
Title I Comprehensive Schoolwide Plan
PB MARITIME ACADEMY ELEMENTARY (2801)

ELA

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

1. List prioritized needs statements.

According to FAST Progress Monitoring 2, grades 3-5 are at 24% proficient. School-wide midyear i-Ready data indicates 37% of students are at a tier 1 level, 40% in need of tier 2 support, and 23% in need of tier 3 support.

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

Comprehension and vocabulary are notable deficiencies. Being that writing is a trial FAST assessment this year, there will need to be a focus on improving writing. Instructional support from our reading coach, STEM coach, and single school culture coordinator has contributed to student and staff success. There is a high need for providing intervention due to student performance. ELL students have shown an increase in performance due to support from resource teachers. ELL students are in need of continued additional support. Year to date discipline referrals have increased from 57 to 81 indicating a need for continued improvements in our positive school wide behavior needs. Student attendance is also a struggle with many students missing more than 10% of school days. Instructional support from the reading coach, technology coach, and single school culture coordinator did contribute to increase in academic performance but teachers are in need of additional professional development and ongoing support, specifically in implementing effective instructional strategies driven by data for differentiating instruction for struggling readers. We are seeing more of a need to support social emotional learning and to continue promoting a school wide positive behavior program. Some teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions, additional scaffolded support needed. ELL students in need of continued additional support from resource teachers for continued academic growth. High population of students in need of intervention.

3. Share possible solutions that address the root causes.

Continue to have a reading coach, STEM coach, and single school culture coordinator to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Single School Culture Coordinator to continue to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. Retain resource teachers to support ELL students through interventions and provide professional development to staff to effectively implement ELL strategies and utilize differentiated materials to accelerate student achievement. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional intervention support staff to target students in need of supplemental and intensive support.

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

- **Communication**

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Include attendance reminders. Weekly grade level newsletters.

- **Parent Training**

Additional training on trimester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Have a school-wide dedication to reading and create opportunities to implement reading instruction beyond the mandated 90-minute block. Extend writing opportunities cross-curricular. Reward and celebrate student achievement. Support parents on how to extend learning at home.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Encourage reading at home, help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Math

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

1. List prioritized needs statements.

According to FAST Progress Monitoring 2, grades 3-5 are at 22 % proficient. School-wide i-Ready data indicates 27% of students are at a tier 1 level, 54% in need of tier 2 support, and 19% in need of tier 3 support.

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

Students struggle with multi-step word problems and higher DOK levels. New B.E.S.T standards require more training for teachers to fully understand what new benchmarks need to be taught and how. There is a high need for providing intervention due to student performance. Intervention teachers needed to support math. ELL students are in need of continued additional support. Year to date discipline referrals have increased from 57 to 81 indicating a need for continued improvements in our positive school wide behavior needs. Student attendance is also a struggle with many students missing more than 10% of school days. Instructional support from the reading coach, STEM coach, and single school culture coordinator did contribute to increase in academic performance but teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies driven by data for differentiating instruction and accelerating math computation abilities. Math Coach needed. Teachers are in need of additional professional development in B.E.S.T math standards and how to unpack and effectively teach them. We are seeing more of a need to support social emotional learning and to continue promoting a school wide positive behavior program. Some teachers struggle with implementing effective classroom management consistently and implementing effective behavior interventions, additional scaffolded support needed. ELL students in need of continued additional support from resource teachers for continued academic growth. High population of students in need of intervention.

3. Share possible solutions that address the root causes.

Staff a math coach to support teachers in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have professional development throughout the school year, working on CHAMPS strategies and culturally responsive teaching to ensure all students are receiving equitable academic experiences. Single School Culture Coordinator to continue to improve positive behavior and support teachers in implementing effective classroom management and behavior interventions. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional intervention support staff to target students in need of supplemental and intensive support.

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

- Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home. Send attendance reminders and weekly grade level newsletters.

- Parent Training

Additional training on trimester expectations, how to progress monitor, and how to help your child at home.

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

- School

Have a school-wide dedication to math and create opportunities to implement math instruction beyond the master board schedule. Reward and celebrate student achievement. Support parents on how to extend learning at home.

- Students

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Science

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

1. List prioritized needs statements.

According to Study Island Midyear Diagnostic, grade 5 students are only at 16% proficiency where in FY 23 grade 5 students were at 23% proficient.

