

---

**Title I Comprehensive Schoolwide Plan**  
**THE CONSERVATORY SCHOOL AT NORTH PALM BEACH (0131)**

---

# ELA

## 1. List prioritized needs statements.

Based on Checkpoint 3 scores that take into account student performance on PM1, PM2, and USAs, 61.2% of Kindergarteners, 68.3% of 1st graders, and 61.3% of 2nd graders are shown as needing intervention in ELA. Based on the Progress Monitoring 2 scores in Grades 3, 4, and 5 The Conservatory School is at 42.1% mastery as defined by students being Level 3 and above. Specifically 60% of 3rd graders, 59.8% of 4th graders, and 53.7% of 5th grade students are projected to not be proficient in the area of reading by the end of the FY25 school year with significant weaknesses in the area of phonics and foundational reading skills. Based on data analysis the following are areas of need. 1. Foundational reading skills including but not limited to phonological awareness, high frequency words and vocabulary acquisition for K-2 students and intermediate grade students 2. Developing student vocabulary in order to access grade level text in the K-8 classroom and on state assessments. 3. Building fluency for readers in all grade levels in order to access all grade level texts given. 4. Argumentative and explanatory writing skills need development at the intermediate and middle school levels to allow students to express themselves in an age appropriate manner.

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

1. At the earliest levels, Kindergarten students lack readiness skills while K-5 students lack foundational reading skills. 2. Teachers need additional support with differentiating instruction to address the needs for all learners in the classroom. 3. Students are not spending enough time with reading tasks to develop the foundational skills. This includes tasks such as going back into the text to find answers and learning grammar in isolation. Students are not being exposed to texts to promote development 4. Parents lack the strategies and skills to help their children at home with developing reading skills.

## 3. Share possible solutions that address the root causes.

1. Provide additional instructional support within the content area of reading to support the teacher, classrooms, and students to build fluent readers with strong decoding/phonics skills in order to access grade level and advanced texts specifically within small group settings. 2. Provide professional development and support for explicit lesson planning for differentiated instruction within the ELA classroom so students can build strong foundational reading skills. 3. Continue to make adjustments to the instructional and support schedule as needed and dictated by data findings from PM and USA tests and provide extended learning opportunities for students to receive additional support to improve their reading skills. 4. Stress the importance of reading at home by encouraging parents to read to their children and provide training and strategies so that they increase their capacity to help their children at home.

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

- **Communication**

Increase communication about events, activities, and training to parents and community in a language that parents can understand. Use of parent link and in-school office presentation via the TV screen.

- **Parent Training**

Provide more specific information during SAC meetings about the content area of ELA and have ELA teachers/coaches present information on “reading at home” support. Have academic family nights to help train parents on how to best help students and build reading skills to help them become proficient readers of all literature in and out of the classroom. These trainings can also provide support for parents who want to better understand how to monitor their student’s progress in school.

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

- **School**

Providing a safe, supportive, and effective learning environment to increase student achievement. Providing a high-quality curriculum and instruction that is appropriate for each child. Keeping a positive, two-way communication with parents and families on an on-going basis, and maintaining meaningful communication between school and home in a language they understand. Providing parents and families with frequent reports on their child’s progress and partner with them to improve student achievement. Providing families with specific strategies and resources to support their child’s learning at home.

- **Students**

Having a positive attitude about school and learning. Talking with the parents/family members about their learning at school Practicing what is being taught in school at home and completing and returning all assigned homework Bringing home all communication from school and sharing with a parent or family member (flyers, newsletters, notices, letters, etc.) Coming to school every day, on time, ready to learn, and follow all school rules and procedures. Bringing the signed student agenda/planner to school daily.

- **Parents**

Taking an active role in their child's learning by attending parent conferences and curriculum events to help increase their child's academic success. Taking part in the decision-making process related to the education of their child. Keeping a positive, two-way, communication with their child's teacher on an on-going basis. Supporting their child's learning at home by providing time, space, and support for your child to complete homework assigned as well as reviewing and signing agendas and/or home-school folder daily. Ensuring that students attend school every day on time from 8:00 am to 2:00 pm. Ensuring that students come to school ready to learn by being well rested with their supplies ready.

