
Title I Comprehensive Schoolwide Plan
LOXAHATCHEE GROVES ELEMENTARY (1901)

ELA

1. List prioritized needs statements.

1. On the FY25 Checkpoint 3, 15% of the ELL students scored on grade level or above. 2. On the FY25 Checkpoint 3, 36% of the ESE students scored on grade level or above. 3. On the FY25 PM 2 State Assessment 38% of the 3rd graders scored on grade level or above 4. On the FY25 PM 2 State Assessment 47% of the 4th graders scored on grade level or above. 5. On the FY25 PM 2 State Assessment 50% of the 5th graders scored on grade level or above

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

Language Barrier & Lack of Background knowledge Lack of Staffing(ESE Vacancy) Attendance Not aligning programs with needs of students for iii and general instruction. No ELL services in Kindergarten Limited time for small group instruction and differentiation Parents lack the knowledge and resources to support student learning at home Lack of time and personnel to provide additional interventions for students Time for remediation and enrichment is limited

3. Share possible solutions that address the root causes.

1. Create an on going Attendance incentive program. 2. Use Title 1 funds to purchase teachers/tutors to provide differentiated instruction to targeted students with supplemental resources 3. Building capacity of parent on learning strategies that can be done at home. 5. Provide extended learning opportunities through tutorial/tutors 6. Provide instructional materials, supplies, and supplemental resources to support instruction and student learning 7. Professional Development for continued growth

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

• Communication

1. Continue the use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families will be invited to school events that support literacy. 4. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress.

- **Parent Training**

1. Provide information to Parents who do not speak English on English Language courses held at area high schools. 2. Parent training to find and use the Parent Portal. 3. Mental Health awareness and resources 4. Public library services 5. Literacy Night

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

- **School**

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

- **Students**

1. To attend school daily, on time, prepared and dressed in a school uniform. 2. Take care of their supplies and materials. 3. To do his/her best to complete all assignments and to ask for help when needed. 4. To make choices that are respectful, responsible and safe. 5. To report dangerous situations or problems to the school staff or their family. 6. To take pride in the school, home and community. 7. Be the very best Loxahatchee Lion that I can be every day.

- **Parents**

1. To ensure their children attend school on a daily basis, on time, prepared with the appropriate material and dressed in a school uniform. 2. To communicate with my child's teacher using email or Dojo. I will also respond to my child's teacher/school in a timely fashion. 3. To read to their children or have them read nightly for at least 20 minutes. 4. To limit television, video game and computer play time. 5. To support my child's learning by ensuring that he/she has proper rest, nutrition and attends school on time daily. 6. To check their child's backpack nightly. 7. To attend parent/teacher meetings, Parent Workshops and school-wide events during the school year. 8. To support my child's class/school, I will volunteer in my classroom/school and provide assistance with homework as necessary.

- Staff Training

1. Access to translation services 2. Training on Class Dojo 3. Teachers will learn skills and strategies to build parent capacity to support student learning at home.

- Accessibility

1. ELL parent night-welcome inclusive school 2. Flexible Scheduling 3. Care Team 4. Lunch Bunch 5. Translation for meeting, flyers and phone calls. 6. Handicap parking and ramps are available for school accessibility.

Math

1. List prioritized needs statements.

1. On the FY25 Checkpoint 3, 26% of the ELL students scored on grade level or above. 2. On the FY25 Checkpoint 3, 47% of the ESE students scored on grade level or above. 3. On the FY25 PM 2 State Assessment 31% of the 3rd graders scored on grade level or above. 3. On the FY25 PM 2 State Assessment 11% of the 4th graders scored on grade level or above. 4. On the FY25 PM 2 State Assessment 27% of the 5th graders scored on grade level or above.

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

1. Lack of foundational math skills 2. Lack of knowledge of math Vocabulary 3. Student inability to read the math questions. 4. Lack of parent knowledge regarding how to help their children with Math at home. 5. Lack of Math Fluency

3. Share possible solutions that address the root causes.

1. Provide instruction in basic math skills, resources provided as needed. 2. Create a school wide plan to via teacher collaboration to address the lack of math vocabulary. 3. Build parent capacity on learning strategies that can be done at home 4. Provide Resource teachers and academic tutors to support small group instruction, interventions 5. Provide extended learning opportunities through tutorial/tutors 6. Provide instructional materials, supplies, and supplemental resources to support instruction and student learning 7. Technology based curriculum that are age appropriate

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

- Communication

1. Continue the use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress.

- Parent Training

1. Parent support for math at home 2. STEAM nights 3. Open House-class expectations 4. Mental Health awareness and resources

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

- School

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

- Students

1. To attend school daily, on time, prepared and dressed in a school uniform. 2. Take care of their supplies and materials. 3. To do his/her best to complete all assignments and to ask for help when needed. 4. To make choices that are respectful, responsible and safe. 5. To report dangerous situations or problems to the school staff or their family. 6. To take pride in the school, home and community. 7. Be the very best Loxahatchee Lion that I can be every day.