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

Fair game standard performance is low. Staff development is needed to provide teachers with strategies to effectively teach science standards and provide differentiated instruction in science. Teachers struggle with implementing STEMScopes curriculum and need SSA test prep materials. Year to date discipline referrals have increased from 57 to 81 indicating a need for continued improvements in our positive school wide behavior needs. Student attendance is also a struggle with many students missing more than 10% of school days. Teachers are in need of additional professional development and ongoing support, specifically in implementing effective strategies for differentiating instruction. Teachers are in need of support in breaking down science standards and having more opportunities to do hands-on science activities.

3. Share possible solutions that address the root causes.

Have instructional coaches provide professional development in best practices and provide training and support in targeted areas in order to implement differentiated data driven instruction using a model of gradual release. Have more supplemental materials and hands-on activities to make science instruction more engaging. Create a science lab. Make STEM & Maritime special, more engaging and more standard based to increase student achievement. Continue to use supplemental online platforms to facilitate individualized learning paths. Staff additional intervention support staff to target students in need of supplemental and intensive support.

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

- Communication

Grade levels to send home consistent notifications to outline standards and topics taught with strategies to help students at home.

- Parent Training

Additional training on trimester expectations, how to progress monitor, and how to help your child at home.

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

- **School**

Have a school-wide dedication to science and marine science in particular per our Charter and create opportunities to implement science instruction beyond the master board schedule. Reward and celebrate student achievement. Opportunities for participation in extra –curricular science events.

- **Students**

Complete all classwork, homework, and participate in classroom activities. Strive to always do their best. Be respectful, responsible, and ready to learn.

- **Parents**

Help children with homework and extend learning into the home. Parents will maintain communication with school staff and have their child to school on time and ready to learn.

- **Staff Training**

Additional training on how to effectively provide ongoing and meaningful communication with families, improve parent participation, and better communicate how to help students academically at home.

- **Accessibility**

Handicap accessible parking, restrooms, and seating. Through School Based Team, monitor students who are homeless or from migrant families. School Counselor to provide support to families in their areas of need. Communication will be available both digitally and in print and available in 4 languages. Staff available to provide translation in Spanish and Creole. Parent liaison to serve as liaison between parents and staff, promote communication, and keep stakeholders informed of school happenings.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standard-based, and meaningful instruction.

Budget Total: \$163,020.75

Acct Description	Description				
Resource Teacher	(Amend 58) Resource Teacher will provide supplemental academic math support to students through targeted small group instruction using both a pushing/pullout model K-5. (BT #1)				
Resource Teacher	Resource Teacher will provide supplemental academic reading support to students through targeted small group instruction using both a pushin/pullout model.				
Paraprofessional	Interventionist will provide supplemental academic support to students under the direction of academic coaches.				
Online subscription	Item	Quantity	Rate	Type	Total
	i-Ready subscription up to 600 students in grades K-5 . I-ready is a supplemental online program that creates an individualized learning path for each student in both reading and math based on diagnostic assessments.	1	\$2,890.75	Original	\$2,890.75
	Amend 58- Additional funds allocated to cover iReady cost increase (BT # 1)	1	\$8,612.00	Amendment	\$8,612.00

Action Step: Parent and Family Engagement

Enhance students’ academic development by providing effective and meaningful communication and conducting academically focused and relevant parent trainings.

Budget Total: \$35,718.00

Acct Description	Description
Teacher Parent Liaison	Parent Liaison will support families with academically focused training and provide ongoing communication families in multiple formats and languages and work as a liaison with staff and the stakeholders.

Action Step: Professional Development

Ongoing professional development that focuses on building teachers' capacity in analyzing achievement data effectively, creating data-driven lessons, and sharing best practices in instructional delivery and assessment.

Budget Total: **\$140,107.00**

Acct Description	Description
Coach	Reading Coach will provide professional development to teachers and support teachers in best practices, data analysis, and standard based differentiated instruction.
Coach	(Dissolved) Math Coach will provide professional development to teachers and support teachers in best practices, data analysis, and standard based differentiated instruction.
Single School Culture Coordinator	SSCC will provide professional development to teachers and work to improve the school culture and climate for all stakeholders by over seeing our SWPBS, displine, and school based team.

