
Title I Comprehensive Schoolwide Plan
GOLDEN GROVE ELEMENTARY SCHOOL (2421)

ELA

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

1. List prioritized needs statements.

FY22 ELA scores on the state's test hovered at 70%. Our Goal was 75%. Close learning gaps by increasing overall ELA achievement level by 5% at Golden Grove Elementary by June 2024 FY23 Overall Mid Year i-Ready Reading Diagnostics 2 Reading 56% Tier 1 compared to 34% Tier 1 on i-Ready Diagnostics 1. Overall FY23 Mid Year i-Ready Reading, male students performed slightly below female students reflecting 54% of males at Tier 1 compared to 58% of females at Tier 1 Overall, on i-Ready Reading FY23 Mid Year, ELL students reflect 17% in Tier 1 compared to 59% in Tier 1 for Non ELL students. Overall, on i-Ready Reading FY23 Mid Year, SWD students performed significantly lower than non SWD students reflecting 29% at Tier 1 compared to non SWD students at 61% Tier 1. Overall PM 2 ELA grades 3-5, 49% of students were on or above grade level compared to PM1 where only 32% of students were on or above grade level. Overall Mid Year Reading Plus Grade 3 Benchmark Assessment 2, 35% of students were at or above grade level compared to 27% during Benchmark Assessment 1. Overall Mid Year Reading Plus Grade 4 Benchmark Assessment 2, 43% of students were on or above grade level, compared to 33% on Benchmark Assessment 1. Overall Mid Year Reading Plus Grade 5 Benchmark Assessment 2, 48% of students were on or above grade level, compared to 40% on Benchmark 1. Provide small group instruction to close learning gaps in ELA

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

COVID 19 learning loss has affected students' reading skills/abilities. Inconsistent use of personalized/differentiated instruction has negatively impacted students' academic progress. Infidelity with progress monitoring of students' learning in real time has resulted in deficiencies in ELA.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to grow through content focused, job embedded Professional Development to include active learning, collaboration; models and modeling; coaching and expert support; feedback and reflection; and sustained duration Teachers to Observe researched based "Best Practices" on and/or off campus Teachers to participate in focused "Learning Walks" on site Participation in Collaborative Learning Communities Work collaboratively to Identify learning need Provide targeted small group instruction to address specific skill deficits ELA Push in support to close learning gaps Utilize vetted resources aligned to the standards to meet the needs of diverse learners Provide On-going formative assessments Use continuous growth model Teacher serve as facilitator affording more student to student talk about the work

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

Communication via GG Facebook Page (English/Spanish), parentlink, use of CLF, flyers, phone calls, and SAC meetings regarding upcoming events will be systemically utilized to keep the communication fluid between the school and all stakeholders.

- **Parent Training**

Parent Trainings provided by our Behavior Health Professional and School Counselor to provide mental health resources and family support to parents/families as they work with their students at home. Some trainings include: How to Help Children properly prepare for Sleep; (Students have to log the hours of sleep over a week's time); How to create a space for homework & effective communication strategies to help parents connect with children Parent Trainings that may be offered to support parents/families as they work with their students at home (i.e. Primary Literacy Night; Intermediate Literacy Night) Family Literacy Night (annually) Share with parents & family members strategies they can use at home to support and nurture reading. Involve parents & family members by welcoming them as partners in the education of their children. Host a free, fun, multigenerational night of activities where families and teaching staff can work collaboratively displaying to students that they value reading and learning (i.e. Reading challenge, Imagination Stations – a series of stations around the media center providing families a customized menu card and let them complete stations on their own; Determine if a certain number of stations must be completed, or if prizes will be awarded for completion)

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

- **School**

School will... Provide additional support to target small group instruction addressing academic deficits supporting students' learning needs Provide and track on-going formative assessments as students work towards mastery of selected standards closing the learning gaps in ELA Conduct teacher/student data chats (goal setting)

- **Students**

Students will... Participate in small group instruction Come to small group instruction prepared Track growth in small group using outcome of formative assessments Participate in teacher/student data chats (goal setting)

- **Parents**

Parents will... Partner with teacher to support goal setting Monitor student tracking (formative assessment outcomes) Monitor the completion of homework Communicate with teachers on-going and participate in parent conference Partner with teachers to support students arriving at school on time daily demonstrating consistent school attendance.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA - Fall) Faculty/Staff Professional Development on Parent/Family engagement in ELA with students at home

- **Accessibility**

Flexibility for Parent Trainings in regards to time will be provided to meet parents work schedules. In addition, Google Meet (as an option) can be recorded for parents unable to attend as well as used as a resource for parents.