- Parents

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- Staff Training

1. PLC meetings designed to share math resources and the LGES plan for math vocabulary instruction.

- Accessibility

1. Provide parents school communication in their native language. 2. Handicap parking and ramps are available for school accessibility. 3. ELL parent night - welcome inclusive school 4. Flexible Scheduling 5. Care Team 6. Lunch Bunch

Science

1. List prioritized needs statements.

On the Science Fy25 Winter Diagnostic, 62% of the 5th graders scored on grade level or above.

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

1. Lack of knowledge of Fair Game Benchmarks 2. Lack of knowledge of scientific terms. 3. Lack of instruction with hands on material. 4. Parent lack the knowledge to support Science at home

3. Share possible solutions that address the root causes.

1. Ensure the Fair Game Benchmarks are taught in 3rd & 4th grade. 2. Establish a process for reteaching the Fair Game standards to the 5th graders that need it. 3. Establish a process for teaching the grade level science vocabulary at each grade level K-5. 4. Establish a school wide plan via teacher collaboration for hands on science activities aligned to the Science Scope and Sequence. 5. Build parent capacity to support Science

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

• Communication

1. Continue to use of class Dojo to communicate with parents as needed. 2. Use Parent link to communicate with parents as needed. 3. All families are welcome to attend meetings. We will continue to inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

1. STEAM Nights 2. Access to AI programs

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

• School

1. To provide a safe environment conducive to learning. 2. To provide a high-quality curriculum and instruction that enables the students to meet or exceed the state standards. 3. To communicate on a regular basis through the use of: Class Dojo, email, Parent Link system, monthly newsletters the school's website and social media. 4. Staff will respond to all parents' questions within 24 hours. 5. To promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved. 6. Provide trainings to parents in order to their support their children. 7. Provide STEAM instruction which focuses on the 4 Cs, Communication, Critical thinking, Collaboration and Creativity.

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- **Staff Training**

1. PLC meetings designed to share science resources and the LGES plan for science vocabulary instruction and hands on science projects.

- **Accessibility**

1. Provide parents school communication in their native language. 2. Handicap parking and ramps are available for school accessibility.

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: \$217,550.00

Acct Description	Description																																				
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 212 1266 337">Item</th> <th data-bbox="1266 212 1413 337">Quantity</th> <th data-bbox="1413 212 1577 337">Rate</th> <th data-bbox="1577 212 1772 337">Supply Type</th> <th data-bbox="1772 212 1902 337">Type</th> <th data-bbox="1902 212 2030 337">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 337 1266 451">General Supplies: Copy paper, cardstock, markers (including dry erase), crayons, pens, pencils, flip chart paper, stickies.</td> <td data-bbox="1266 337 1413 451">1</td> <td data-bbox="1413 337 1577 451">\$353.00</td> <td data-bbox="1577 337 1772 451">General Supplies</td> <td data-bbox="1772 337 1902 451">Original</td> <td data-bbox="1902 337 2030 451">\$353.00</td> </tr> <tr> <td data-bbox="430 451 1266 581">Adjustment - benefits credit and final allocation</td> <td data-bbox="1266 451 1413 581">1</td> <td data-bbox="1413 451 1577 581">\$2,923.00</td> <td data-bbox="1577 451 1772 581">General Supplies</td> <td data-bbox="1772 451 1902 581">Other</td> <td data-bbox="1902 451 2030 581">\$2,923.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	General Supplies: Copy paper, cardstock, markers (including dry erase), crayons, pens, pencils, flip chart paper, stickies.	1	\$353.00	General Supplies	Original	\$353.00	Adjustment - benefits credit and final allocation	1	\$2,923.00	General Supplies	Other	\$2,923.00									
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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: \$3,320.50

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Teachers will provide support to parents during parent engagement trainings.	5	\$25.00	1	2.5	3	Certified	Original	\$938.00	
	CLF will provide translation services during parent engagement trainings.	1	\$27.00	1	2	3	Non-Certified	Original	\$159.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Refreshments - Food for three Parent Trainings	300	\$3.00	General Supplies		Original	\$900.00			
	STEAM materials/manipulatives for Parent Training	1	\$800.00	General Supplies		Original	\$800.00			
	General Supplies: Copy paper, cardstock, markers (including dry erase), pens, pencils, crayons, stickies, flip chart paper.	1	\$143.50	General Supplies		Original	\$143.50			
	Adjustment - benefits credit and final allocation	1	\$11.00	General Supplies		Other	\$11.00			