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

PBMA strives to empower parents and families through scaffolded support, to be well-equipped to support their child's academic achievement and skills for learning and life. PBMA is committed to involving parents in shared decision-making by effectively communicating instructional goals, creating an environment that is inviting for parents, and establishing the school as the center of 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
Chelsea Smith	Principal
Dionte Perry	Assistant Principal
Shari Cooper	Parent/Community Liaison
Linda Alphage, Valerie Owens, Lakeishe Robinson	Parents
Steve Casenza	CFOO
Karen Lythgoe	Mayor of Lantana
Kathleen Dominguez	Town of Lantana Clerk
Commander Mitchell	Lantana Police Department
Laura Castello	Single School Culture Coordinator
Jaqueline Ellis	Parent
Alexandra Mannino	Parent
Norma Perez	Parent
Ketthe Jean Baptiste	Parent
James Coliers	Parent

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

Notices are sent to families and teachers to assist in the development of the CNA. Data from the CNA is analyzed and used to create representation for stakeholders. Stakeholders are selected based off requests to administration and parent liaison. Administration also seeks out input and representation from parents who are observably highly involved with the school. Representation from members of the Town of Lantana are solicited by administration as well as the Lantana PD.

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

Stakeholders - parents, staff, community members - met to discuss schoolwide data, needs, and any ideas to best support student achievement. Stakeholder input has been incorporated into the CNA, the SWP, the School-Parent Compact, and the PFEP. The leadership team met on 2/9/24, staff met on 2/19/24. Parents, staff, and community members met 2/20/24. A similar process will be utilized for the 2024-2025 school year.

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

During CNA meetings, stakeholders reviewed data and trends and provided input on how Title I funding will support parent and family engagement. Data collected is used by the administrative team to develop targeted support to build the capacity of families to support learning at home in order to improve student academic success through hands-on trainings. Outcome: Additional support needed for staff to increase student achievement, improve school culture, improve communication/school to home connection, and support parents in building their capacity to support at home learning- reading, math, and technology coaches, Single School Culture Coordinator, paraprofessional, and parent liaison staffed. Targeted hands on training to be provided to parents. Resource teacher to continue to support students in need of supplemental instruction.

Name	Title
Steve Casenza	CFOO
Chelsea Smith	Elementary Principal
Shari Cooper	Parent Liaison
Dionte Perry	Assistant Principal

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 3, 2024 at 5:00 in the Cafeteria.

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

Parents will receive an email, in multiple languages, and invitations will be sent via Jupiter Ed, will be notified via our weekly video, Facebook. Additionally calls to parents without email access will be made.

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

Resources will include the FY 25 Compact, FY25 PFEP Summary, Annual Meeting powerpoint, agenda, evaluation, question and answer session.

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**

Parent Engagement and Partnerships

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

Staff will learn and be able to implement effective communication with families and build rapport and relationships to increase student success. Staff will be able to effectively use the various modalities of communication (email, JupiterEd, phone, newsletters, in person and Google Meet conferences) and be able to effectively document communication (1051 conference form).

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

This training will have a positive impact on school to home communication and parent involvement in their child's education. Increased communication and collaboration between staff and families will increase student achievement and promote positive behavior.

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

JupiterEd messages, emails, newsletters, 1051 conference forms.

• **Month of Training**

August

• **Responsible Person(s)**

Shari Cooper

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Instilling a Positive School Culture and Climate for Families

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

Staff will be able to implement our school wide positive behavior support plan to instill a positive school culture and climate, decreasing discipline issues and promoting positive character. Staff will build capacity on how share our SWPBS with families for both the positive and negative behaviors to increase their engagement in their child's day to day school life by using common language and linking all behaviors to our core anchors.

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

Engage families in collaboration with staff to foster a positive school culture and climate through our school wide positive behavior support plan to instill positive behaviors and increase school to home connection.

- What will teachers submit as evidence of implementation?

JupiterEd, newsletters, conference notes shared with families discussing our SWPBS and core anchors to engage families in promotion a positive school wide culture and climate.

- Month of Training

August

- Responsible Person(s)

Laura Castello

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Increasing School to Home Connection for Student Success

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

To support student learning at home, families will be able to assist their child with logging into online supplemental programs and working with them on individualized learning paths. Families will be able to provide academic support utilizing supplemental online programs and teacher designed resources.

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

Families will be provided with a chromebook to explore online programs with their child. Staff will circulate to provide scaffolded support to families on how to effectively utilize programs to increase capacity to support at home learning.

