
Title I Comprehensive Schoolwide Plan
BELLE GLADE ELEMENTARY SCHOOL (2401)

ELA

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

1. List prioritized needs statements.

On the 2022-2023 PM 3 FAST ELA assessment, 16% of our 3rd grade students were proficient in ELA. There is a need to put interventions in place in Tier 1 academics to make sure that the students are getting quality ELA instruction in K-2. This school year, based on numerous data points, schools were provided with predicted scores called "Midyear Data Progress". Based on the 2023-2024 Midyear Data Progress, Belle Glade Elementary 3rd-5th grade students are predicted to score 19.8% proficiency in ELA. The ELL students in 3rd-5th are predicted to receive a 6.9% proficiency in ELA. Our ESE students in 3rd-5th are predicted to receive a 4.4% proficiency in ELA.

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

-There is a discrepancy in the K-2 and the 3-5 assessment. The students who scores well on the 2nd grade ELA assessment does not show proficiency when they take the 3rd grade ELA assessment. -Teachers in K-2 are just learning the science of reading. Majority of the teachers did not major in Education so they do not have the early literacy background. -The students are not familiar with the laptop computers. The students use tablets and phones a lot at home. The practice of keyboards and the mouse is integral in manipulating the assessments. -Large classroom size -For parents, having to work multiple jobs to make ends meet makes it hard for parents to attend meetings, trainings and parent conferences. Parents who are also new to the country takes a while to get comfortable to attending school events due to language barrier. -There is also an increase number of parents who are not familiar with the language and are not able to help their children at home which results in a lack of early literacy, fluency and comprehension for both parents and students.

3. Share possible solutions that address the root causes.

-Teachers need more professional development in the science of teaching ELA. -Teachers will need more professional development in the standards especially if they are new to the grade level. -An ELA coach can assist the in house professional development of the teachers. -A Resource teacher can assist in the large classroom sizes to pull students based on needs -Additional resources for students to assist in tiered support such as online subscriptions, books, workbooks, supplies, etc.

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

- Communication

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, literacy nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training.

- Parent Training

-FAST ELA assessment training to help the families understand the assessment the standards, K-2 Renaissance assessment parent training, AVID training. These trainings will allow our parents to understand the assessment that their children are going to be taking and the ELA skills and strategies that is needed in order for students to be successful (based on the BEST standards). Strategies will include resources to build fluency, vocabulary and reading comprehension.

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

- School

Belle Glade Elementary will more professional development to the teachers to help them understand the science of ELA which in turn will be able to assist our parents in creating resources for home/school connection. The school will provide rigorous ELA lessons to meet the demands of the standards and provide families with strong communication so that parents are involved and are aware of the ELA standards for their children.

- Students

Come to school on time, be in school every day and do their homework every night in ELA

- Parents

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed.

- **Staff Training**

-Working with parents of ELL students by giving them a space to ask questions, attend meetings and feel welcome.

- **Accessibility**

Flexible meetings with virtual options will be provided to our working families so that they can attend our meetings and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations. The school also has ramps and handicap parking to support our families with disabilities. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

Math

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

1. **List prioritized needs statements.**

On the 2022-2023 FAST Math Assessment, only 26% of our 3rd grades students were proficient in Math. This year, the district release predicted levels for schools based on multiple data points. Based on the predicted levels, Belle Glade EI 3rd-5th graders is predicted to receive 33.3% proficiency in Math. The ELL 3rd-5th grade students are predicted to receive 24.7 and ESE 3rd-5th graders were predicted to receive 24.4 proficiency.

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

-The teachers especially those that are new to the grade level need professional development in learning the standards. -Our classroom sizes are large so it his hard for the teachers to differentiate instruction. -There are language barriers that we experience with students who are new to the country. -The students are not familiar with the laptop computers. The students use tablets and phones a lot at home. The practice of keyboards and the mouse is integral in manipulating the assessments. -Parents struggle with assisting students in the math curriculum since this math is very different from the math that parents are used to. _The students need more math fluency and mental math.

3. Share possible solutions that address the root causes.

-Strengthening the Tier 1, core instruction through teacher trainings. Teachers learning from master teachers teach the math content will allow them to take the strategies learned and bring it back to their classrooms. -Develop ELL strategies within the classroom -Have a Tier 2 intervention program that will allow students to manipulate the laptop's keyboard and mouse to work on the Technology Enhanced Items on the assessment. -Providing trainings for parents to show them the assessment samples and the thinking work that students have to do using the Big M.