Math

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

1. List prioritized needs statements.

FY22 Math scores on the state's test hovered at 72%. Our Goal was 78%. Close learning gaps by increasing overall Math achievement level by 5% at Golden Grove Elementary by June 2024 Overall, i-Ready Mid Year Diagnostics 2, 48% of students were at Tier 1, compared to 30% during i-Ready Diagnostics Fall. Black students performed significantly below white students on most recent Mid Year i-Ready Math Diagnostics with 25% at Tier 1 compared to White students at 49% at Tier 1. Overall Female students scored slightly below male students on Mid Year i-Ready Math with 43% of female students at Tier 1 compared to 50% of male students at Tier 1. Overall SWD students performed significantly lower than non SWD students on the i-Ready Math Mid Year FY23 with 22% of students at Tier 1, compared to 52% of non SWD students at Tier 1. Overall ELL students performed significantly lower than non ELL students on the FY23 i-Ready Mid Year Diagnostics with 10% at Tier 1 compared to non ELL Tier 1 at 50%. Grade 3 i-Ready Math Mid Year Diagnostics, student data reflects 41% of students at Tier 1, compared to 17% during i-Ready Fall Diagnostics Grade 4 i-Ready Math Mid Year Diagnostics, student data reflects 52% of students at Tier 1, compared to 39% during i-Ready Fall Diagnostics. Grade 5 i-Ready Math Mid Year Diagnostics, student data reflect 48% of students at Tier 1 compared to 30% of students during i-Ready Fall Diagnostics Overall PM2 Math (grades 3-5) 31% of students were on or above grade level compared to Overall PM1 at 27% Small group instruction

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

COVID 19 learning loss has affected students' math skills/abilities. Inconsistent use of personalized/differentiated instruction has negatively impacted students' academic progress. Infidelity with progress monitoring of students' learning in real time has resulted in deficiencies in Math computation and problem solving skills.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to grow through Professional Development Teachers to Observe "Best Practices" on and/or off campus Teachers to participate in focused "Learning Walks" on site Participation in Collaborative Learning Communities Work collaboratively to Identify learning need Provide targeted small group instruction to address specific skill deficits Math Push in support to close learning gaps Utilize vetted resources aligned to the standards to meet the needs of diverse learners Provide On-going formative assessments Use continuous growth model Teacher serve as facilitator affording more student to student talk about the work

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

- **Communication**

Communication via GG Facebook Page (English/Spanish), parentlink, use of CLF, flyers, phone calls, and SAC meetings regarding upcoming events will be systemically utilized to keep the communication fluid between the school and all stakeholders.

- **Parent Training**

Parent Trainings provided by our Behavior Health Professional and School Counselor to provide mental health resources and family support to parents/families as they work with their students at home. Parent Trainings that may be offered to support parents/families as they work with their students at home (Math - Annually) Family Math Night Create a sense of community Promote family involvement with math Involve parents & family members by welcoming them as partners in the education of their children. Engage families in an evening of virtual and hands-on math

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

- **School**

School will... Provide additional small group instruction in Math addressing academic deficits supporting and strengthening student computation and problem solving skills in math Provide and track (in real time) on-going formative assessments as students work towards mastery of selected standards closing the learning gaps in Math Conduct teacher/student data chats (goal setting) strengthening the School-Parent Compact

- **Students**

Students will... Participate in small group instruction taking ownership of their learning Come to small group instruction prepared as an active learner Track growth in small group using outcome of formative assessments in their math journals Participate in teacher/student data chats (goal setting) taking accountability for their part in the School-Parent Compact supporting math

- **Parents**

Accommodations will be made to meet the needs of parents. This includes providing a translator for parents who speak a language other than English; providing someone to sign for parents who are D/HH; and provide accommodations for parents with mobility challenges. Parents will... Partner with teacher to support goal setting Monitor student tracking (formative assessment outcomes) Monitor the completion of homework Communicate with teachers on-going and participate in parent conference Partner with teachers to support students arriving at school on time daily demonstrating consistent school attendance.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math - Winter) Professional Development on Parent Engagement with students in math. Fun dice, board and card games to reinforce math skills at home Making Math a Family Thing

- **Accessibility**

Flexibility for Parent Trainings in regards to time will be provided to meet parents work schedules. In addition, Google Meet (as an option) can be recorded for parents unable to attend as well as used as a resource for parents.