Mission Statement

1. Mission Statement

Loxahatchee Groves Elementary School mission is to engage and empower all of our students and families in a STEAM education in order for them to reach their highest potential. We will foster each child's skills for life and learning development by strengthening school-family-community partnerships through effective communication, resource support, training, decision-making, and encouraging families to become active participants in their child's educational process.

Involvement of Stakeholders

Name	Title
Richard Myerson	Principal
Juliana Bradley	Assistant Principal
Macie Ramirez	Teacher/SAC Chair
Carrie Sellari	PTO President
Jennifer Tetreault	ELL Teacher
James Stafford	Business Partner
Angel Cisneros	Parent
Lisamarie Sapp	Teacher

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

Mr. Myerson sought out school leadership. Mr. Myerson worked with the SAC Committee as these parents were selected by other parents to represent them earlier in the year. These people have a complete picture of the total school and a history of working well with families. I also had the business partner from our SAC involved in this process as he bring his knowledge of the community to our group.Plans for CNA steps 1, 2 and 3 were set. All staff and parents were invited to attend the input meetings. All stakeholders are invited to the meeting through ParentLink and e-mail invitations. There was no election of members during CNA stakeholders meeting.

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

All members of this team meet with their family and school members to get input in our CNA, SWP, and PFEP. From there they helped to organize and summarize the information. Input from stakeholders were recorded in a template. Leadership Meeting Staff Meeting: February 5, 2025 at 8:00 am Staff Meeting - February 12, 2025 at 2:30 pm Parent/Community Stakeholder Meeting: February 19, 2025 at 5:30 pm CNA steps 1, 2, and 3 compliance evidence were submitted to the district.

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

Teachers, staff and families and community members attended the CNA meetings where school data and information in ELA, Math, Science and Family Engagement was shared. At those meetings input and suggestions were taken as well as they best way to spend the Title I money. Findings were recorded on the template. As a result of the meeting the following recommendation were made: 1. Hire 2 teachers to provide iii for students in grades K-5. 2. Hire tutors to work with children during the school day. 3. Materials, manipulatives, supplies, and refreshments for parent trainings 4. Staff support during parent trainings(Teachers, CLFs)

Name	Title
Richard Myerson	Principal
Juliana Bradley	Assistant Principal

Annual Parent Meeting

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

The Annual Parent Meeting will take place at 1:00 pm on October 8, 2025 in the school 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.).

The meeting will be advertised through a variety of means. We will use the Parent Link system to email all the families, we will use Class Dojo, the school marquee and the school's newsletter.

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

The following resources will be prepared for our meeting: Invitations (English, Spanish, Creole), Agenda, Sign-in sheets, PowerPoint presentation, Parent/Family Evaluation. During the Annual meeting we will discuss and share the following: 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; Parent's Right-to-Know and training opportunities for families. Technology, paper, pens and handouts will be needed. We will also provide a dinner for all parents and community members in attendance.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

SBT process, data tracking, time lines, decision tree, parent conferences

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

After this training, the teachers will be able to explain to parents the SBT process and their child's performance during a parent conference.

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

Parents will be aware of their child current level of performance and understand the SBT process

- What will teachers submit as evidence of implementation?

1. Agenda from training. 2. Sign in sheet 3. Presentation 4. Teacher conference notes from Parent meetings.

- Month of Training

September 10, 2025.

- Responsible Person(s)

School Admin and SBT Leader

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Teacher/Parent Communication

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

1. DOJO vs parent face to face conference. 2. Translation services

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

1. Parents will receive timely and effective communication about their child's progress.

- What will teachers submit as evidence of implementation?

1. Training Sign in and Agenda. 2. Sample of Dojo messages. 3. Sample of Conference Notes

- Month of Training

By end of September 2025

- Responsible Person(s)

School Admin

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Portal Access

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

Parents will be able to access their portal and share their child's current performance level with them.

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

1. Parents will practice using computers or their phones to access their portal.

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

1. Parents will be more aware of their child's progress which will lead to greater teacher/parent collaboration.

- **Date of Training**

August 27, 2025 9:15 am & 6:00 pm

- **Responsible Person(s)**

School Admin

- **Resources and Materials**

1. Computers 2. Teachers 3. Food 4. Portal Directions

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

\$500

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEAM Night

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

Parents will learn how to implement STEAM activities at home, supporting problem solving and critical thinking skills.