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

• Communication

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, math nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training. The school will also provide opportunities for students to join the fluency contest and parents will need to work with their children to practice and drill the facts.

• Parent Training

FAST Math Night, Renaissance STAR assessment night, AVID night

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

• School

Belle Glade Elementary will provide more professional development to the teachers to help them understand the science of Math. Belle Glade Elementary will also host numerous math fluency competitions where parents will need to work with the students at home to help them with their fluency speed. Parents will receive resources to help them practice with their children at home.

• Students

Come to school on time, be in school every day and do their homework every night in Math

- **Parents**

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed.

- **Staff Training**

-Strategies and ways to help work with the parents of our ELL students.

- **Accessibility**

Flexible meetings with virtual options will be provided to our working families so that they can attend our meetings and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations. The school also has ramps and handicap parking to support our families with disabilities. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

Science

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

1. List prioritized needs statements.

In 2022, based on the NGSS Science Assessment, only 8% of our students were proficient. In 2023, as we implemented the plan, we increased to 36% proficiency. We do not want to lose the proficiency so creating a plan to stabilize this increase is important. Based on our midyear progress data, our ELL students are predicted to score a 10% on the NGSS Science assessment. Our ESE students are predicted to score a 7.7% proficiency on the NGSS Science assessment.

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

-More experience for the students outside the community -build teacher capacity in the science content -Limited class time so the exposure to STEM is limited. -Science fair game questions are tied to science in all grade levels. -Being that parents are limited with resources to help expose children to museums and activities, it is hard for parents to provide their children with science related resources. -Our parents are also unfamiliar with the standards so they are unsure how to help their children with the science content.

3. Share possible solutions that address the root causes.

-Provide in house and out of school field trips -hands on kits for science -involving students in more STEM activities during fine arts -Providing parent training for parents so they understand the standards -Assist parents with hands on materials and sample lessons so that they can bring science to their home.

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

- Communication

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, literacy nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training.

- Parent Training

Curriculum night, FAST/NGSS assessment night/AVID nights where the science content will be provided so that the parents are aware of the science standards and how to help their children at home.

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

- **School**

Provide more professional development to the teachers to help them understand the science standards in depth. Provide the families with updated communication and tidbits on the most current lessons being taught in science so that the parents can tie it into the home.

- **Students**

Come to school on time, be in school every day and do their homework every night in science

- **Parents**

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed.

- **Staff Training**

-Science strategies and ways to help work with the parents of our ELL and ESE students. Teachers can use very simple home materials to bring science to life in the homes.

- **Accessibility**

Work with the homeless, migrant, families with no transportation to attend trainings

Action Step: Classroom Instruction

Provide differentiated instruction to provide remediation and enrichment through whole group and small group instruction for students in grades K-5. Plan for and provide differentiated instruction, small group support (push-in/push-out), and in school/after school tutorial that will provide targeted intervention for students identified using various data sources such as F.A.S.T., Diagnostics, iReady and modeling of instruction for improving student achievement.

Budget Total: \$310,263.85

| Acct Description | Description | | | | | | | | |
|----------------------|--|----------|----------|---------|-------|------------------|---------------|-----------|-------------|
| Out-of-system Tutors | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | K - 5 Math Out of system non-certified Tutor to support learning gaps in Math beginning in September with planning included to work with teacher | 1 | \$15.00 | 5 | 7 | 15 | Non-Certified | Original | \$7,875.00 |
| | K - 5 ELA and Science Out of system non-certified Tutor to support learning gaps in Reading and Science beginning in September with planning included to work with teacher | 1 | \$15.00 | 5 | 7 | 15 | Non-Certified | Original | \$7,875.00 |
| | NEW - Amendment 39 / BT 493278 creating 2 Certified Tutors to support math and reading in 3rd ,4th 5th Grade beginning November 4th - February 21st | 2 | \$37.00 | 5 | 7 | 12 | Certified | Amendment | \$31,080.00 |
| | Amendment 39 / BT 493278 Increasing - 3 Non Cert. tutors will support math and reading K-5 beginning November 4th - February 7th | 3 | \$15.00 | 5 | 7 | 10 | Non-Certified | Amendment | \$15,750.00 |
| Supplies | | | | | | | | | |
| | Item | | Quantity | Rate | | Supply Type | | Type | Total |
| | Paper | | 30 | \$45.00 | | General Supplies | | Original | \$1,350.00 |