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

Increased capacity to effectively use online supplemental programs in both the school and home setting.

- Date of Training

October 3, 2024 at 5:00 in the Cafeteria

- Responsible Person(s)

Ms. Flammia & TBD Math Coach

- Resources and Materials

Chromebooks, Powerpoint, SMART board, handouts detailing grade level expectations and how to support learning at home.

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Understanding your Child's Report Card and How to Monitor your Child's Progress

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

Families will learn how to access student data and how to monitor their child's progress. Families will learn how to interpret their child's report card and the grade level expectations and goals for each trimester.

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

Families will be able to login to student portal to review their child's data and be able to ask staff questions in regards to their child's performance.

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

Build capacity to interpret report cards and be able to monitor their child's progress to increase school to home connection and provide more support in areas of need.

- **Date of Training**

November 14, 2024

- **Responsible Person(s)**

Ms. Flammia & TBD Math Coach

- **Resources and Materials**

Chromebooks, Powerpoint, sample report cards

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Statewide Assessments (STAR K-2, FAST 3-5)

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

Families will gain knowledge on how the statewide assessment is administered, what standards are assessed, and the impacts on promotion and retention. Families will be provided resources on how to help prepare their child for the statewide assessments.

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

Families will be available to review their child's PM 1 and 2 data and discuss the goal for PM3 and the impact of promotion and retention. Staff will be available to answer questions and discuss data.

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

Build capacity in family's understanding of the required statewide assessments and the impacts on promotion and retention and understanding their child's performance. Increase school to home connection.

- Date of Training

February 6, 2025

- Responsible Person(s)

Laura Castello

- Resources and Materials

SMART board, powerpoint, chromebooks, handouts

- 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

McKinney Vento

- Describe how agency/organization supports families.

School Based Team works with the school district's McKinney Vento Program to provide educational supports to students experiencing homelessness with a variety of needs.

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

MVP Referrals, 1051 conference forms, Emails with MVP department.

- Frequency

Ongoing as families are identified.

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

- Name of Agency

Kiwanis Club Hypoluxo/Lantana

- Describe how agency/organization supports families.

Award ceremony at the end of every trimester - "BUGS" for each child who brings up his/her grades. Assemblies are held each trimester and students receive a certificate and special pencil. Club also puts together Thanksgiving Dinners for distribution to our neediest families.

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

Certificates, Photos of award ceremony, Kiwanis meeting invitation

- Frequency

3 times per year

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

- Name of Agency

Town of Lantana

- Describe how agency/organization supports families.

Town of Lantana supports PBMA families with various activities in the community and also donates school supplies for families in need.

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

Emails with Town Clerk, Town of Lantana/PBMA collaboration events, Photos.

- Frequency

ongoing

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

Families will learn about our Title I program through our Annual Meeting held in October. Throughout the year parents will receive information through our student planners, website, Facebook page, Jupiter Ed, email and text messages. Families will also receive information through handouts and grade level newsletters. Families will be invited to attend parent trainings throughout the school year.

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

Invitations, agendas, newsletters.

- Description

PBMA will hold various parent nights to inform families of curriculum goals, grade level standards, and proficiency levels which include, curriculum night and hands on trainings. Parent conferences take place as needed or at the request of the parent or teacher. Board meetings are published on the school website and parents of students' in ESE/ESOL receive timely notices of meetings. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese.

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

Curriculum Night presentations, Board Meeting invitations, 1051 conference forms.

- Description

PBMA will hold various parent nights to inform families of academic assessments and how to progress monitor their child's academic performance. Parents will also receive information through handouts, translated into Spanish, Haitian-Creole, and Portuguese. Parents receive training on how to interpret the report card and what skills students need continued support in to show proficiency. Statewide assessment training and communication will be provided. Parents are provided with training and written step by step directions on how to login to Clever and Performance Matters to keep up to date on assessments and student performance.

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

Invitations, agendas, handouts, evaluations.

- Description

Families are invited to attend multiple parent trainings throughout the school year on various topics to become better equip to support their child's academic achievement. Families are invited annually to attend Title I Annual Meeting and Comprehensive Needs Assessment Meeting. Families are invited via email (Jupiter Ed), facebook, and student agendas. Stakeholders are encouraged to attend monthly Board Meetings posted on our school's website.

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

Invitations and screenshots/photos of our facebook, student agendas, etc.