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

Teachers will share a hands-on STEAM project with parents. Parents will then practice so they can replicate the activities at home with their child.

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

Students will learn problem solving and critical thinking skills which will carry over to the school day.

- Date of Training

By the end of October 22, 2025.

- Responsible Person(s)

School Admin

- Resources and Materials

1. STEAM hands on materials, such as Legos, construction paper, markers, scissors and other construction material 2. Teachers and CLFs 3. Food

- Amount (e.g. \$10.00)

\$1,000

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night

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

1. Parents will learn reading strategies and best practices when reading with their child at home.

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

1. Read a loud modeling 2. Hands on STEAM activity related to the book.

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

1. Parents will learn reading strategies to help their child problem solve and think critically which will carry over to the school day.

- Date of Training

By the end of January 28, 2026

- Responsible Person(s)

Reading Literacy Team

- Resources and Materials

1. STEAM hands on materials, such as Legos, construction paper, markers, scissors and other construction material 2. Teachers and CLFs 3. Food 4. Literacy Materials such as books or articles

- Amount (e.g. \$10.00)

\$1,000.00

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

Multicultural Dept.

- Describe how agency/organization supports families.

We will partner with Multicultural to provide a staff training so that staff have a deeper understanding of the different cultures and how to communicate with them effectively.

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

1. Sign in sheet of each event. 2. Agenda from event 3. Thank you note email to department after the presentation.

- Frequency

Once by the end of October 2025

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

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

We will work with the Literacy Coalition to provide reading tutors for our students in 1st grade.

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

1. List of students receiving the tutorial.

- Frequency

The tutorial is provided weekly.

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

- Name of Agency

PBC Food Bank

- Describe how agency/organization supports families.

The PBC Food Bank will provide weekly meals to our targeted families / students in need through their backpack program.

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

List of students receiving the meals.

- Frequency

Weekly

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

We will use a variety of formats to reach all of my families for school activities. We will use the Parent Link system to send out emails, phone call and text messages for upcoming school events. We will also use Social Media and Class Dojo to inform our parents of these events. All communications will be sent out in Spanish and English. We will share School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights.

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

1. Screenshots from Facebook and Class Dojo 2. Sample translated information. 3. Parent link messages of School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights.

- Description

LGES will host a curriculum night where information about the grade level curriculum and proficiency levels will be shared with our families. We will also share student performance at SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings.

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

1. Sign in sheets of our curriculum night. 2. Flyers advertising the event. 3. Curriculum night presentation

- Description

We will share informing about state academic standards with our families at curriculum nights, SAC meetings and parent teacher conferences.

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

1. Sign in Sheets 2. Agendas 3. Sample information shared.

- Description

LGES will share information with parents about opportunities to participate in decision making related to the education of their children (SAC meetings, parent-teacher conferences, IEP/LEP meetings) at the Title 1 Annual meeting.

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

1. Sign in sheets 2. Agenda 3. Invitations to the title 1 Annual Meeting

- Description

Meetings that involve families and community members will take place at a time that will work for that group.

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

1. List of meeting dates and times. 2. IEP meeting invitations. 3. Notes from those meetings.

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**

Information and invitations to school events will be sent out in English and Spanish. At the meetings we will have Spanish translators available as needed.

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

1. Invitations samples in English and Spanish. 2. translated compacts, 3. translated PFEP summaries 4. translated parent link messages

- **Description**

LGES is ADA compliant with ramps and parking spaces.

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

Pictures of ADA compliance (parking, signs, ramps, bathroom, elevator).

- **Description**

LGES will identify the migrant children & provide support as needed such as backpacks, school uniforms, school supplies.

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

1. Flyers of services being offered(LGES Cares) 2. Slides from Annual Meeting PowerPoint regarding Migrant Program 3. Migrant brochure

- **Description**

LGES will identify the homeless children and provide support as needed such as backpacks, school uniforms, and school supplies.