| Acct Description | Description | | | | | |
|---------------------|--|----------|-------------|-------------------------|-----------|-------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | Classroom Staplers | 54 | \$10.00 | General Supplies | Original | \$540.00 |
| | Pencils | 20 | \$21.00 | General Supplies | Original | \$420.00 |
| | Ink | 10 | \$80.00 | Technology | Amendment | \$800.00 |
| | Copy paper | 10 | \$45.00 | General Supplies | Amendment | \$450.00 |
| | Binders | 75 | \$28.75 | General Supplies | Amendment | \$2,156.25 |
| | Amendment 39 / BT 493278 increasing line to purchase Math Acaletics Workbooks for grades K-5 | 1 | \$19,726.58 | Instructional Materials | Amendment | \$19,726.58 |
| | Increase for current quantiles | 1 | \$5.35 | General Supplies | Amendment | \$5.35 |
| Resource Teacher | Math Resource Teacher will support targeted students with meeting grade level expectations grades K-5 by pulling out students. | | | | | |
| Online subscription | Item | | Quantity | Rate | Type | Total |
| | Math Acaletics for grades 3-5 will expose students to prior, current, and future math standards while providing additional practice to help increase math achievement. | | 1 | \$26,951.56 | Original | \$26,951.56 |
| | iXL for ELA in grades 3-5 will provide students with on-grade-level text aligned to the ELA standards and provide students with a similar | | 1 | \$2,000.00 | Original | \$2,000.00 |

| Acct Description | Description | | | | | | | | | | | |
|-----------------------|--|--|--|--|----------|----------|--------------|-----------|-------------|-----------|----------|------------|
| | Item | | | | | Quantity | Rate | Type | Total | | | |
| | online format as FAST testing. | | | | | | | | | | | |
| | tld * Amendment 39 / BT 493278 Reducing line for student workbooks | | | | | 1 | -\$19,726.58 | Amendment | -\$19,726.5 | | | |
| Tutorial | | | | | | | | | | | | |
| | Item | | | | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Certified teachers will provide tutorials after school in Reading, Math, and Science for 3-5 beginning in October. | | | | 5 | \$37.00 | 2 | 2 | 8 | Certified | Original | \$5,920.0 |
| Field trip admissions | | | | | | | | | | | | |
| | Item | | | | | Quantity | | Rate | | Type | | Total |
| | Kindergarten Lion Country (Sept. 27) | | | | | 90 | | \$12.00 | | Amendment | | \$1,080.00 |
| | 5th Grade Gumbo Limbo (Oct. 24) | | | | | 75 | | \$5.00 | | Amendment | | \$375.00 |
| | 4th Grade St. Augustine (Nov. 8) | | | | | 80 | | \$34.83 | | Amendment | | \$2,786.40 |
| | 3rd Grade Gumbo Limbo (Oct. 3) | | | | | 100 | | \$5.00 | | Amendment | | \$500.00 |
| | 1st Grade cox Science Museum (Nov. 8) | | | | | 100 | | \$14.00 | | Amendment | | \$1,400.00 |
| | 2nd Grade Gumbo Limbo (Oct. 21) | | | | | 90 | | \$5.00 | | Amendment | | \$450.00 |
| Resource Teacher | 1.0 SBT Resource Teacher will support tiered intervention and progress monitoring of interventions through the school-based team processes and procedures in grades K-5. | | | | | | | | | | | |
| Charter bus | Item | | | | | Quantity | | Rate | | Type | | Total |
| | Transportation for K (9/27) | | | | | 2 | | \$950.00 | | Amendment | | \$1,900.00 |

| Acct Description | Description | | | | |
|------------------|--|----------|------------|-----------|------------|
| | Item | Quantity | Rate | Type | Total |
| | Transportation for 4th Grade (11/8) | 2 | \$2,400.00 | Amendment | \$4,800.00 |
| | Transportation for 2nd,3rd, 5th (10/21, 10/3, 10/24) | 6 | \$1,025.00 | Amendment | \$6,150.00 |
| | Transportation for 1st grade (11/8) | 2 | \$1,025.00 | Amendment | \$2,050.00 |
| Resource Teacher | Resource Teacher will support ELA-targeted students with meeting grade-level expectations in grades K-5 by pulling out students. | | | | |

Action Step: Professional Development

Provide on-going professional development to support the professional growth of teachers through the PLCs, planned PD, and data analysis. Provide professional development activities/opportunities to build teacher capacity for analyzing data, creating and delivering relevant curriculum for engaging all learners, and developing best practices as a standard. Teachers and faculty will participate in professional growth activities including PLCs, SBTs, conferences, modeling/coaching, and on-site PD based on the SSCC's assessment of data that will improve standards based instruction.

