
Title I Comprehensive Schoolwide Plan
EGRET LAKE ELEMENTARY SCHOOL (2101)

ELA

1. List prioritized needs statements.

FY25 PM #2 FAST Data indicates 75% of 3rd - 5th grade students are performing below level 3. FY25 STAR Early Literacy/Reading indicates 76% (Grade 1) and 55% (Grade 2) students are not on track to meet grade level expectations.

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

Constant distraction and misbehavior Scheduling of the instructional block. Strengthen classroom management, Content/standards/materials are not finished being taught until the end of the year. Needs for continues staff training and instructional support. Low student motivation, lack of attendance, limited understanding of phonics and vocabulary, lack of test taking strategies. Needs for more parent support at home on academics, attendance and positive behavior/motivation.

3. Share possible solutions that address the root causes.

Strengthen core (consistently follow scope and sequence and utilize district approved resources), Interactive word walls (update word walls as new words are taught and integrate the vocabulary words through out the day, use vocabulary words in sentences when writing and speaking), explicit daily instruction of vocabulary, vocabulary journals, reteach vocabulary daily. Provide time for students to apply skills collaboratively and individually. Continue to utilize Foundations, more pull out support (hire additional staff), need new computers, school/district supply headphones. Reschedule reading block to meet specific needs of this student population I.e. meet students where they are., address phases of promotion. Additional support staff needed (ESE, SAI Professional Development around small group and support to staff and families. Extended time for enrichment and remediation as well as the use of supplemental materials (print and web based). Parent training on ELA strategies that can be used at home.

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

• Communication

Class Dojo Google Classroom Phone Calls Conference Day (Trimester 1 & 2) Call Outs Translated information

• Parent Training

Navigating SIS Navigating Student Portal District Resources ELA strategies

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

- **School**

Provide both face-to-face and virtual parent nights with google meet. Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags. Incentivize students Continue to reach out to families to encourage family involvement.

- **Students**

Set goals for assessments Complete homework, classwork, and come to school ready to learn

- **Parents**

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS Incentivize the child to read more and speak fluently

- **Staff Training**

Implementation of Small Group Classroom Management Strategies Parent teacher conferencing

- **Accessibility**

Offer parent conferences at flexible times convenient for parents for all grade levels. Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Math

1. List prioritized needs statements.

FY25 PM #2 FAST Data indicates 80% of 3rd - 5th grade students are performing below level 3. FY25 STAR Early Literacy/Reading indicates 66% (Grade 1) and 51% (Grade 2) students are not on track to meet grade level expectations.

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

Retention of foundational skills (adding, subtracting, multiplying and dividing) Lack of fact fluency Comprehension of word problems and questions that require application of math concepts. Not consistently utilizing manipulatives Repetition and spiral review build in. Resource teachers are being pulled for testing and other assignments. Students do not get help consistently.

3. Share possible solutions that address the root causes.

Review of foundational skills Review and plan for math content Review vocabulary continuously. More time allot for use of manipulatives Repetition and spiral review build in. Consistent PD for staff More parent engagement in math strategy Implementation of small group

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

• Communication

Class Dojo Google Classroom Phone Calls Conference Day (Trimester 1 & 2) Call Outs Translated information

• Parent Training

Parent training on math strategies Navigating SIS Navigating Student Portal District Resources Math strategies

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

- **School**

Provide both face-to-face and virtual parent nights with google meet. Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags. Incentivize students Continue to reach out to families to encourage family involvement.

- **Students**

Set goals for assessments Complete homework, classwork, and come to school ready to learn

- **Parents**

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS and student assessment data in PM Unify Incentivize the child to read more and speak fluently

- **Staff Training**

Implementation of Small Group Classroom Management Strategies Parent teacher conferencing

- **Accessibility**

Offer parent conferences at flexible times convenient for parents for all grade levels. Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Science

1. List prioritized needs statements.

FY25 Winter Diagnostic Data indicates 69% of 5th grade students are performing below level 3.

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

Science is not taught with fidelity in lower grades. Lack of real life experiences and language barriers Some student have not learned how to read the text independently Not enough time to teach during the science block Teacher knowledge or comfort level of teaching science content Professional Development for Science

3. Share possible solutions that address the root causes.

Field Trips that connect to curriculum Science materials to conduct hand-on learning lessons Subscription to generation genius (science video lessons) Parent training on science strategies Build in schedule to teach science twice a week Science vocabulary instruction Parent training on science strategies

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

• Communication

Class Dojo Google Classroom Phone Calls Conference Day (Trimester 1 & 2) Call Outs Translated information

• Parent Training

Parent training on science vocabulary Navigating SIS Navigating Student Portal District Resources

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

• School

Provide both face-to-face and virtual parent nights with google meet. Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags. Incentivize students Continue to reach out to families to encourage family involvement.