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

1. Flyers of services being offered(LGES Cares) 2. Completed Student Housing Questionnaire 3. McKinney-Vento Services Flyer

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Students participate in developing classroom rules and structures that promote positive behavior. These rules, along with school-wide expectations, are posted in every classroom. Our school uses a system of Positive Behavioral Support with clear expectations, which teachers explicitly teach, model, and share through videos. This includes behavior in the classroom, hallways, cafeteria, and during assemblies, as well as appropriate online interaction. The after-school program mirrors these guidelines, extending the learning. To build a strong classroom community, we'll implement a Morning Meeting daily in every classroom. This uses strategies like "meet up" and "buddy up" to foster positive relationships between students and teachers. When problems arise, students will be encouraged to reflect on their behavior. Before a disciplinary referral to the office, administration will review steps that include student reflection and parental notification. We also use differentiated instruction to ensure all students are actively engaged and their unique needs are met. LGES is a bully-free zone. Students are informed about the process for reporting bullying incidents, which includes an anonymous bully box, an online submission form, and a hotline. The school counselor is the primary contact for the bully box and hotline. She provides short-term counseling for individuals and small groups and addresses ongoing and emergent needs. All enrolled students are invited to be active participants in all school functions, including school-sponsored activities, clubs, and field trips.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

School Admin and Teacher Leaders provide teachers with instructional leadership and support for the continuous academic improvement of all students. We Apply principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. The leadership team ensures cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The School Leadership team uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, teachers are guided in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. Using the decision tree, the School Based Leadership Team (SBT) or Response to Intervention (RtI) team identifies students who are not meeting Core instructional targets and/or in need of behavioral intervention. The identified students are provided supplemental intervention (Tier 2) support from an interventionist and monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence-based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student SMART goal. The interventionist uses the progress monitoring tool to collect assessment data every ten days for students receiving supplemental intervention. The team uses the Problem-Solving Model to conduct all meetings. The Problem-Solving Model is a four-step method that begins with identifying the problem, analyzing the problem to find why the problem is occurring, planning for implementation, and finally evaluating the plan to see if the plan of action is working. The RtI decision rules are used to dictate graphed progress monitoring data to determine if there was a positive response, a questionable response, or a poor response. Based on data and discussion, the team identifies whether students are making positive progress, not making adequate progress, or having a poor response to intervention and are in need of additional academic and/or behavioral intervention support (Tier 3). Tier 2 students that have a positive response to intervention will continue to receive the intervention as-is. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student receives an inadequate or poor response to intervention, the team returns to the Problem Solving Model. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Loxahatchee Groves Elementary School is a STEAM school and we provide instruction based on the Florida Standards but we use the 4Cs to provide a Well-Rounded Education. Through the 4Cs, the students will learn how to Collaborate, Communicate, Think Critically and be Creative as they learn their standards. Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, and Media. In Music, students participate in a variety of activities such as chorus, musical theater, and instruments. In Physical Education, students participate in an annual Field Day, Jump Rope for Heart Health, the Drowning Prevention program, and the Pedestrian/Bike Safety Program. Data is analyzed to place students into needs-based tier 2 and tier 3 reading instruction based on their reading level. ESOL teachers, ESE teachers, resource teachers, and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including Leveled Literacy Intervention (LLI), FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data. - Students participate in hands-on math and hands-on science activities. - Push in/pull out ESE, and ESOL teachers increase the number of small groups taking place to increase the amount of individual academic attention students receive.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

LGES is a STEAM School and we use the 4Cs on a daily basis to reinforce lifelong skills. We use the 4Cs(Communication, Creativity, Critical Thinking and Collaboration) in our daily lessons. We hold 1 STEAM Exhibition each year where the children will demonstrate their 4C skills to family and community members. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data. - Students participate in hands-on math and hands-on science activities.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Loxahatchee Groves has 12 PreK programs including 2 VPK Inclusion classes. These classes are designed to have our children Kindergarten ready by the time they transition to Kindergarten. Those children with an IEP will have a transition meeting to modify their IEP in order for them to be successful in Kindergarten. We will host two Kindergarten Kick Offs to inform the parents what they can expect for their child in Kindergarten, a school tour and how they can help their children prepare over the summer. When the children enroll at LGES, they are given Summer Take Home kits in reading and Math. LGES will provide a staggered start to the school year to make the transition easier for the children. Early in the next school year we host a Meet the Teacher the day before school begins in order for the Kindergarten children to get comfortable with the campus.

Professional Development

1. Professional Development

LGES teachers participate in BI Weekly PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers participate in Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading, writing, science and math. Support specialist provide workshop, observations and feedback to the teachers.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

LGES will participate in the SDPBC Job Fair to recruit and hiring effective teachers and non-instructional staff. All new teachers will have a Mentor and a Peer Teacher to support their transition to LGES. The Principal will have a welcome to LGES lunch for all the of the new teachers coming to LGES in August and have weekly meetings during the first 2 months of school. LGES teachers participate in BI Weekly PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers participate in Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading, writing, science and math. Support specialists provide workshops, observations and feedback to the teachers.