Budget Total: **\$7,736.00**

| Acct Description | Description | | | |
|----------------------|--|----------|------------|------------|
| Travel out-of-county | Item | Quantity | Rate | Total |
| | AVID Conference/Orlando - Teachers and Admin will collaborate with AVID trained professionals to enhance their teaching pedagogy to better support students in the | 1 | \$7,736.00 | \$7,736.00 |

| Acct Description | Description | | | |
|------------------|--|----------|------|-------|
| | Item | Quantity | Rate | Total |
| | classroom - Registration \$999.00 + \$200.00 Transportation + \$627.00 Lodging + \$108.00 per diem x 4 people = \$7,736.00 | | | |
| | | | | |

Action Step: Parent Engagement

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

Budget Total: **\$3,842.65**

| Acct Description | Description | | | | | |
|------------------|----------------------|----------|---------|------------------|----------|------------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | Paper (case) | 10 | \$45.00 | General Supplies | Original | \$450.00 |
| | Dividers (8) | 144 | \$2.20 | General Supplies | Original | \$316.80 |
| | Folders (25) | 25 | \$14.00 | General Supplies | Original | \$350.00 |
| | Scissors | 40 | \$1.83 | General Supplies | Original | \$73.20 |
| | Pencil Pouches | 80 | \$20.00 | General Supplies | Original | \$1,600.00 |
| | Card Stock | 19 | \$19.00 | General Supplies | Original | \$361.00 |
| | Colored Paper (case) | 2 | \$64.00 | General Supplies | Original | \$128.00 |
| | Ink | 5 | \$80.00 | Technology | Original | \$400.00 |

| Acct Description | Description | | | | | |
|------------------|----------------------------|----------|---------|------------------|----------|----------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | 5 Gallon Bag (25 per pack) | 3 | \$35.00 | General Supplies | Original | \$105.00 |
| | Crayons (16) | 51 | \$1.15 | General Supplies | Original | \$58.65 |

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 Parent and Family Engagement mission of Belle Glade Elementary is to increase student achievement and create a student centered environment by strengthening the home-school connection through collaboration with families and stakeholders throughout the community.

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 |
|------------------------------|--------------------------|
| Maria A. Sumner | Assistant Principal |
| Robera Walker | Principal |
| Donald Johnson | SAC Chair |
| Stephanie Hart | LTF |
| Crainesha Singletary Vickers | Administrative Secretary |
| Janet Rodriguez | CLF Spanish |
| Ilian Estrada | ELL Coordinator |
| Beatrice Cadet | ESE Coordinator |
| Michelle Rice | Bridges of Belle Glade |
| Juliette Joseph | Parent |
| Denise Ramos | Parent |

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

Prior to every Parent/Stakeholder meeting, invitations sent through backpacks, word of mouth, social media, remind app/Class dojo, etc. are sent to the parents and stakeholders. During the Parent/Stakeholder meeting, all parents, stakeholders and teachers were invited to provide feedback and were invited to represent the school community. Through these, people interested in becoming a member of our SAC is given the opportunity to become involved . Stakeholders who at first volunteered to serve food to our families see opportunities to become more involved in different areas of the SAC and they too end up representing stakeholders. Parents, staff and community business partners who is willing and able to serve in the committee would share their intent to serve for a position. If there are numerous individuals are interested in a certain position, then a voting would take place.

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

On January 18, 2024, BGE staff and leadership met to discuss the development of the CNA based on the staff suggestions and input on January 16, 2024 from 2:30-3:30 pm, the CNA staff team reviewed the meeting minutes from the staff meeting to the staff of Belle Glade Elementary. There, teachers and staff created root causes and possible solutions to help with the data. Based on the diagnostic data in ELA and Math, the two subject areas were still a huge focus. Science and attendance were also a concern based on the Principal's Dashboard report. On February 27, 2024 from 2:30-3:30, stakeholders met to go over the suggestions and key points of the leadership team. During the stakeholder meeting, data was presented and the stakeholders were divided up based on their primary focus (ELA, Math, Science, Discipline, Attendance, SEL, Safety). Parents were guided through the process in a whole group session since there were stakeholders joining us through googlemeet. In the meeting, there were teachers and staff members who are very knowledgeable about the components. Stakeholders shared their thoughts and ideas and then at the end, the ideas were brought back together and we come up as a whole team to create one plan. The School wide Plan was then developed. Throughout the year, parents and other stakeholders will be able to provide input on the Schoolwide Plans during our SAC meetings, Parent Nights and trainings.