- Students

Set goals for assessments Complete homework, classwork, and come to school ready to learn

- Parents

Attend meetings and communicate with teachers at least once a trimester Monitor their child's progress through SIS and student assessment data in PM Unify Incentivize the child to read more and speak fluently

- Staff Training

Implementation of Small Group Classroom Management Strategies Conducting science experiments to share with families Parent teacher conferencing

- Accessibility

Offer parent conferences at flexible times convenient for parents for all grade levels. Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families

Action Step: Classroom Instruction

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

Budget Total: \$97,814.50

Acct Description	Description
Resource Teacher	The Resource Teacher will provide differentiated instruction in K-5 math through push-in model.

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Post it Notes - assorted	1	\$35.50	General Supplies	Original	\$35.50
	Magnetic Reading Student books 3rd -5th	272	\$15.00	Instructional Materials	Original	\$4,080.00
	Copier paper	20	\$50.00	General Supplies	Original	\$1,000.00
	Math folders - 3rd -5th 48 count	6	\$106.00	General Supplies	Original	\$636.00
	Pencils -144 count	20	\$50.00	General Supplies	Original	\$1,000.00
	Adjustment - benefits credit and final allocation	1	\$4,036.00	General Supplies	Other	\$4,036.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Headsets- Use: For classroom use during small group rotations	300	\$10.00	Original	\$3,000.00	
	BT 515732- Reduced headsets to add collegial planning	-1	\$2,005.00	Budget Transfer	-\$2,005.00	

Action Step: Professional Learning

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

Budget Total: \$195,633.00

Acct Description	Description																																			
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>BT 515732- Science Teacher. After school collaboration with other region's science teachers on curriculum expectations</td> <td>1</td> <td>\$25.00</td> <td>1</td> <td>2</td> <td>14</td> <td>Certified</td> <td>Budget Transfer</td> <td>\$700.00</td> </tr> <tr> <td>BT 515732- K-5 ELA, math and science new teachers. Intensive afterschool preschool onboarding collaboration on curriculum and classroom management</td> <td>8</td> <td>\$25.00</td> <td>2</td> <td>2</td> <td>1</td> <td>Certified</td> <td>Budget Transfer</td> <td>\$800.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	BT 515732- Science Teacher. After school collaboration with other region's science teachers on curriculum expectations	1	\$25.00	1	2	14	Certified	Budget Transfer	\$700.00	BT 515732- K-5 ELA, math and science new teachers. Intensive afterschool preschool onboarding collaboration on curriculum and classroom management	8	\$25.00	2	2	1	Certified	Budget Transfer	\$800.00								
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Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) will provide PD support on K-5 ELA, math, and science concerning standards, best practices, enrichment and interventions.																																			
Coach	The Reading Coach provide on-going PD and will lead in the implementation of K-5 ELA curriculum and coaching cycle to improve instructional practices.																																			
Out-of-system PL Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>The substitutes are for core content teachers in grades K -5th. Teachers will attend data chat for planning for small group instruction, interventions, and retention.</td> <td>5</td> <td>\$18.00</td> <td>3</td> <td>6</td> <td>1</td> <td>Non-Certified</td> <td>Original</td> <td>\$1,575.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	The substitutes are for core content teachers in grades K -5th. Teachers will attend data chat for planning for small group instruction, interventions, and retention.	5	\$18.00	3	6	1	Non-Certified	Original	\$1,575.00																	
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Action Step: Parent/Family Engagement

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

Budget Total: \$7,877.00

Acct Description	Description								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The substitutes (day-to-day) will be utilized in order for the K-5 teachers to participate in the schoolwide Parent Conferences/Data Chats. The target date is TBD.	9	\$18.00	4	6.5	1	Non-Certified	Original	\$4,095.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Dice for math games- Family night	16	\$5.00	Manipulatives		Original	\$80.00		
	Highlighters-12 pack	5	\$15.00	General Supplies		Original	\$75.00		
	Folders pocket- for activities-pack of 12	23	\$15.00	General Supplies		Original	\$345.00		
	Copier paper - case	10	\$50.00	General Supplies		Original	\$500.00		
	Card stock	8	\$50.00	General Supplies		Original	\$400.00		
	Pencils - 144 pre-sharpened	3	\$40.00	General Supplies		Original	\$120.00		
	Ink for parent data reports, communication, and trainings	2	\$497.50	Technology		Original	\$995.00		
Ziplock bags - various sizes	10	\$10.00	General Supplies		Original	\$100.00			