Science

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

1. List prioritized needs statements.

FY22 Science scores on the state's test were at 73%. Our Goal was 78%. Close learning gaps by increasing overall Science achievement level by 5% at Golden Grove Elementary by June 2024 FY23 Science Diagnostics reflect 63% of students on or above grade level in science Female students performed slightly below male students at 61% on or above level compared to male students at 64% on or above grade level ELL students performed significantly below Non ELL students at 45% compared to non ELL students on level at 65% SWD students performed below non SWD students at 56% of SWD on or above grade level in science compared to 64% of non SWD students scoring on or above level in science. Small group instruction

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

COVID 19 learning loss has affected students' ability to understand and apply science skills, vocabulary, and concepts. Inconsistent use of personalized/differentiated instruction has negatively impacted students' academic progress. Infidelity with progress monitoring of students' learning in real time has resulted in deficiencies in Science.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to grow through Professional Development Teachers to Observe researched based "Best Practices" on and/or off campus Teachers to participate in focused "Learning Walks" on site Participation in Collaborative Learning Communities Work collaboratively to Identify learning need Provide targeted small group instruction to address specific skill deficits Science Push in support to close learning gaps Utilize vetted resources aligned to the standards to meet the needs of diverse learners Provide On-going formative assessments Use continuous growth model Teacher serve as facilitator affording more student to student talk about the work

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

• Communication

Communication via GG Facebook Page (English/Spanish), parentlink, use of CLF, flyers, phone calls, and SAC meetings regarding upcoming events will be systemically utilized to keep the communication fluid between the school and all stakeholders.

• Parent Training

Parent Trainings provided by our Behavior Health Professional and School Counselor to provide mental health resources and family support to parents/families as they work with their students at home. Parent Trainings that may be offered to support parents/families as they work with their students at home (Science - Annually) Family Science Night: Hands-on, Minds-on Fun! Create a sense of community Promote family involvement with Science Involve parents & family members by welcoming them as partners in the education of their children. Engage families in an evening of virtual science and hands-on labs Share district vetted educational science videos and provide links Create Make and take stations

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

• School

School will... Provide additional small group instruction in Science addressing academic deficits supporting student learning needs Provide & track on-going formative assessments as students work towards mastery of selected standards closing the learning gaps in Science Conduct teacher/student data chats (goal setting)

- **Students**

Students will... Participate in small group instruction Come to small group instruction prepared Track growth in small group using outcome of formative assessments Participate in teacher/student data chats (goal setting)

- **Parents**

Parents will... Partner with teacher to support goal setting Monitor student tracking (formative assessment outcomes) Monitor the completion of homework Communicate with teachers on-going and participate in parent conference Partner with teachers to support students arriving at school on time daily demonstrating consistent school attendance.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Professional Development on Parent Engagement with students in science.

- **Accessibility**

Flexibility for Parent Trainings in regards to time will be provided to meet parents work schedules. In addition, Google Meet (as an option) can be recorded for parents unable to attend as well as used as a resource for parents.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students and teachers in reaching and exceeding optimum academic potentials.

Budget Total: \$193,383.54

Acct Description	Description							
Computer HW; cap	Item				Quantity	Rate	Type	Total
	Chromebook Cart to provide supplemental storage and charging of chromebooks on campus.				1	\$1,284.00	Original	\$1,284.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total	
	Math manipulatives		1	\$20.00	Manipulatives	Original	\$20.00	
	*Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023		1	\$36,602.75	General Supplies	Original	\$36,602.75	
	Headphones -100 pack		2	\$139.95	Technology	Original	\$279.90	
	classroom supplies - composition books, folders, binders, writing tools, highlighters, post-its		1	\$56.89	General Supplies	Original	\$56.89	
	computer mice - 16 pack		4	\$65.00	Technology	Original	\$260.00	
	*Removed Allocation differential based on survey 3 data		1	-\$36,602.75	General Supplies	Amendment	-\$36,602.75	
	Returned funds from Amend 22 for Benchmark Education Curriculum (ELA) for ESE teachers; Whisper phones for grades K-5 and copy paper		1	\$4,952.75	General Supplies	Amendment	\$4,952.75	
Resource Teacher	Resource Teacher to provide push-in and pull-out support for Students with Disabilities in grades 3-5 in the content areas of English Language Arts, Mathematics.							

Acct Description	Description																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="422 215 938 297">Item</th> <th data-bbox="951 215 1100 297">Quantity</th> <th data-bbox="1100 215 1220 297">Rate</th> <th data-bbox="1220 215 1318 297">Days</th> <th data-bbox="1318 215 1430 297">Hours</th> <th data-bbox="1430 215 1551 297">Weeks</th> <th data-bbox="1551 215 1705 297">Certified</th> <th data-bbox="1705 215 1892 297">Type</th> <th data-bbox="1892 215 2026 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Out-of-System Certified Tutor to provide push-in and pull-out support in English Language Arts for students in grades 2-3 who fall among the lowest 30% in academic performance	1	\$37.00	3	4.5	15	Certified	Original	\$7,493.00									
	Out-of-System Certified Tutor to provide push-in and pull-out support in English Language Arts for students in grades 2-3 who fall among the lowest 30% in academic performance	1	\$37.00	1	4	1	Certified	Original	\$148.00									
Certified out of system temp tutor to provide push in support to students in grades 3-5 (ELA)	1	\$37.00	4	6	17	Certified	Amendment	\$15,096.00										
Resource Teacher	Resource Teacher to provide push-in and pull-out support for English Language Learners in grades 3-5 in the content areas of English Language Arts, Mathematics, and Science.																	