- Description

Trainings will take a place at a variety of dates and times during the school year. We will offer both in person training, training via Google Meet, and recordings will be available. Presentations will be sent to families to remove barriers for attendance.

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

Invitations, Powerpoints, and screenshots/recordings of Google meets.

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**

Translators are available at meetings and available for phone calls and conferences. Families have been provided instructions on how to translate the website, and Facebook and YouTube.

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

Youtube video on how to translate: <https://youtu.be/XhUm1TLw3ZU> Sign in sheets, conference notes showing translator participated.

- **Description**

The school facilities are wheelchair accessible. Handicap restrooms available. Speech to text available.

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

Photos of handicap ramps and bathrooms.

- **Description**

Referrals made through SBT. SBT meeting held, followed with conference with family and School Counselor to discuss needs and what services are available to them. Our school counselors reach out to assist and provide uniforms, school supplies etc. when needed. We also work with the school district migrant department in working to provide services or with finding local services.

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

Conference notes with student demographics, signatures of those participating in conference, summary of discussion on needs and supports, brochure, and emails.

- **Description**

Housing questionnaires reviewed and referrals made through SBT. SBT meeting held, followed with conference with family and School Counselor to discuss needs and what services are available to them. A brochure with information is available to assist with connecting to community resources. Collaborate with McKinney/Vento Department in working to provide services and with finding local services.

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

Conference notes, application, brochures, district emails, housing questionnaires

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

PBMA has a full time School Counselor and a full time Licensed Mental Health Counselor. These counselors serve a variety of needs including career readiness, anti-bullying initiative, an anonymous mailbox, finding support services for students and families in need, individual and group counseling, coordinating with outside agencies, involvement with the School Based Team and School Nurse, monitoring attendance, referring parents and students to appropriate outside agencies, and acting as a liaison for families and students with difficulties, whether personal or academic. Social emotional development is implemented through the Monique Burr Foundation and our SLL curriculum to promote character education. PBMA has a full-time School Nurse (RN) who cares for children on a daily basis for everything from cuts and scrapes to obtaining additional medical care if needed, providing or finding support services for students and families. Our School Nurse teaches healthy habits with students including hand-washing, dental care, etc. School Nurse coordinates with the Health Department, School District, and Heiken Vision to extend health care for students. School Nurse collaborates with the School Based Team and 504 Plans, monitoring attendance and monitoring/dispensing medications, and acting as a liaison for parents and students with difficulties, whether personal or academic. School nurse manages medications, student illnesses, allergies and special circumstances and does vision and hearing screenings. She acts as a liaison for parents to outside services, such as, Children's Home Society - CINS/FINS Youth and Family Counseling, Chrysalis Health, and the Mental Health Association. To integrate marine and maritime studies, students go on a variety of field trips, including, Jupiter Lighthouse, the Everglades, MacArthur Park, Gumbo Limbo, Lion Country Safari, Sandoway Discovery Center, Palm Beach Science Center, Palm Beach Zoo , Jupiter Lighthouse, Manatee Lagoon. Goal: Create a learning environment that allows students to thrive socially and academically in a safe school culture and climate. Expectations for Staff: All staff consistently teach, give specific feedback, and respectfully redirect all students and use PBMA common language. Make data-based decisions for school wide behavior. Expectations for Students: Be Respectful - Students are expected to treat staff and fellow students with respect, to be courteous, polite, and to follow school policies and directions of staff. Be Responsible - Students are expected to be responsible for themselves, the school environment, and supplies. Be Ready- Students are expected to be on time, prepared, and ready to learn.