Acct Description	Description									
Enrichment Contracts	<table border="1"> <thead> <tr> <th data-bbox="422 204 1503 293">Item</th> <th data-bbox="1507 204 1650 293">Quantity</th> <th data-bbox="1654 204 1793 293">Rate</th> <th data-bbox="1797 204 1925 293">Type</th> <th data-bbox="1929 204 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
S.T.E.M. Night with the Science Museum; Target Date: 4/20/26; Science museum comes to campus and provides hands on learning for students and their families.	1	\$600.00	Original	\$600.00						
Postage	<table border="1"> <thead> <tr> <th data-bbox="422 430 1539 519">Item</th> <th data-bbox="1543 430 1686 519">Quantity</th> <th data-bbox="1690 430 1808 519">Rate</th> <th data-bbox="1812 430 1940 519">Type</th> <th data-bbox="1944 430 2024 519">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Parent communication about meetings, trainings, SAC, and curriculum nights for SY25-26	600	\$0.73	Original	\$438.00						

Mission Statement

1. Mission Statement

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are committed to educating, affirming and inspiring students in our school . As a school we will partner with parents to empower each student to reach his or her highest potential and experience personal and educational success. By working with families we will be able to provide students with a greater opportunity for learning and to prepare them with strategies to be college and career ready. Our school is dedicated to empowering parents and families, enabling them to actively support their children's cognitive and life skill development. We aim to achieve this by strengthening partnerships across the district, school, families, and the community through consistent communication, resource support, and targeted training.

Involvement of Stakeholders

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	Assistant Principal (AP)
Jennifer Billings-Hornsby	Single School Culture Coordinator (SSCC)
Angie Vyas-Knight	Parent
Guia Macayanan	Parent

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

All parents are invited (flyers, online invites) to attend school sponsored meetings. Leadership decided who among the staff will represent during the stakeholders input meeting. SAC has oversight mandate for Title I SWP changes. During the first meeting of SAC procedures of voting members will be decided on by the leadership and parents in attendance.

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

All parents were invited. Stakeholder meeting was held in the spring. Inputs about the SWP, compact, PFEP were recorded in the input meeting template. Compliance evidence for steps 1, 2 and 3 meeting were submitted to Federal and State Programs Department. Future changes in the SWP will be discussed and approved during the SAC meetings.

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

In the spring, stakeholders analyze the data, barriers, and use those to decide that Title I allocation be used for parent training supplies, refreshment, substitute during parent teacher conferences and postage.

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	AP
Jennifer Billings-Hornsby	SSCC
Angie Vyas-Knight	Parent
Guia Macayanan	Parent

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Date: Wednesday, September 3 at 6:00 p.m. Time: 6:00 PM Location: Hybrid (Media Center & Online)

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 be notified by parent link, Schoolwide Dojo, Flyers/Invitations will be sent home by students.

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

Electronic documents (google form) for sign in or hard copy sign in sheet, agenda, PPT presentation, handouts (hard copy) or electronic, webcam w/microphone, translators (Spanish, Creole)]. Computer, paper and pens are some supplies needed.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effectively Communicating with Parents

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

Provide training for teachers to effectively communicate school related information such as Progress Reports, Grades, MTSS, IEP and 504 information.

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

Review of professional expectations and provide guidelines on how to talk to families in order to build proficiency in meaningful parent communication. How to explain programs and interventions to families and SIS Gateway Parent Access Increased support from parents on student education

- What will teachers submit as evidence of implementation?

Conference Notes

- Month of Training

August 26, 2025

- Responsible Person(s)

Tiana DuPont-Roundtree

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting struggling students with interventions and how parents can support their children at home

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

Using MTSS (Multi-Tiered Systems of Support) effectively, using the strategies both school and home.

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

Sharing intervention data, goals and strategies with parents. Supporting them with setting goals with their children.

- What will teachers submit as evidence of implementation?

School Based Team (SBT) Conference Notes

- Month of Training

September 2025

- Responsible Person(s)

Jennifer Billman-Hornsby

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Training #1: BEST ELA & Writing (Grades K-5)

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

To support student learning at home, per CNA feedback, principal survey to staff and parents, parents will be able to assist students with ELA and Writing strategies. Also for parents to reinforce the skill that their students are learning in class.

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

During the training, staff will provide parents with resources on how to support their child(ren) at home and practice using them. Parents will learn how to monitor their child's progress through SIS.