Action Step: Parent Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$17,374.96

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type	Type	Total			
	Family literacy night make and take project supplies - baggies,paper, cardstock, glue, markers, pens, pencils, crayons		1	\$1,250.00	General Supplies	Original	\$1,250.00			
	Family math night make and take project supplies - baggies, paper, cardstock, glue, markers, pens, pencils, crayons		1	\$500.00	General Supplies	Original	\$500.00			
	Family math night math games and manipulatives		1	\$750.00	Manipulatives	Original	\$750.00			
	Family science night make and take project supplies - baggies, paper, cardstock, glue, markers, pens, pencils, crayons, clipboards		1	\$500.00	General Supplies	Original	\$500.00			
	Family science night experiment supplies and science manipulatives		1	\$750.00	Manipulatives	Original	\$750.00			
	Family games Lets talk cubes		3	\$15.00	Manipulatives	Original	\$45.00			
	Sensory strips - 64 pack		4	\$14.00	Manipulatives	Original	\$56.00			
	Timers - 48 pack		4	\$62.99	Manipulatives	Original	\$251.96			
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Family Enrichment Training, provided by School Counselor in September 2023, November 2023, and February 2024		1	\$25.00	1	2	3	Certified	Original	\$150.00
	Family Enrichment Training, provided by Behavioral Health Professional in		1	\$15.00	1	2	3	Non-Certified	Original	\$90.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	September 2023, November 2023, and February 2024								
	K-5 teachers to support parent trainings listed in PFEP	65	\$25.00	3	2	1	Certified	Amendment	\$9,750.00

Action Step: Professional Development

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

Budget Total: \$11,186.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teacher Collaboration	K-5 teachers & Resource teachers unit plan collaboratively all subjects quarterly	50	\$25.00	1	1	4	Certified	Original	\$5,000.00
	K-5 teachers & Resource teachers unit plan collaboratively all subjects	50	\$25.00	1	0.5	1	Certified	Original	\$625.00
Out-of-system PD Subs									
	Differentiated Instructional Delivery training for all K-5 teachers in all	50	\$16.00	1	4.5	1	Non-Certified	Original	\$3,600.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	content areas									

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

Golden Grove Community Elementary School endeavors to empower parents and families to support the whole child academically as well as socially. We strive to build a stronger bridge connecting district, school, family, and community partnerships via communication, training, and resources. We are dedicated to parents being involved in the decision making process regarding their child's educational journey. We seek to create an atmosphere of inclusivity by sharing instructional goals and cultivating a partnership with parents that positions the school as the core of the community. Our school staff will work collaboratively with parents to implement the Title I school and home programs. We believe when united with parents and community, we guide our students to become responsible, respectful, literate and productive members of society.

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
Wendy Bleakley	HPIP ELA Intermediate -Teacher
Karen Didio	SAI/SBT Leader - Teacher
Candace Dye	Assistant Principal
Linda Edgecomb	Principal
Summer Farrell	HPIP Math Intermediate - Teacher
Shari Goodman	HPIP Math Primary - Teacher
Heather Hopper	HPIP Primary ELA - Teacher
Karen Hunt	ESOL Resource - Teacher
Sasha Johnson	HPIP Math Primary - Teacher
Cassandra Oetinger-Kenski	HPIP ELA Intermediate - Resource Teacher
Melissa Ruddick	HPIP ELA Primary - Teacher

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

Stakeholders from the school, parents and community are invited to participate to in SAC. They volunteer and are committed to be a part of the SAC and are elected as voting members.

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

Stakeholders were invited to attend last spring to provide input and feedback on the CNA/SWP March 6, 2023. Staff members also met to provide input and feedback March 2, 2023. Leadership met to provide input and feedback March 6, 2023. Stakeholder feedback was captured in the Recording Templates for Academics and Parent Engagement.

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

Stakeholders reviewed trending student population and determined the best path forward to meet the academic needs of students. As a result, the decision to provide three family engagement nights to include Reading, Math, & Science with some focus at the beginning of each session to address Skills for Learning & Life. Title I Funds for Parent Engagement will be used for supplies and staff to support parent trainings.

Name	Title
Linda Edgecomb	Principal
Candace Dye	Assistant Principal
Karen Didio	SBT Leader / SAI Teacher

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?