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

At the end of the year, the budget and the Principal's dashboard was presented to the BGE leadership team and to the stakeholders. There were suggestions that the stakeholders suggested such as continuing Academic Tutors in order to provide more unique ways to tutor our students. In the conclusion of the meeting, the stakeholders decided that Academic Tutors were needed in order to make the plan happen.

| Name | Title |
|------------------------------|------------------------|
| Maria A. Sumner | Assistant Principal |
| Crainesha Singletary-Vickers | Confidential Secretary |
| Stephanie Hart | SSCC |
| Robera Walker | Principal |
| Donald Johnson | SAC chair |

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?

October 2, 2024 3:30 pm Belle Glade Elementary 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.).

We will notify the parents, teachers and the community about the Title I Annual Meeting through the school website, marquee, call-out, letters sent home in all 3 languages, in social media and Remind.

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

Computer/Smartboard Powerpoint presentation in all 3 languages PFEP Summary Data Parent/School compact from 2023-2024 Parent/School compact for 2024-2025 sign in sheet evaluations in all 3 languages agenda, handouts, and invitation in all 3 languages

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

Education for students experiencing homelessness

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

<https://nche.ed.gov/> Staff members will understand the different circumstances that some students and families face. Staff members will learn different programs to offer families who are experiencing homelessness and how to help families.

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

Families experiencing homelessness will feel more welcome and accepted in a school that will help them with resources to help them get back on their feet.

- What will teachers submit as evidence of implementation?

Parent conference notes

- Month of Training

September 2024

- Responsible Person(s)

M. Adelle Sumner

2. Reflection/Evaluation of Training #1

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

n/a

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

n/a

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Influence culture has on student success

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

<https://iris.peabody.vanderbilt.edu/module/clde/cresource/q3/p07/> With the increase number of ELL students coming into the Glades Region, understanding how cultures affect student success will not only benefit the relationship between the teacher and the student but also the teacher and the family.

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

Parents tend to be uncomfortable participating in school because they are new to the country. Even though children are not taught by someone in their own culture, parents will feel more welcome and understood when the teachers respect different cultures.

- What will teachers submit as evidence of implementation?

exit tickets from the training, communication between teachers and parents such as conference notes, emails, etc.

- Month of Training

February 2025

- Responsible Person(s)

M. Adelle Sumner

4. Reflection/Evaluation of Training #2

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

na

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

n/a

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

AVID Night #1 WICOR

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

Parents will learn different strategies that students use in class (WICOR) and how they can support WICOR at home.

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

Parents will participate in a WICOR activity where they can recognize the different components of WICOR in their child's grade level.

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

The students, having practiced WICOR with their families at home, will be more successful in the classroom activities since WICOR is embedded in pretty much everything the students do in the classroom.

- Date of Training

September 2024

- Responsible Person(s)

Crystal Sterling

- Resources and Materials

Grade level standards grade level text powerpoint presentation activity video introducing wicor agenda, evaluations, and sign-in sheets

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

AVID Data Chat

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

Teachers will have a data chat with the students to make sure that the parents are aware of their students' performance after PM 1 testing. This data chat will happen during school hours. From that data chat, the parents will attend the AVID Data Chat meeting (either in person or virtual) where the student and the teacher will talk about the student's data. The student and the teacher will then work with the parent so the parent will understand how to keep track of their student's progress on PM 2 and PM 3 testing. This way, they can see if their child is on track to meeting their goal.

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

Data Chat goal setting sheet

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

Every time students take their PM assessments, parents will understand what the assessments entail and if their child is not working towards the goal, what interventions or suggestions they can use to help their child get back on track.

- Date of Training

November 2024

- Responsible Person(s)

Maria Sumner

- Resources and Materials

Standards Students PM 1 results Goal setting sheets agenda, evaluations, and sign-in sheets

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST/STAR Assessment Night

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

Parents will understand what assessment their child will be taking and what every grade level assessment looks like. Parents will receive different resources that they can use to go on at home to help their child.

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

Parents will go on the student training site so that they can practice the assessment that their child will be taking.

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

Parents who understand the assessment will be able to support their students more. The more support the students receive from home and school, the better the student will perform on the state assessments.