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

With parental support the expected impact is an increase in proficiency in ELA/Writing (at least 2% from PM #1 to PM# 2).

- Date of Training

October 8, 2025

- Responsible Person(s)

Sharon James-Burton (Literacy Coach)

- Resources and Materials

Smartboard, invitation, agenda, copy of standards, sample reading strategies.

- Amount (e.g. \$10.00)

See PFEP supplies

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Training #2: BEST Mathematics & Science (Grades K-5)

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

To support student learning at home, per CNA feedback, principal survey to staff and parents, parents will be able to assist students with math and science strategies. Also for parents to reinforce the skill that their students are learning in class.

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

During the training, staff will provide parents with resources on how to support their child(ren) at home and practice using math and science strategies. Parents will learn how to monitor their child's progress through SIS.

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

With parental support the expected impact is an increase in proficiency in mathematics (at least 2% from PM #1 to PM# 2) and science (at least 2% from FY24 PM #3 to FY25 PM #3.)

- **Date of Training**

November 8, 2025

- **Responsible Person(s)**

Bernadette Colanero (Math Resource)

- **Resources and Materials**

Smartboard, invitation, agenda, copy of standards, sample mathematics strategies shared

- Amount (e.g. \$10.00)

See PFEP supplies

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Training #3: Parent Data Night

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

To support student learning at home, parents will be able to assist students in taking and practicing sample Florida Assessment of Student Thinking (FAST) questions. Also for parents to reinforce the skill that their students are learning in class

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

This training will provide parents with the opportunity to view and practice with sample assessment items. Parents will be shown how to navigate the state website for assessment resources.

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

With parental support the expected impact is an increase in proficiency in English Language Arts, Mathematics and Science (at least 2% from FY24 PM #3 to FY25 PM #3.) reinforcing that all are together in improving student achievement.

- Date of Training

January 14, 2026

- Responsible Person(s)

Jennifer Billman-Hornsby (SSCC)

- Resources and Materials

Smartboard, Invitation, agenda, and sample practice items

- Amount (e.g. \$10.00)

See PFEP supplies

Coordination and Integration

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

- Name of Agency

Back to Basics Angel Program

- Describe how agency/organization supports families.

Back to Basics supports families by providing school uniforms for both male and female students.

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

Partnership letter or email; The uniforms are picked up over the summer and we showcase this partnership through Social Media

- Frequency

Annually

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department support families by providing Translator during meetings. Strategies and resources through the district's website.

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

Translator's log, ELL meetings invite, agenda

- Frequency

As needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

The ESE Department support families by providing administrative support and IEP (ESE learning strategies & accommodations) support during meetings. Strategies and resources through the district's website.

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

ESE meeting invite, Meeting Notes and emails.

- Frequency

As needed

Communication

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

Title I meeting, Stakeholders Meeting and SAC meetings: Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the training.

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

Flyers and parent link message sent

- Description

Open House, Curriculum Nights and SAC Meetings: Egret Lake will inform parents regarding performance levels by ClassDojo, Parent/Teacher conferences, B.E.S.T parent training.

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

Conference notes, ClassDojo printout, agenda, sign-in sheet and Presentations

- Description

SAC Meetings: Egret Lake will inform parents regarding performance levels by Schoolwide Class Dojo, Parent/Teacher conferences and/or Marquee.

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

Conference notes, ClassDojo printout, Data chat

- Description

Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the important meeting. All parent are invited to attend SAC. Stakeholder meeting will be help and all parent will be invited.

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

Flyer and parent link message sent, SAC documentation

- Description

Egret Lake will provide face-to-face or virtual parent trainings and/or meetings after school hours.

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

Data results from School Effectiveness Questionnaire (SEQ) survey, training schedules.

Accessibility

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

Have a translator for both Spanish and Creole at conferences and meetings to assist parents. Letter to parents will be translated.

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

Translated letter, Translator log, invitations

• Description

If necessary, to accommodate disabled families, we utilized district support (ex. deaf-and-hard of hearing, visually impaired, speech, etc.).

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

Communication with ESE Dept., Minutes from parent conference, IEP or 504 meetings.

• Description

Currently we do not have migrant students on the report. If necessary, to accommodate migrant families we will utilize the district's Migrant Office for support.

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

Sample email to the Migrant Office.

- Description

EGRET LAKE HAS DESIGNATED THE GUIDANCE COUNSELOR AS THE MCKINNEY VENTO CONTACT TO SUPPORT PARENTS EXPERIENCING HOMELESS, BY CONNECTING WITH SERVICES TO PROVIDE SUPPORT, TRANSPORTATION, UNIFORMS, CLOTHING, SUPPLIES AND FOOD IF NEEDED.