Golden Grove Elementary Annual Parent Meeting will be held October 2, 2023 at 5:30 p.m. in the Media Center

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

Parents, teachers, and the community will be notified of the Annual Parent Media via Parentlink (call out), School's Facebook Page, and Twitter.

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

To host the meeting, an aligned Title I PowerPoint regarding Annual Meeting will be presented. Materials and supplies needed include the following: ink, paper, pens, highlighters, folders, paper. A copy of FY24 Parent Compact and PFEP Summary

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

Faculty/Staff Professional Development on Welcoming and Inclusive Schools and Communication

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

Staff will demonstrate cultural competencies as a Welcoming and Inclusive learning community. Teachers will learn how to engage Parents/Families as partners in supporting reading with students at home. Create a positive relationship with parents; use parent friendly language. Chunk instructional information in ELA & Math for parents to use successfully with children at home. Teachers will also learn strategies they will share with parents so that they can use them at home to work with their students. Model with colleagues (in small groups) how to present strategies to parents in a variety of ways to meet the needs of diverse learners.

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

The expected impact of this training on family engagement is to support staff in being explicit in sharing strategies with parents; helping them demonstrate empathy to parents who may need additional support or finding the right approach with their child when supporting them in reading and math at home.

- What will teachers submit as evidence of implementation?

Agenda, Training Resources (such as presentations), Survey, Attendance Log Teachers will provide powerpoint presentation or conference notes as evidence.

- Month of Training

August 4, 2023

- Responsible Person(s)

Linda Edgecomb, Candace Dye & ELA Leadership

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.

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training

TBD.

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

TBD.

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication through SIS Family

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

Teachers will learn how to log in and navigate the SIS Family Portal in order to support parent communication regarding report cards, progress reports, FAST testing data, etc.

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

Teachers/Staff will then work with parents to set up and navigate the SIS Family Portal in order to increase communication and share pertinent data/reports with families.

- What will teachers submit as evidence of implementation?

Agenda Training Resources (such as presentations) Survey Attendance Log Pictures, conference notes, presentations, handouts

- Month of Training

September -October 2023

- Responsible Person(s)

Teachers, AP, Teacher Assigned

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD TBD

- Number of Participants

TBD.

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- 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

Skills for Learning and Life (Bedtime Routine) & Supporting ELA Academics in the Home.

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

Behavior Health Professional and School Counselor to provide mental health resources to support family needs; family Games to cultivate positive family interactions in the home. In addition, support parents/families as they work with their students at home (ELA) strategies modeled by certified teachers with parents as well as a collaborative make and take families can take home to continue using learned strategy with students to support ELA in the home. Parents will also learn how to access and navigate SIS Gateway to monitor students' progress.

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

Families will travel to several stations learning various strategies to support their child in ELA in the home. These hands on academic games are designed to increase student/parent engagement resulting in an improvement in targeted ELA skill/standard. Parents will also use devices to access SIS Gateway and navigate the platform to retrieve student information on progress.

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

The expected impact of this training on student achievement is to see an improvement of targeted skill/standard.

- Date of Training

October 23, 2023

- Responsible Person(s)

Edgecomb, Dye, Didio, Place, & Besaw

- Resources and Materials

Notebooks Post it pens, pencils paper Family Literacy Night: Make/Take projects Family Math Night: games; make/take projects Family Science Night: games; make/take projects Family Games (Let's Talk Cubes) Sensory Strips (64 strips /pack) Sleep Timers 48/pack

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0

2. Reflection/Evaluation of Training #1

- Name of Training

tbd

- Number of Participants

tbd

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

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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. Parent and Family Capacity Building Training #2

- Name of Training

Skills for Learning and Life (Creating Space for Students to Complete Homework)

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

Increase math fluency in basic facts in all four operations (addition, subtraction, multiplication, & division) using hands on activities. Families can track progress via Math Log celebrating progress along the journey. Parents will learn strategies they can use at home to support students in math. Parents will also learn how to access and navigate SIS Gateway to monitor students' progress.

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

Rotating through multiple stations modeling for parents how to use math games to support learning. Parents will also use devices to access SIS Gateway and navigate the platform to retrieve student information on progress.

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

Students will demonstrate increased fluency in the four operations (addition, subtraction, multiplication, and division). Increase of family interaction/engagement of math mastery.

- **Date of Training**

December 11, 2023

- **Responsible Person(s)**

Edgecomb, Dye, Didio, Place, Besaw

- **Resources and Materials**

Math games and manipulatives paper pencils markers post its anchor chart paper ink

- **Will use funds for refreshments as noted in SWP:**

on

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

\$0

4. Reflection/Evaluation of Training #2

- **Name of Training**

tbd

- **Number of Participants**

tbd

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

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

5. Parent and Family Capacity Building Training #3

- Name of Training

Sharing strategies to help families discover science in every day living

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

Discover ways to teach science concepts through everyday activities at home (i.e. cooking; chemical/physical changes; plants, life cycle, physics (outdoor play), etc. Parents will learn skills for Learning and Life (Safe Internet Practices); Parents will also learn how to access and navigate SIS Gateway to monitor students' progress.

