership meeting to develop the CNA was held on February 12th at 9:00am. On this date, the CNA process was reviewed as well as school data. PLC leaders were then instructed to review data to dive into academics as well as culture and climate during PLCs so that they would be able to brainstorm ways to reach shared goals and increase parent involvement. At a staff meeting on 2/19/24, teachers and staff then shared their input and reviewed the data to help create the Stakeholder presentation. This was presented to parents and community members at the February 21st Stakeholder meeting where the data and the findings were presented and discussed by all who were in attendance. This meeting was held at 8:30 am. There was another brainstorming session to gather input. The leadership team then met on February 26th to review all feedback and consolidated the data into the Comprehensive Needs Assessment. The input collected during SY24 leadership meetings, February PLCs, staff brainstorming sessions, and the Stakeholding meeting was used to develop our Title I Schoolwide Plan.

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

Based on the data and findings from the leadership meetings and the staff input from brainstorming sessions, a presentation for stakeholders was prepared, explained, and discussed at the Stakeholder meeting. During the meeting, the stakeholders provided feedback on how they would like Title I funding to be used to provide parent and family engagement. Based on the feedback, it was determined that parents wanted TCS to continue to disseminate data and important information to parents about their child's education. They indicated that flyers printed in multiple languages are an effective way to communicate with parents and wanted to utilize funds in a way that would help produce more. Stakeholders also asked that TCS provide opportunities for parents to work with their students on increasing skills related to science, technology, engineering, and mathematics as this was a need based on the review of student data.

Name	Title
Derek Schuemann	Principal
Christopher Cartagena	Assistant Principal
Marissa Vasquez	Parent Liaison

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 Conservatory School Title I Annual Meeting will be held in person on Wednesday, September 4, 2024 at 9 am.

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 meeting through Parent Link callouts, texts, and emails. Announcements will be made at open house and flyers will be distributed. The flyers will be available in the main office as well as displayed on the announcement monitors. The meeting date will also be announced on the school website as well as on the teachers' Google Classroom pages. The invitations and communications will be in multiple languages such as Spanish and Creole to allow for participation from all demographics.

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

> The resources that will be prepared for the Annual Meeting will include the Title 1 PowerPoint presentation, Google Form for feedback, and invitations to be distributed at Open House. We will also be distributing handouts to share the Student Compact and the PFEP.

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

> Reinforcing the Home-School Connection

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

> Teachers will be able to utilize digital tools such as Google Classroom and ParentLink to communicate effectively with parents and families.

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

Due to increased communication from teachers, parents will have a better understanding about the academics and activities that their children will be involved with. Parents will also be able to monitor the learning at home to support instruction in the classroom.

- **What will teachers submit as evidence of implementation?**

Samples of various teacher ParentLink communications and Google Classroom Announcements (2-3 of each).

- **Month of Training**

August

- **Responsible Person(s)**

Christopher Cartagena

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

TBD

- **Number of Participants**

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Parent Conferences

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

Teachers will be able to utilize parent conferences to effectively communicate to parents by sharing positive feedback on the academic and social progress of their students as well as areas of concern and how the school is intervening and supporting their student. The goal is to engage the parent as a partner in their child's education

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

The expected impact of this training is to strengthen the relationship between teachers and parents to help increase student achievement and promote positive home-school interactions which will lead to increased family engagement.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes as evidence of implementation and document other interactions on the SIS comments log.

- Month of Training

September

- Responsible Person(s)

Christopher Cartagena

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

> Middle School Survival Guide

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

> To support parents as they and their students go through the transition to middle school. Parents will have a better understanding of how grades work, what the expectations are for their children, and how to contact teachers for extra support. Parents will be able to utilize various tools to help monitor their child's academic progress at home.

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

> Parents will be able to learn how to navigate SIS Gateway and other academic resources to help guide their child's learning at home.

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

> Student achievement will increase because parents will be able to use SIS and other resources to track student achievement throughout the school year and provide for additional practice at home.

- Date of Training

September

- Responsible Person(s)

Christopher Cartagena

- Resources and Materials

Handouts will be provided that go over the click-by-click steps covered in the training. Other materials will include a copy of the invitation, sign-ins, evaluation forms, and agenda.

- Amount (e.g. $10.00)

$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

TCS Fun with STEM Night

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

Parents will learn a variety of Science, Technology, Engineering, and Mathematics (STEM) related skills and benchmarks to help their children practice these skills at home. These skills can be implemented and practiced at home depending on when they are covered in the classroom.

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

There will be 20 interactive activities, experiments, and demonstrations to help promote the learning of STEM concepts.

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

> Student achievement on science and mathematics FSQs and USAs will improve as parents and students gain more hands-on experience with concepts discussed in class.