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

Sample McKinney Vento flyer, Phone call logs and/or notes

Other 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

1. Building Students' Non-Academic Skills

We are continuing implement the district initiative SLL to promote a positive classroom environment. We also continuing implementation of AVID (Advancement Via Individual Determination). Students have the opportunity to have exposure to a variety of colleges and universities through college tours and research on colleges of their choice. Each Friday staff and student can display their college pride by wearing a college t-shirt. Staff and students participate in growth mindset set activities. We have a school wide incentive plan where students earn points and incentives for positive behavior. We have Boys Town on campus, the counselor support students in behavior skills in grades K and 1. This year we are continuing the club called School Teacher of Tomorrow. The goal of the club is to interest students in the field of education early in their school experience by providing information about careers in education and opportunities to participate in experiences that develop the qualities and skills essential for successful teaching, as well as promoting a positive image of the teaching profession in their homes and communities. (Currently the counselor resigned and we are in the process of hiring her replacement).

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School Based Team (SBT) consists of: SBT Facilitator, ESE Contact, School Administration, SAI teacher, Interventionist, Classroom Teacher, School Psychologist, Speech/Language Pathologist, and School Counselor. SBT meets at least one day a week to review and discuss screening data, diagnostic data, and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic and/or behavioral targets. The identified students are offered supplemental interventions and monitored over time. Those who fail to make adequate progress are referred to the problem solving team or SBT. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). In Supplemental Intervention (Tier 2) , students not making adequate academic progress in the core curriculum are provided with 30 minutes of targeted intervention that is matched to their needs. In Intensive Intervention (Tier 3), students receive individualized, intensive interventions for more than 30 minutes that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Behavioral Interventions begin with teacher initiated behavior plans and school-wide expectations (Core). Supplemental Behavioral Interventions (Tier 2) are implemented after Core behavior plans are not sufficient to improve student behavior. The team decides the targeted behavior and a plan is implemented which may include, but not be limited to, an individual behavior log. For Intensive Behavior Intervention (Tier 3), a Functional Behavior Assessment (FBA) is conducted and a Behavior Implementation Plan (BIP) is written and put into place. The team ensures the necessary resources are made available and all interventions are implemented with fidelity.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Egret Lake follows the districts scope and sequence for all content areas. Teachers meet weekly in PLCs to discuss but not limited too, assessment data, student behavior data, primary and secondary benchmark lessons, small group lessons and activities, attendance, and participation rate. Students are provided opportunity for intervention and tutorial support. We are an AVID school through projects and activities students have the opportunity to connect their learning to real world. Our school has continued with implementing our Disney Grant were able to put on Disney Kids productions. The grant has sunset, however through funds donated we able to continue to have the school productions.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Egret Lake is in its 10th year of implementation of Advancement Via Individual Determination (AVID). Each year students have a project that is on display for school and community to view on students aspirations/goals of what they want to be when they become adults. Following the philosophy of AVID students learn strategies and skills that prepare them for college and career readiness.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Our school offers an opportunity for parents of new kindergarteners to participate in Kindergarten Kickoff Training. Parents are shown a presentation on the day and life of a kindergartner at Egret Lake, provided the opportunity to tour the campus and visit a kindergarten classroom and are trained on district provided resources to assist the kindergartner's learning at home and how parents can assist their child with transitioning to school. Each year during pre-school (the week before students return to campus), parents have the opportunity to participate in "Meet and Greet" (meet the teacher).

Professional Development

1. Professional Development

Teachers are provided the opportunity to attend district trainings and SLL and AVID professional development. We follow the district's format for new teachers and meet with them monthly to discuss instructional strategies, best practices and how our school can support them. Each ESP participant is assigned a mentor and buddy. On going professional development is offered to all staff to increase teacher capacity and instructional competency and effectiveness.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We work closely with the district's Human Resource Department with regard to our staff vacancy. We utilize the district program Grow Your Own Teachers Program EPI program to assist in filling our vacancies. We also hire certified and experienced teachers, who will make a difference in our student's lives. We participate, when necessary in district sponsored job fairs. Our Single School Culture Coordinator (SSCC), Literacy Coach and Resource Teacher (Math) support all teachers with planning and are paired with new teachers to our school. We have weekly Professional Learning Community (PLCs) to support teachers with lesson planning, instructional strategies and coaching support. Team Leaders are rotated every two years to provide the opportunity for all teachers to have a leadership position on campus.