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

Rotations demonstrating strategies and skills listed related to the Big Ideas/Science Strands. Parents will also use devices to access SIS Gateway and navigate the platform to retrieve student information on progress.

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

Students will increase knowledge of science content and make text to real world connections.

- Date of Training

February 26, 2024

- Responsible Person(s)

Edgecomb, Dye, Didio, Place, & Besaw

- Resources and Materials

tbd

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0

6. Reflection/Evaluation of Training #3

- Name of Training

tbd

- Number of Participants

tbd

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

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

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

The School District of Palm Beach County Safe Schools Department

• Describe how agency/organization supports families.

Safe Schools provide resources and guidance to families in Skills for Learning and Life. They support fostering a positive environment focused on building healthy relationships. They teach strategies related to the SLL core competencies; they help students manage stress and increase their well being.

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

Agenda Copy of presentation Sign in sheets Survey results

• Frequency

Annually

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

• Name of Agency

School District of Palm Beach County - North Region

• Describe how agency/organization supports families.

The North Region supports school-wide initiatives involving parent involvement, academics, and SLL.

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

Agenda Attendance Sign in Documentation of Parent/School Conferences

- Frequency

Annually

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

- Name of Agency

School District of Palm Beach County Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department supports families, and schools in decreasing barriers resulting in improved parent/family communication and desired student academic outcomes.

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

Agenda Copy of presentation Sign in sheets Survey results

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents will be informed via parentlink (call out and/or text messages), Golden Grove Facebook page, email flyer, marquee, flyers sent home by students, message via Class DoJo or Remind.

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

Digital log of social media informing parents Copies of flyers marquee parentlinks

- Description

Curriculum Night Parent Conferences

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

Copy of Presentation Agenda Attendance Log Copy of Conference notes/Pupil Progression Chart

- Description

Curriculum Night Parent Conferences

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

Copy of Presentation Agenda Attendance Log Copy of Conference notes/Pupil Progression Chart

- Description

Invitation to School Advisory Council Invitation to Parent Conferences Invitation to ESOL Parent Meeting Invitation to Curriculum Night

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

Correspondences to parents regarding: SAC Parent Conference ESOL Parent Meeting Curriculum Night

- Description

Meetings directly after school (during non student contact time) Meetings after 5 pm (to accommodate working parents) Virtual Meetings (to accommodate families who may have other obstacles) Parent conferences in person / virtual Invites to ELL Invites to CST meetings

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

Calendar reflecting meeting dates and times for trainings, invitation with links to parent conferences, invitations to LEP/IEP at time most convenient to parents

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**

In regards to parents and families with limited English proficiency, our Community Language Facilitator will be available to translate during trainings, parent conferences, phone calls, etc. In addition, flyers as well as other information posted on our Facebook page will be translated.

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

A copy of flyers and information translated will serve as evidence.

- **Description**

Accommodations and/or modifications will be made for parents and families with disability in an effort to remove any barriers. Sign language interpreter as needed Auditory enhancement equipment Physical accessibility to venue

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

Attendance Log

- **Description**

Plan to meet the needs of families who work seasonally Have flexible times for trainings and/or conferences at a time convenient for their work schedules

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

Attendance log, Phone log, Parent Conference Notes, Attendance logs home visits, Communication with Migrant Dept. Provide uniforms and school supplies (log)

- Description

Provide opportunities for families experiencing homelessness using flexible time for trainings, parent calls, or parent conferences based on their availability.

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

Attendance logs home visits, Provide uniforms and school supplies (log), Emails to McKinney Veto, Sample of Housing Questionnaire, flyer with 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

- Name of Activity

Mother / Son Event.

- Brief Description

Provide an opportunity for moms and sons to share an evening at school. Dinner, photos, and fun with other Golden Grove families

2. Activity #2

• Name of Activity

Daddy / Daughter Dance.