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

Our School Based Team processes initial and mandatory referrals, generates and oversees supplemental plans, and generates intensive (Tier 3) plans. The primary role of the SBT is to investigate underlying deficits in all areas including academics, behavior, attendance, and social emotional issues that may be contributing to the academic or behavioral concern. Tier 2 is provided in addition to effective core instruction and behavioral supports to individual students or groups who need additional instructional and/or behavioral support. Weekly progress monitoring is implemented. Parents are notified of decisions made during problem solving. Review dates for tier 2 intervention plans are generally scheduled 6-8 weeks from the current meeting date. Our SBT evaluates a student's rate of progress and response to the intervention before developing a more intensive plan of action or modifying the existing supplemental plan. If a student did not reach his/her goal, the SBT may decide to develop a tier 3 intervention plan. This intensive support is in addition to the core and supplemental supports. Progress monitoring and parent notification continues for 6-8 weeks. If the student is not progressing, the team decides if existing plans need to be modified or refer to the child study team. When referring to the child study team, the team is making a decision that a comprehensive evaluation is needed. Interventions do not stop once a child is referred for a comprehensive evaluation. Our school's ESE contact sets up a meeting to gain consent for this evaluation if needed. Students receiving tier 2 support receive a supplemental 30 minutes of daily instruction outside of the mandated 90 minute reading block. Research based interventions are implemented. Intervention is determined by the school based team and students are progress monitored each week and the team reconvenes every 8 weeks to review data and make RtI decisions. Students in tier 3 receive the 30 minutes of daily supplemental instruction and an additional 10-15 minutes of intensive support daily which is generally 1 on 1.

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
- Opportunities to extend learning time.

(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.
- 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

PBMA utilizes a variety of assessment and diagnostic data, and teacher-prepared tests to determine courses. Students receive supplemental instruction in the classroom or work with the SAI teacher when needed. Instructional coaches monitor lesson plans and their alignment to standards. PBMA students are offered a variety of experiences to contribute to a well-rounded education. Our 5th grade patrols go St. Augustine annually. Students go on a variety of field trips. Some of these include Jupiter Lighthouse, the Everglades, MacArthur Park, Gumbo Limbo, Lion Country Safari, Sandoway Discovery Center, Palm Beach Science Center, Palm Beach Zoo , Jupiter Lighthouse, and Manatee Lagoon. Students with academic deficiencies participate in afterschool tutoring at no cost to parents. All students are offered art, PE, Media, Maritime, and STEM as part of our Fine Arts program.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

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

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

1. Post-Secondary Opportunities and Workforce Readiness

PBMA holds a Career Day annually which is organized by our School Counselor. Families, community members, and professionals conduct presentations on their careers, students can gain interest and set career goals to work towards.

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

PBMA schedules numerous open houses to explain our program to potential families. PBMA holds an annual Kindergarten Roundup in April or May for incoming kindergarten parents. Teachers review expectations for the first day of school, routines etc. Parents are given a tour of the school including the classrooms, cafeteria, fine arts, and classrooms. Teachers review lunch procedures, arrival and dismissal, safety protocols, before and after care, how to schedule a conference, "Who's Who" in terms of parent needs, and translators are available. Parents are allowed to walk their child to class for the first two days to increase both their and the child's comfort level and to meet the teacher if they haven't already. On the Friday before school starts, we hold a "Meet the Teachers" day when parents and students can come in, meet their teachers, and explore their classrooms. Within the first several weeks of school, PBMA holds "Curriculum Night". Parents follow their child's schedule and receive information from teachers regarding classroom and homework policies, and curriculum information. Our ESE and ESOL Coordinators are available to families to provide information on programs.

Professional Development

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

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

1. Professional Development

Staff and administrators participate in a great deal of staff development, both at the school, the district, and at the state level. PBMA staffs a Single School Culture Coordinator and academic coaches to assist with professional development, teacher mentoring. Reading and STEM Coaches lead PLCs and provide ongoing staff development. An educator support program is in place to support new and struggling teachers. The school gives its Title II money to the School District and we participate in some of their staff development programs. Teachers are awarded in-service points for participation and follow-up work for both district and school-based workshops. PLCs are held regularly. All staff is provided with training and ongoing support in understanding ELL plans, IEPs and 504 plans, how to write a student's Present Level of performance, and how to meet the needs of ELL, ESE, and 504 students.

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

PBMA recruits from a variety of sources including Indeed, job fairs, and various advertisements. Upon completion of the interview process, if the school is interested, the applicant is pre-cleared by the School District regarding certification and fingerprinting and then completes all final District and school clearance including drug testing. Teachers receive a series of benefits including health insurance at no cost with the availability of paying for upgrades, a life insurance policy is provided at no cost, and a matched 403B retirement plan. All new teachers receive a mentor and are enrolled in the educator support program, if applicable. Team meetings, department meetings, and Professional Learning Community meetings gives teachers the opportunity to collaborate with their peers and administrators. Administrators maintain an "open door" policy and teachers are free to come to "chat" when the need arises. We also have a full-time Human Resources Director available for staff needs. Professional Development and support is ongoing and easily accessible.