- **Staff Training**

1. Orton Gilligham and Reggio Emilia training for K-4 and ESE support teachers to support instruction in the classroom. 2. PD with district ELA department, in-house PD by master ELA teachers/coaches during 3-8 meetings, and outside experts (in person and virtual) in phonics, fluency, and comprehension by grade levels bands. 3. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday) 4. Emphasis on how the Florida ELA Standards spiral and build on one another for vertical alignment.

- **Accessibility**

Flexible parent conference and meeting times with in-person, phone, and virtual options will be provided to our working families so that they can attend our conferences and trainings. We will also provide translations to our parents who need Haitian Creole and Spanish language accommodations through our Community Language Facilitators. The school also has ramps and handicap parking to support our families with disabilities in addition to audio enhancement in every classroom. The Conservatory works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. The Conservatory works with the Migrant Dept. and the multicultural department to work with our Migrant students for supportive/supplemental services, academic services, parental services, and enrichment services.

## **Math**

### 1. List prioritized needs statements.

Based on Checkpoint 3 scores that take into account student performance on PM1, PM2, and USAs, 57.1% of Kindergarteners, 68.3% of 1st graders, and 66.7% of 2nd graders are shown as needing intervention in math. Based on the Progress Monitoring 2 scores in Grades 3 through 8 The Conservatory School is at 40% mastery as defined by students being Level 3 and above. Specifically 69% of 3rd grade, 73.5% of 4th grade, 67.5% of 5th grade, 39.7% of 6th grade, and 35.4% of 7th students are projected to not be proficient in the area of math by the end of the FY25 school year with significant weaknesses in the area of number sense and foundational mathematics skills. Based on data analysis the following are areas of need.

1. Develop test taking strategies so that students are more familiar with solving mathematics problems in a standardized testing environment.
2. Build foundational math skills such as number sense, fluency with operations, and measurement for K-2 students and intermediate grade students with emphasis placed on place value, algebraic expressions, fractions, integers/numbers, and geometry/nets.
3. Developing student mathematics vocabulary in order to access grade level problems in the classroom and on state assessments.
4. Building mathematics fluency and stamina for students in all grade levels in order to access all grade level problems.

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

1. Many of the youngest students may not be familiar with taking tests on the computer.
2. Students and teachers may need extra support to fully understand the breadth and depth of the mathematics standards.
3. Teachers need additional support with differentiating instruction to address the needs for all learners in the classroom.
4. Students are not applying or retaining previously learned mathematics skills and parents lack the strategies and skills to help their children at home with developing math skills.

### 3. Share possible solutions that address the root causes.

1. Provide students with opportunities to practice mathematics processes in an environment that is similar to a testing environment.
2. Provide professional development opportunities and additional instructional support within the content area of math to support teachers, classrooms, and students.
3. Continue small group instructional methods with additional support teachers in the classroom to provide more specialized instruction outside of a shorter direction instruction period including emphasis on number lines in lower grades.
4. Purchase math educational software for students in order to build fluency in mathematical processes that is aligned to the district and state. Train parents to help support mathematics skill building at home.

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

- **Communication**

Increase communication about events, activities, and training to parents and community in a language that they would understand. Use of parent link and in school office presentation via TV screen.

- **Parent Training**

Provide more specific information during SAC meetings about the content area of math and have math teachers/coaches present information on math at home support and resources available to parents to assist with mathematics homework. Have academic family nights to help train parents on how to best help students and build lasting math skills to help them become proficient in and out of the classroom. These trainings can also provide support for parents who want to better understand how to monitor their student's progress in school.

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

- **School**

-Provide Quality academic instruction appropriate for each child. -Continue to provide frequent communication through student agendas, home-school folders, monthly newsletters, one voice calling system, etc in order to let families know about the great things going at TCS. -Promote respect of and value for all cultures. -Trimester curriculum events spotlighting student performances, SAC, and PTO meetings, COPA Instrumental Music Performances, etc. -Enrichment opportunities such as tutoring, Lego League for Grades 3-8, Middle School Athletics and Clubs, Safety Patrols, Strings, Band, etc.

- **Students**

-Arrive on time and attend school from 8:00 a.m. – 2:00 p.m. -Come to school ready to learn: well rested and school supplies ready. -Have a positive attitude about school and learning. -Complete and return all assigned homework.