• Brief Description

Provide an opportunity for dads and daughters to share an evening at school. Dinner, dancing, photos, and fun with other Golden Grove families

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Golden Grove Elementary School Community School builds students' skills outside of academic subject areas via: A partnership with Primary Project, an onsite program where a trained Child Associates provide one-to-one play sessions where children can feel safe, comfortable and in control. Often times children at a young age expresses themselves more readily through play rather than through words. These purposeful sessions help children learn the benefits of the following: Taking turns, Following rules, Staying on task , acceptance of winning and / or losing graciously, & dealing with frustrations appropriately. Our onsite Child Associates of more than 20 years, work closely with school staff to identify children who would benefit from the program. When parents choose to enroll their children in the program, the children meet with our Child Associate for about 40 minutes once a week for 12 sessions, working on their learning skills and other related competencies. Primary Project has been a component of Golden Grove for more than 20 years and was developed by the Children's Institute (childrensinstitute.net) and is used in more than 2,000 schools nationwide. The program is designed specifically for younger elementary school children. Primary Project is strategic as it uses individual play time to improve students' adjustment to school and enhance their social and emotional well-being. Its goals for students include the following: Increasing healthy self-expression; Developing independent thinking; Increasing attention and focus; Improving friendship skills; Gaining self-confidence; Improving decision-making skills; Developing social skills; & Increasing participation in class. This amazing resource is a free program that supports children so they can grow up healthy, safe and strong. Primary Project is a highly successful. Our Golden Grove teachers implement "Morning Meetings" using Skills for Life Learning (SLL) School District of Palm Beach County approved resources. In addition to morning meetings, our Behavior Health Professional facilitate groups for students with nervous feelings to provide support /strategies to alleviate those feelings and strengthen mental/emotional health. All staff model, teach, review, and implement the school wide expectation matrix....R.O.C.K. which means Respect/Responsibility; Ownership, Citizenship, and Kindness. The culture of high expectations is cultivated daily throughout every aspect of the school community. Several SwPBS assemblies are held throughout the year as well as daily affirmations on the Morning Announcements. In addition, Administration provides positive updates and affirmations weekly on Sunday parentlinks. Our School Counselor is on the Fine Arts Wheel and provides SLL and facilitates Character Now activities and opportunities for students growth. This includes, but is not limited to Being Responsible, Demonstrating a Growth Mindset; Showing Empathy; Demonstrating Trustworthiness, Showing Respect and Being a Good Citizen/. Golden Grove provides a variety of extracurricular activities for students. This includes: Marathon Club, Drum Circle, Theater Club, Chess Club, SECME. Teachers of Tomorrow, and the Garden Club. These clubs afford students the opportunity to grow as a team as well as individually. Students are exposed to leadership roles and learn to work collaboratively towards common goals.

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

Golden Grove Teachers complete a School Based Team referral packet for each student performing significantly below grade level and/or demonstrate a need for behavioral and/or social emotional interventions. The referral packet includes, documentation for the reason for the referral, evidence of parent contacts and conferences, any prior actions taken by the teacher as well as conference or anecdotal notes regarding the academic and/or behavioral concerns with the student. Our teachers completes a behavior information (if relevant) as well as academic performance levels . At least two observations are conducted by the teacher and another professional working with the student. Two conferences are conducted with the parents of the student. Our school-based team convene weekly to review School Based Team referral packets submitted. The purpose of the multidisciplinary team is to determine how effectively students' academic, social emotional and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the SAI teacher. School Based Team is comprised of the Principal, Assistant Principal, teacher, Behavioral Health Professional (BHP), Guidance Counselor, and the School Psychologist. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the homeroom teacher (standards-based core instruction). Tier II interventions are developed and implemented when a student's academic, behavioral and/or social emotional difficulties continue. Tier II interventions occur one-on-one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction address one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, LLI, check in/check out, behavior contracts, daily behavioral form, with a teacher or specialist. The School Based team monitors the student's data to determine whether the student still requires interventions. A Tier III intervention plan is developed for those students not making adequate progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension researched based interventions. Student progress is monitored every 2-4 days. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Close monitoring takes place to ensure students are participating in tiered support. However, tiered support nor daily instruction is delivered to students who are not participating in learning at all. SBT/MTSS professional development is provided to each grade level during the first month of school. School support staff participate in the training as well as teachers.