- Date of Training

January 2025

- Responsible Person(s)

M. Sumner

- Resources and Materials

FAST resources fact sheet Smartboard for presentation practice site (laptops) agenda, evaluations, and sign-in sheets

- 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

Migrant Department/ESOL/ELL

- Describe how agency/organization supports families.

The Migrant Department coordinates parent engagement opportunities to increase parental involvement at BGE. They also support families with student registration through translation services.

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

Migrant Department flyers emails/communication to parents for trainings translated documents

- Frequency

2x a year

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

- Name of Agency

Safe Schools McKinney Vento

- Describe how agency/organization supports families.

Under the Safe Schools umbrella, McKinney Vento is the department that assists families experiencing homelessness. McKinney Vento informs parents, and guardians, of their educational rights and link homeless students with educational and other services. In addition, they also provide school supplies, including school uniforms, and toiletries and they coordinate district transportation services to maintain home school stability.

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

student housing questionnaire emails from the McKinney Vento contact communication home to parents

- Frequency

As need comes up.

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

- Name of Agency

Bridges of Belle Glade

- Describe how agency/organization supports families.

Bridges of Belle Glade assists BGE families by connecting them to a variety of community resources to help them increase their families quality of life.

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

Bridges of Belle Glade attends our SAC meetings and offers their services to our parents based on their needs. The SAC agenda will document the partnership. Bridges of Belle Glade flyers Thank you letters

- Frequency

2-3x a year

Communication

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

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

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

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

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

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

- Description

Belle Glade Elementary will provide families with timely information about our Title 1 programs such as tutoring, parent training and events through: Marquee Call out Social Media SAC Meeting translated documents in Spanish and Creole

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

flyers SAC agenda sample translated document

- Description

Belle Glade Elementary will inform parents about the curriculum, the forms of assessments and the expected proficiency levels through our AVID data chats Progress reports Report cards Open House Parent/Teacher conferences SAC meetings

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

AVID data chat agenda sample report card Open house agenda

- Description

Belle Glade Elementary will inform parents about forms of academic assessments by hosting -AVID Nights -FAST/BEST Parent/Teacher conferences and sending home: -Report Cards -Progress Reports

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

Agenda and sign in sheet for AVID Nights Sample Report Cards Sample Progress Reports

- Description

Belle Glade Elementary will inform parents about opportunities to participate in decision making relating to the education of their children through our Open House AVID nights FAST/BEST Night SAC meetings Title 1 annual meeting

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

The school will use the agendas, sign in sheet and parent evaluation for -Open House -AVID nights -Title 1 Annual Meeting

- Description

Parent training will be held in person with the option for a virtual meeting where the meeting would be recorded so parents will have the opportunity to watch the training at their convenient times. Parents who also do not have access to internet can set appointments with guidance counselors to get information on training they may have missed.

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

Agenda for the parent training Flyers for parent training Request for guidance counselor appointment

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

We provide accommodations for parents and families with limited English Proficiency by translations of information such as invitations, flyers, etc. in languages required. The CLFs being present at the meetings will also assist our families .

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

Title 1 documents in 3 languages Invitations in 3 languages Agenda in 3 languages

- Description

After parent training, parents are asked about their opinions on how to make the training more accessible. Having the ESE contact present at meetings will allow for parents quick responses to questions and or concerns and suggestion. For Parents who have disabilities, BGE is equipped with handicap parking spots where the wheelchair ramps are. These are located in the front entrance of the school. Meetings are held in the media center which is the closest to the front entrance of the school. BGE will also contact the district in advance if a parent who is in need of sign language assistance will be in attendance to the meeting or if there is a language that a parent uses that we are not equipped to translate in the school.

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

Parent evaluation Pictures of ramp Email request to the district for assistance (sign language, translation)

- Description

BGE works with the CLFs (Community Language Facilitators) who work hand in hand with the Migrant department to contact parents and to translate documents necessary for migratory families to understand the training. The virtual meetings will also help so that the parents can access the training at any time they are available to since the migrant family work day usually does not end until the evening hours.

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

training translated documents virtual meetings Email communication with BGE and the Migrant department

- Description

BGE works with Ms. Vernell who is the contact person for the McKinney Vento. Our data processor, Ms. Hytower will quickly notify Ms. Vernell upon receiving the residency questionnaire upon registration. Upon learning that the family is experiencing homelessness, backpacks with school supplies and school uniforms are given to the families. The family is assisted in completing the lunch forms for free/reduced lunch. Bus transportation is also arranged to help transport the students from the temporary housing to the school site.