- **Date of Training**

> October

- **Responsible Person(s)**

> Christopher Cartagena

- **Resources and Materials**

> Parents will be provided with a variety of materials to help support STEM learning and reinforcement at home. Other materials will include a copy of the invitation, sign-ins, reflection and evaluation forms, and agenda.

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

> $0.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

> TCS STEM Night 2.0

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

A continuation of the October event, parents will learn additional Science, Technology, Engineering, and Mathematics (STEM) related skills and benchmarks to help their children practice these skills at home. These skills can be implemented and practiced at home depending on when they are covered in the classroom.

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

There will be 20 additional interactive activities, experiments, and demonstrations to help promote the learning of STEM concepts.

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

Student achievement on science and mathematics USAs will improve as parents and students gain more hands-on experience with concepts discussed in class.

- Date of Training

March

- Responsible Person(s)

Christopher Cartagena

- Resources and Materials

Parents will be provided with a variety of materials to help support STEM learning and reinforcement at home. Other materials will include a copy of the invitation, sign-ins, reflection and evaluation forms, and agenda.

- Amount (e.g. $10.00)

$0.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Multicultural Education Department

- Describe how agency/organization supports families.

The Multicultural Education department works to meet the language and academic needs of a diverse student population of English Language learners and their families. Among their services include translation and interpretation services to provide comprehensible input for students and families. The Multicultural Education department supports families in helping to ensure that they understand communications being sent home and allow for these families to have greater awareness of what is happening at school.

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

Documentation will include proof of email communication to the multicultural department, e-form requesting translation of a document, and a copy of a translated document.

- Frequency

As needed.

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

- Name of Agency

North Palm Beach Public Library

- Describe how agency/organization supports families.

In partnership with The Conservatory School, the NPB Public Library offers every TCS student a library card regardless of whether they live in the Village of North Palm Beach. The library also promotes educational programs around topics such as literacy to support learning outside of school. Finally, the library hosts visits from TCS classrooms in order to facilitate an interest in reading and utilizing library resources. In providing a library card to TCS students, the families of our students gain access to the resources available in the North Palm Beach Library including a computer lab, genealogy research, and adult and children programming. These services are available to those families who reside outside of North Palm Beach but have children who attend TCS.

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

Copy of email communication to demonstrate activities planned for TCS students, copies of library visitation schedules, copies of library card applications for students that attend TCS, but are not zoned for this specific library.

- Frequency

Monthly library visits by classrooms and library events held throughout the year.

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

- Name of Agency

TeamWork Education Foundation

- Describe how agency/organization supports families.

> The TeamWork Education foundation provides funds which supports the funding of Artists in Residence who can work in smaller groups with students in grades 4-8. This allows families who cannot afford private tutoring or coaching to get support for their children as they grow in their music proficiency. This free private tutoring benefits families in saving both time and money outside of school.

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

> Documentation will include logs of artist in residence working with students, a copy of the grant, and photos of students working with the artists in residence.

- Frequency

> Weekly

Communication

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

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

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

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

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

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

- Description

TCS will use ParentLink callouts and flyers to provide parents and families with timely information about Title I programs and meetings and other activities in a format and language that they can understand. We will also utilize the school website, Google Classrooms, and the school calendar to advertise the Title I programs. These activities will also be discussed and described at the Title I Annual Meeting, Stakeholder Input Meeting, PTA meetings, parent conferences, and SAC meetings.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of ParentLink emails to document that the information was shared.

- Description

During Meet the Teacher, Open House, Parent-Teacher Conferences, and SAC meetings, the school will inform parents about the curriculum and about the proficiency levels the students are expected to meet.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of presentations to document that the information was shared.

- Description

During SAC Meetings and parent-teacher conferences as well as through letters sent home, TCS will inform parents about the forms of assessments used to measure student progress and about the achievement levels of State academic standards.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of presentations to document that the information was shared.

- Description

Opportunities for parents to participate and provide input in decision making related to the education of their children will be shared during Open House, the Title I annual meeting, and SAC meetings. TCS will send out call outs and flyers to invite and remind parents of meeting dates and times. We will also post the information on the school website and on the TV in the main office. The invitations will be available in multiple languages to allow for participation from all demographics.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of flyers/emails to document that the information was shared.

- Description

SAC meetings and the Title I Annual Meeting will be held face-to face in the mornings. Parent training sessions, Open House, and other events will be held in the evening to provide multiple opportunities to be involved. Options will be provided to parents for conferences to be held at various times throughout the day in order to accommodate them to allow them to be involved with their child's education.

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

Copies of email communications to parents to show flexible times for parent conferences, and copies of flyers will show the staggered meeting times.