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

Golden Grove Elementary teachers cultivate an environment where conditions are created for rigorous learning through student-centered, standards-based instruction. Goals/Learning Targets are selected during on-going collaborative planning. Teachers use Professional Learning Communities to unpack standards, determine how to alleviate barriers, and create exit tickets aligned to the standards (exit tickets). This demonstrates students' application of knowledge. Teachers use a variety of formative assessments to chart progress of individual students as well as the entire class on standards over time. The core content instruction is intentional and is complimented by Fine Arts offerings that exposes students to Technology, Media Center, Physical Education, Art, Guidance, and Music. Core content is generalized and supported in the various fine arts content. Instruction in English Language Arts is reinforced during Media, Art, as well as lyrics in music. Skills and concepts in math, are also supported in music, physical education, art, and technology. In addition, team collaboration, health/wellness is promoted during Physical Education. Golden Grove has high academic standards and has expanded the Accelerated Math Program (AMP) in the intermediate grades this past year. Golden Grove promotes equity and provides opportunities for all learners to excel. For students who need additional support, instruction is modified or supplemented to assist students in attaining or exceeding proficiency on state assessments via: An uninterrupted 135 minute literacy block Daily Science instruction. Instruction aligned with the B.E.S.T. Standards for every grade level Appropriate classroom libraries, vetted texts to support standards, books for small group instruction and researched based resources to support instruction for students experiencing challenges attaining proficiency as well as students requiring enrichment. Standards based Assessments which drive next instructional steps Monitor class and grade level progress through Professional Learning Communities and USAs Conduct data chats at minimum three times per year Support facilitation for SWD and ELL Direct Instruction for SWD based on IEP Provide LLI/Voyager/SPIRE among other research based literacy resources Certified Academic Tutor to provide intense, intentional reading instruction Differentiate instruction based on the individual needs of students Adaptive Technology programs Golden Grove Teachers work collaboratively to: Identify critical content Support students in acquiring skills to accurately identify critical content Integrate cross-curricular connections to critical content Establish routines for student grouping and student interactions (insure groupings are fluid) Support students in processing new content Help students to build capacity in prerequisite skills Provide guidance on one or more cognitive skills Organize students into ad hoc and/or flexible groups for the lesson Enrichment activities include a SECME, Chess, School Safety Patrol program who are our student leaders, Teachers of Tomorrow, Chorus, Drum Circle, Band, and Theater Club

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;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Golden Grove Elementary Community School provides Career Day of with a focus on Public Service Workers. This is a school-wide event where various public servant vehicles are on display, speakers share their stories and students have an opportunity to interact and ask questions . A 5th grade "Moving On" Ceremony is conducted in May. The ceremony highlights the elementary journey of students. There's a processional to set the tone of the ceremony. Parents and families share in this milestone and experience various speeches and a special selection by the graduating class. Acknowledgements of accomplishments where awards are presented. Concluding with a recessional followed by a Fifth Grade party. Select Fridays have been established as College and/or Career Day Friday... a school wide tradition. All faculty and staff are encouraged to wear their college t-shirt or Career t-shirt on Fridays .

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

Golden Grove participates in the School District of Palm Beach County Kindergarten Round-up during the spring and are open for registration throughout the summer. Parents are provided information about grade level expectations, B.E.S.T. Standards, and the skills that each child will learn in Kindergarten. The School Psychologist, Resource Teacher, ESE and ELL Coordinators, Behavioral Health Professional, School Counselor, and Speech-language Pathologist participate in the Kindergarten Round-up and provide screening to assess Kindergarten readiness. We promote SDPBC resources to families with activities/videos to develop students starting with emergent reading, writing, math skills, Skills for Life Learning (SLL) and resources that they can work on with their child over the summer to assist with Kindergarten "readiness". Each parent/guardian/family member receives a packet which includes materials, supplies, letters and manipulatives to support the acquisition of letter shape and sound identification, numeration and name writing. -Distribution of a letter, flyer or informational brochure sent to families of preschool children -Distributing of community resources (e.g., libraries, locations for immunizations and physicals)

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 North Region Specialist provides literacy and math support and professional development on a regular basis. Site based Professional Development is offered to teachers and support staff. All faculty and staff are trained in assessment/testing procedures. Ongoing training and coaching is provided on the district's strategic plan, Positive Behavior Support, The R.O.C.K. Rules, Behavior interventions, writing and implementing interventions and the RTI process. A robust Educator Support Program led by the Assistant Principal. Veteran teachers are assigned to each new teacher. Teachers are supported by a grade level and/or content mentors and grade level chair. Ongoing professional development is facilitated by district, Regional. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, Benchmark Advance (K-2)and (3-5), B.E.ST. standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/i-Ready for reading instruction and small group instruction. Reading Plus, PENDA Learning and Top Score. Additionally, instructional staff trained on how to effectively align core instructional groups and materials with the Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and professional conversations to promote growth in instructional practice.

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

Recruitment: The school principal notifies district recruitment and retention staff of current vacancies and needs. The school principal supports growing teachers by supporting staff as they complete certification requirements. Principal attends teacher job fairs in Palm Beach County. Current teachers recruit teachers from within their circle of influence. The principal practices an open door policy extending a welcoming invitation to staff, parents, students and community members. Retention: The assistant principal facilitates a robust Educator Support Program. Veteran teachers are assigned to each new teacher. New teacher gatherings are conducted throughout the year. Talent Development and Leadership Opportunities: Teachers are afforded the opportunity to serve as grade level and/or content mentors, grade level, department and Professional Learning Community leaders. They also coordinate school based clubs and community and parent events. Ongoing professional development is facilitated by district, Regional. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/i-Ready for reading and math instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and professional conversations to promote growth in instructional practice.