- **Parents**

Will have their child(ren) -Arrive on time and attend school from 8:00 a.m. – 2:00 p.m. -Come to school ready to learn: well rested and school supplies ready. -Provide time, space, and support for your child to complete homework assigned. -Sign Agenda and/or home-school folder each night. - Communicate with the school staff your joys and concerns. -Read and discuss student agendas and flyers sent home daily. -Join in at school: Lunch, Classroom activities, celebrations, Field day, Instrumental Music Program, Friday Share etc. -Attend parent/teacher conferences. -Participate in school events: Trimester Curriculum Nights, SAC, PTA, etc.

- **Staff Training**

1. PD with district math department and outside experts (in person and virtual) in algebraic expressions, fractions, number sense, and geometry by grade level bands. 2. In-house PD by master mathematics teachers/coaches during monthly 3-8 math meetings. 3. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday) 4. Emphasis on how the Florida mathematics Standards spiral and build on one another for vertical alignment.

- **Accessibility**

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

## **Science**

### 1. List prioritized needs statements.

Based on Checkpoint 3 scores that take into account student performance on Diagnostics and USAs, The Conservatory School is at 60.4% mastery as defined by students being Level 3 and above. Specifically 44.8% of 5th grade and 30.5% of 8th students are projected to not be proficient in the area of math by the end of the FY25 school year with significant weaknesses in the area of number sense and foundational mathematics skills. Based on data analysis the following are areas of need. 1. Develop test taking strategies so that students are more familiar with solving science problems in a standardized testing environment. 2. Build foundational science knowledge for K-2 students and intermediate grade students with emphasis placed on test spec items that are fair game standards. 3. Developing student science vocabulary in order to access grade level problems in the classroom and on state assessments. 4. Building science fluency and stamina for students in all grade levels in order to access all grade level problems.

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

1. Many of the students may need more hands-on experiences to help cement scientific concepts that are being taught. 2. Students and teachers may need extra support to fully understand the breadth and depth of the science standards. 3. Teachers need additional support with differentiating instruction to address the needs for all learners in the classroom as well as managing time to teach science concepts in lower grades. 4. Students are not applying or retaining previously learned science concepts and need to develop study skills specific to science and parents lack the strategies and skills to help their children at home with developing science study skills.

### 3. Share possible solutions that address the root causes.

1. Provide students with more opportunities to practice scientific concepts through labs and other hands-on activities to create tangible links between ideas and experiences. 2. Provide professional development opportunities and additional instructional support within the content area of science to support teachers, classrooms, and students. 3. Continue small group instructional methods with additional support teachers in the classroom to provide more specialized instruction outside of a shorter direction instruction period. 4. Work with students to develop study skills and focus on reviewing the fair game standards throughout the year. Train parents to help support science study skill building at home.

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

- **Communication**

Increase communication about events, activities, and training to parents and community in a language that they would understand. Use of parent link and in school office presentation via TV screen.

- Parent Training

Provide more specific information during SAC meetings about the content area of science and have science teachers/coaches present information on science at home support and resources available to parents to assist with science homework. Have STEM family nights to help train parents on how to best help students and build lasting science skills to help them become proficient in and out of the classroom. These trainings can also provide support for parents who want to better understand how to monitor their student's progress in school.

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

- School

Provide Quality academic instruction appropriate for each child. -Continue to provide frequent communication through student agendas, home-school folders, monthly newsletters, one voice calling system, etc in order to let families know about the great things going at TCS. -Promote respect of and value for all cultures. -Trimester curriculum events spotlighting student performances, SAC, and PTO meetings, COPA Instrumental Music Performances, etc. -Enrichment opportunities such as tutoring, Lego League for Grades 3-8, Middle School Athletics and Clubs, Safety Patrols, Strings, Band, etc.

- Students

Students will: -Arrive on time and attend school from 8:00 a.m. – 2:00 p.m. -Come to school ready to learn: well rested and school supplies ready. - Have a positive attitude about school and learning. -Complete and return all assigned homework.

- Parents

Will have their child(ren) -Arrive on time and attend school from 8:00 a.m. – 2:00 p.m. -Come to school ready to learn: well rested and school supplies ready. -Provide time, space, and support for your child to complete homework assigned. -Sign Agenda and/or home-school folder each night. - Communicate with the school staff your joys and concerns. -Read and discuss student agendas and flyers sent home daily. -Join in at school: Lunch, Classroom activities, celebrations, Field day, Instrumental Music Program, Friday Share etc. -Attend parent/teacher conferences. -Participate in school events: Trimester Curriculum Nights, SAC, PTA, etc.