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

Verbal and written translations of documents are provided to parents. We have two Community Language Facilitators (CLFs). One is fluent in Spanish and the other is fluent in Creole. In addition one of our guidance counselors speaks Spanish while the other speaks Creole. Our confidential secretary speaks both languages. The CLFs are made available during parent and ESE conferences to ensure that parents understand what is being said at the meetings. Our confidential secretary is present at all SAC and community meetings to assist with translation as needed.

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

Sample evidence includes translated invitations and flyers, conference notes when translators attended, and translated parent link messages.

- Description

TCS provides specified handicapped parking spaces for accessibility. Our two story building includes elevator support for accessing both floors. All of our classrooms are audio enhanced.

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

Photos with descriptions will demonstrate the parking, ramps, elevators, and audio enhancement.

- Description

Information is provided online. Families are referred to the District Migrant Education program for supportive/supplemental services, academic services, parental services, and enrichment services. Information will be shared regarding the Migrant Services offered by the School District of Palm Beach County during the Annual Title I meeting.

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

> Sample evidence includes copy of email sent home to parents about migrant services, flyer of services offered, and copy of slide from Title I annual meeting presentation discussing services for migratory families.

- Description

> Our front office staff meets with families when they arrive. If we receive a student who is homeless, we will complete Form 2479 Student Housing Questionnaire. We will then direct that family to resources that will help the students to be successful. We will share that the McKinney-Vento program offers school supplies and transportation as needed.

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

> Sample evidence includes copies of completed Student Housing Questionnaire Form 2479, McKinney-Vento program flyer of services offered, and copy of email sent home to parents about McKinney-Vento services.

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

> This school has chosen to be exempt from this area.

- Name of Activity

> This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;

- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At the Conservatory School, we strive to recognize the whole child and work to build students' skills outside of academic subject areas. Students participate in morning meetings geared towards addressing their needs to build skills for learning and life. In K-2, we have members of our Wellness Team conduct a Fine Art rotation that focuses on building coping skills, teaching resilience and persistence, promoting healthy habits, and promoting positive behavior. In a similar vein, our middle school students participate in CREW with members of the Wellness Team which expands on what is being done at the elementary level by adding emphasis on fostering a growth mindset and building strong study habits through developing organizational skills. Character development is also a major focus with the new points system for elementary students and the House System for middle school students. Students earn points for various positive behaviors that help their class or house win a prize at the end of a specified period of time. In addition, each elementary class selects two students as the "Dolphin of the Month" who display either exemplary Triple Crown behavior or have shown tremendous growth in their Triple Crown behavior. Finally, a major component of our Triple Crown is Service. In this, students work to develop a sense of service for others and contribute to the community both within and outside the walls of The Conservatory School. Middle School students are expected to participate in twelve community service hours per school year and receive an honor cord at middle school graduation in recognition of their community service. Safety Patrols also work to service the school community in a variety of ways.

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

Students are identified for tiered support through teachers collecting classroom data and using the state standards to identify which students are making adequate progress and to identify those in need of remediation. Once a teacher has identified that a student is not making adequate progress towards the state standards, they reach out to the School Based Team (SBT) leader to set up a meeting in order to discuss the students' needs. The SBT leader then gives out a referral packet that needs to be filled out. If a teacher notices that a child is struggling with behavior and has attempted classroom based interventions without noticeable improvement towards the targeted behavior, then they can refer the student to the MTSS team in order to identify interventions to address the concerns seen in the classroom. To determine the supports needed, the teacher meets with the MTSS team and brings both data and anecdotal notes to show the areas of need for the student. Based on this information, the team discusses and identifies the foundational skills that are the root causes of the deficiencies or areas of concern in order to select the appropriate interventions and progress monitoring tools to track student progress through the SBT process. All students are provided with a 30 minute block of iii, this is Tier 2 intervention which can be provided by the classroom teacher on a daily basis. Support staff supports the SBT process by providing an additional 15 minutes of Tier 3 support for those needing the additional time based on their progress monitoring data. In some cases support staff can provide both the 30 and the additional 15 minute SBT support to students as needed. Student progress is collected by the interventionist on a weekly or biweekly basis. A progress monitoring tool is assigned to each student based on the area of concern and a correlating progress monitoring tool is assigned to track student progress throughout the SBT process. Tier 2 intervention data is collected for a consecutive 8 weeks based on student progress the team decides if the level of support needs to increase. If so, an additional 8 weeks of data collection is completed by the interventionist to track student progress.