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

sample residency questionnaire Email communication with BGE and Safe Schools Email communication with BGE and transportation

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

Belle Glade Elementary is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, be respectful, and be safe in instructional and non instructional tasks. School-wide positive behavior universal guidelines for success is evident throughout the school. Positive praise and "blue tickets" are used to reinforce behaviors. Students can use their "blue tickets" for rewards such as the monthly ice cream social. "Blue tickets" can also be used for purchases within their own classrooms. "Gold tickets are rewarded to classrooms who are exhibiting the school wide expectations. Every Friday, the classes with "Golden Tickets" get the opportunity to win certificates from local fast food restaurants such as Taco Bell, McDonald and Wendy's. Most teachers also use the Class DOJO app to reinforce positive behaviors and mental health skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior, emotional, psychological, and social well-being. All classrooms have adopted "Morning Meetings" to build and reinforce social emotional skills and community via daily morning discussion. Belle Glade Elementary has two school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors along with our Parent Liaison support family needs as well through home visits and connections to community resources. The counselors work closely with Bridges to bring volunteers to Belle Glade El to serve as mentors and positive role models to our students and their families. The counselors also work with our Behavioral Health Professional. He has a daily schedule where he visits the students who are in need of assistance in decision making and in need of a positive male role model. He also has his "Boys to Men" group where he guides our boys to become role models to others. Through AVID (Advancement, Via Individual Determination), Belle Glade Elementary is committed in instilling a growth mindset in all of our students and it is helping the students to become organized, taught habits and college preparedness. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated by teachers and staff and are recognized monthly based on the character of the month. Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. The school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart". Belle Glade Elementary offers various clubs to help the students build their interests in non academic skills. Some of the clubs offered at Belle Glade Elementary are Etiquette club, Spanish club and the Beginning Band Program. These clubs are intended to help the students explore diverse interests and to build self esteem Belle Glade Elementary is participating in the Buddy Ambassador "Buddy Bench" Program . This program supports all students by creating a welcoming school environment which especially helps students who feel isolated.

SBT/MTSS Implementation

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

- Identify students for tiered support;

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

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored based on the team's decision on the best way to track student's progress. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via phone or in person. All parents are called and invited to all SBT meetings pertaining to their child. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: Belle Glade Elementary is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the BGE Expectations (Be Respectful, Be Responsible, and Be Safe).

Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At BGE, some Tier 2 interventions for reading are: -Voyager - LLI (Leveled Literacy Intervention) - UFLI -FCRR

Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. - narrow focus on identified barrier - sometimes includes additional time using the specific interventions: Words their Way Fountas and Pinnell Words Study Small Group instruction using the guided reading model

Members of the MTSS/RtI Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal: Robera Walker Assistant Principal: M. Adelle Sumner ELL Coordinator: Ilian Estrada ESE Coordinator: Summer Miller School Based Team (SBT) Leader and Learning Team Facilitator: Stephanie Hart Math Resource Teacher, Jordan Hawkins ELA Resource Teacher, Octavian Prince School Psychologist: Luciana Blackshear School Counselors, Beatrice Mesidor and D'end Greer Classroom teachers (K-5) ESE teachers, ELL teachers, SAI teacher

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 students at Belle Glade Elementary participates in core classes along with a 30-minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 5 offerings for grades K-2: 1)Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media. Our fine arts rotation consists of 8 offerings for grades 3-5:)Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media and 6) Guidance. Students rotate through the fine arts in 5 or 6 day rotation. All subject areas are taught using a district approved curriculum by a certified teacher in that content area. Our reading and math rotation offers additional time on foundational grade level Reading and Math skills. The master schedule and student placements were created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rti, and Gifted students. Our High Achieving classes provide enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, FSQs and USAs, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific programs. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% (L25) for reading. Every subject area is differentiated at BGE. Belle Glade Elementary works through the gradual release of responsibility where teacher does the "I do", the students are given the opportunity to work together still with teacher assistance "we do" and eventually the "you do" where the students have the ability to demonstrate their learning independently. After the "you do", the students are pulled in small groups for differentiation. Students are either enriched or retaught. Differentiated Instruction is embedded in all the teacher's schedules. During Differentiated instruction, the L25 students work on remedial skills through research based interventions such as LLI or Voyager. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida BEST Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the 30 minute Extended Day schedule, in which students receive additional time added to the school day that is focused on reading. Students can participate in extracurricular activities such as Etiquette club, Spanish club, Teachers of Tomorrow, Special Olympics and the Beginning Band Program. The AVID program, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus.