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

The Conservatory School utilizes data in a variety of ways in order to determine core instructional needs. The administration works to analyze data from sources that include but are not limited to FSQs, USAs, PBPAs, Progress Monitoring assessments, iReady, Dreambox, and Reading Plus to determine student strengths and areas of improvement to help drive the instructional focus in core classes. This data is further disaggregated by the teachers in their bi-weekly grade level Professional Learning Community meetings where they look at data to drive the instruction within their classrooms. The Conservatory School ensures that instruction is aligned with the standards by conducting formal and informal walkthroughs throughout the year. We also utilize the district-created look fors documents to help us see if a teacher is aligning their content to the rigor of the standards, and provide feedback when things are not fully aligned. In middle school, students have the opportunity to experience a number of electives that are not considered core-content. These electives include non-traditional offerings based on the interests and passions of their teachers. Examples include Entrepreneurship and Product Design, Game Design, Everything Nature, and Exploring World Cultures. Students have ample opportunities to participate in arts education through their music classes and arts-based electives such as dance and art. Elementary students also have exposure to non academic courses through their fine arts time. All students K-8 engage in Project Based Learning (PBL) that helps them connect classroom learning to real world applications. The students work on PBL projects based on a universal theme that then allows them to study real world issues and apply their learning towards identifying possible solutions. Students then present their findings in an exhibition to peers, staff, parents, and other community members. These presentation skills that the students develop help them throughout their academic and future professional careers. The students also have the opportunity to engage in extracurricular activities to enrich their education. The Conservatory School offers all sports at the middle school level to allow students the opportunity to participate in interscholastic athletic competition without prior experience. We also offer LEGO league at both the elementary and middle school levels to enrich the students in a STEM related extracurricular activity. Students also have enrichment opportunities through the aftercare programs of Encore and Finale.

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

We build students' awareness of and readiness for postsecondary opportunities and the workforce first through accelerated course offerings. At the middle school level, all of our students have the opportunity to take advanced coursework. We also offer Algebra I Honors, Geometry Honors, and Spanish I for high school credit. Students are also accelerated at the elementary level through AMP in 5th grade. Through Project Based Learning, TCS students develop critical skills such as the ability to collaborate with peers, effectively communicate, and think critically about the world around them. They also are able to interact with guest speakers and experts in the fields they are studying. 8th grade students also have standards based around career readiness and exploration. Our guidance counselors also meet with students to help prepare them for accelerated high school pathways.

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

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming

- 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

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

> The Conservatory School has a number of programs to assist preschool students in transitioning from early childhood education programs to elementary school. To begin, we have a VPK program on our campus. In addition, we host a Kindergarten Kick Off each spring to drum up excitement for parents and students to attend our school. The program also allows parents a sneak peak into what classroom activities could be in store for their students. When the school year begins, TCS hosts a Meet the Teacher event to orient students and their parents to what life will be like in their specific kindergarten classroom. Finally, TCS has a staggered start to ease preschool students into the elementary school during the first few days of the school year.

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

- Mentoring

- PAR Teacher

- Online workshops

- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

At the Conservatory School we believe in building the capacity for all of our staff members to improve the delivery of instruction. This is done primarily through the work of our Professional Learning Communities (PLCs). In this setting, the grade chair helps the team to analyze their student data and they formulate a plan to improve student instruction. We also empower our grade chairs to mentor teachers formally and informally. One example of this is through our Teacher Tuesday peer observation program where new teachers have the opportunity to visit the classroom of a veteran teacher (usually the grade chair) to gather ideas on how to improve specific elements of their classroom whether it is instructional design or behavior management. We are also provided support by district curriculum specialists who work with smaller groups of teachers on improving the delivery of instruction and accessing district created resources.

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

At The Conservatory School we believe that the success of our students depends largely on our ability to recruit, develop, and retain effective educators. To this end, there are a number of methods we utilize to recruit teachers. First we believe in utilizing word of mouth recruitment from our current teachers to help us identify candidates for open positions. This is because our current teachers have a strong understanding of our culture and values and are better able to see if a candidate is a good fit for what we are trying to accomplish. Next we collaborate with HR and the North Region Office in attending job fairs aimed at attracting candidates. This allows us to reach a wider variety of applicants than word of mouth. We have also looked at hiring interim teachers and long term substitute teachers. With regards to retention, we work to orient new teachers to the unique aspects of TCS culture and provide them with a mentor through the Educator Support Program. This is one example of the professional development we provide the new staff on our campus. We also have them engage with collaborative planning with their team leaders and department chairs. Through the work in the Professional Learning Communities, new teachers get the support they need to become more effective in their craft. Administrators and other teacher leaders also work to support new staff through coaching. Administrators also keep an open door policy to allow new staff to feel welcomed and supported. Finally, we work with the PTA in order to host staff appreciation events in order to maintain school and employee morale.