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

Belle Glade Elementary is an AVID school. AVID stands for Advanced Via Individual Determination. The AVID program brings college awareness to the students by giving students the opportunity to learn skills and strategies for college readiness such as growth mindset and WICOR strategies. The AVID program was piloted 10 years ago. During the first year, it was piloted in 3rd-5th grade and we've added a grade every year. We are now a K-5 AVID school. Belle Glade Elementary offers the AMP Math Program in grades 3-5 which allows students to receive accelerated math courses. These math courses will allow the students in the program to take a middle school math course in 5th grade which in turn will eventually provide the student the opportunity to take high school math courses in middle school and college math courses in high school. School-wide, we are committed to building college and career awareness through displays of the different colleges posted through the school. Additionally, college and career awareness events through AVID and our guidance programs include: Spirit day Friday where students can wear shirts from their favorite college and universities as well as in person college field trips to PBSC college visits. The campus is decorated with college banners to get the students hyped up about colleges. Belle Glade Elementary also partners with Team Work USA and The Ben Carson Scholars Fund who provides college scholarships to students who show outstanding leadership skills. The Young Lawyers of Palm Beach County visits Belle Glade Elementary Students at least once a year to speak about the qualities and characteristics that students need in order to be successful in college and career.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

Belle Glade Elementary offers a full-time VPK class that is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, reading partnerships with other classes, just to name a few. Our Pre-K parents are invited to a Curriculum Night which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Belle Glade Elementary offers the VPK program and the PreK Speech and Behavior unit to prepare the students for Kindergarten. The Pre K and Kindergarten teachers work closely together to inform each other of strategies and assessments to help develop daily curriculum to meet the needs of the PreK students. Belle Glade Elementary also offers an annual Kindergarten Kick-off (formerly Kindergarten Round-up) in the Spring, which includes parent training on what to expect in Kindergarten, as well as resources and strategies to help students overs the summer be prepared for the start of Kindergarten. On-site school tours are offered to new kindergarten families as part of Kindergarten Kick-off. Future students and parents are encouraged to explore the classrooms so they won't seem foreign when the school year begins. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

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

Teachers participate in Collaborative Planning as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and coaches go through the cycle of 1) examining the standards where teachers create learning targets, 2) aligning instructions where strategies are brainstormed and selected to deliver standards based instruction, 3) determining student evidences by creating the criteria for success, 4) analyzing student works where the teachers, coaches and administration find out what students learned and what they didn't learn and 5) modifying instruction where differentiation is planned. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. The collaborative plannings are supported by the instructional coaches/resource teachers, as well as the Learning Team Facilitator. Regional and district curriculum support and resources on Blender are also available for teachers to develop their skills sets. Teachers implementing AVID have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. All classroom teachers receive AVID refresher from the AVID team. Professional Development days are used for professional development around the Palm Beach Focused Model of Instruction. The Palm Beach Focused Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. Our Core Leadership trains the teachers on Learning Science International PDD. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around the Palm Beach Focused Model of Instruction.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- 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
- 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

Belle Glade Elementary administration strives to recruit and retain effective educators. Some strategies used for recruitment include: Job Fairs within the community (Glades Job Fair, Palm Beach County Job Fair) and out county/state, collaboration with HR and our Region Office, word of mouth, pay for performance and Best & Brightest Teacher Scholarship Program. Additionally, Belle Glade Elementary has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Belle Glade Elementary also utilizes academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. At Belle Glade Elementary, a Glades supplement is offered to staff members starting at \$3,750 which is paid out year round. The longer an instructional staff member works in the Glades, the higher the supplement is. At Belle Glade Elementary, the following are offered to retain staff members and to continue their growth: -New Teacher Orientation -ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers -Teaching Team with Team Leaders to model best practices for effective instruction -Collaborative Planning fosters professional discussions to inform teaching -Department Chairs provide instructional support, professional advice, and a willing ear -Coaching Support to develop pedagogy skills and content knowledge - Positive School/Employee Morale to build a family community dedicated to the success of students - Ongoing and relevant Professional Development as described in the Professional Development section - Open Door Policy to encourage faculty and staff to voice concerns or share praise - Opportunities for part-time pay such as tutoring, club stipends - Hospitality and Wellness events on campus to build community - SwPBS supports the overall climate of the school - Staff is recognized through instructional and non instructional employee of the month, shout outs on the Eagle Review, and special events like breakfasts, gifts, etc.