- **Staff Training**

1. PD with district science department and outside experts (in person and virtual) in fair game and other most missed science standards. 2. Teacher modeling/ classroom visits and collaborative planning lead by master teachers/coaches for new and struggling teachers (Teacher Tuesday) 3. Emphasis on how the Florida science Standards spiral and build on one another for vertical alignment.

- **Accessibility**

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

## **Social Studies**

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

**4. How will school strengthen the PFEP to support Social Studies?**

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

## Acceleration Success

### 1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

### 3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

### 4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?**

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

---

## **Action Step: Classroom Instruction**

Empowering all students to reach and surpass their full potential and achieve academic excellence through targeted and effective instructional support.

**Budget Total: \$351,867.84**

<b>Acct Description</b>	<b>Description</b>							
Resource Teacher	The K-2 ELA Resource Teacher will provide push-in/pull-out small group support to identified students							
Resource Teacher	The K-2 Math Resource Teacher will provide push-in/pull-out small group support to identified students.							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	7 Sub Days for Math/Technology Resource Teacher - Pos. # 20004440 (K. Delatorre), On the Wheel.	1	\$18.00	7	6.5	1	Original	\$796.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Copy Paper	17	\$44.61	General Supplies		Original	\$758.37	
	Pens	1	\$27.97	General Supplies		Original	\$27.97	
	Adjustment - benefits credit and final allocation.	1	\$6,132.50	General Supplies		Other	\$6,132.50	
Resource Teacher	The Grade 3-8 Math Resource Teacher will provide push-in/pull-out small group support to identified students							
Resource Teacher	The K-8 Math and Technology Resource Teacher will provide instruction on the wheel in engineering and math for K-5 classes and teach a project-based elective class to middle school students rooted in 6-8 math standards.							

## Action Step: Professional Learning

Provide teachers with professional learning opportunities and support, facilitate PLC's, model lessons for teachers, and prepare activities teachers can utilize in classrooms to increase achievement.

Budget Total: **\$0.00**

Acct Description	Description
------------------	-------------

## Action Step: Parent Engagement

A strong partnership between home and school is essential for student success. The Conservatory School is committed to actively engaging parents as valued collaborators in their children's education, fostering a supportive and connected learning environment for all.

Budget Total: **\$5,479.41**

Acct Description	Description												
Enrichment Contracts	<table border="1"><thead><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr></thead><tbody><tr><td>Cox Science Center - Interactive and Hands On Science Experiments for STEM Night. November.</td><td>1</td><td>\$600.00</td><td>Original</td><td>\$600.00</td></tr></tbody></table>	Item	Quantity	Rate	Type	Total	Cox Science Center - Interactive and Hands On Science Experiments for STEM Night. November.	1	\$600.00	Original	\$600.00		
	Item	Quantity	Rate	Type	Total								
Cox Science Center - Interactive and Hands On Science Experiments for STEM Night. November.	1	\$600.00	Original	\$600.00									
Supplies	<table border="1"><thead><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr></thead><tbody><tr><td>Paper: copy, color, cardstock, hyper colors</td><td>1</td><td>\$2,252.49</td><td>General Supplies</td><td>Original</td><td>\$2,252.49</td></tr></tbody></table>	Item	Quantity	Rate	Supply Type	Type	Total	Paper: copy, color, cardstock, hyper colors	1	\$2,252.49	General Supplies	Original	\$2,252.49
	Item	Quantity	Rate	Supply Type	Type	Total							
Paper: copy, color, cardstock, hyper colors	1	\$2,252.49	General Supplies	Original	\$2,252.49								

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Pens	12	\$13.66	General Supplies			Original	\$163.92	
Out-of-system Subs for Parent Conferences	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	3rd Grade Conference Day - January	1	\$18.00	3	6.5	1	Non-Certified	Original	\$341.00
	Kindergarten Conference Day - January	1	\$18.00	3	6.5	2	Non-Certified	Original	\$683.00
	5th Grade Conference Day - January	1	\$18.00	3	6.5	1	Non-Certified	Original	\$341.00
	4th Grade Conference Day - January	1	\$18.00	3	6.5	1	Non-Certified	Original	\$341.00
	1st Grade Conference Day - January	1	\$18.00	3	6.5	1	Non-Certified	Original	\$341.00
	2nd Grade Conference Day - January	1	\$18.00	3	6.5	1	Non-Certified	Original	\$341.00

## Mission Statement

### 1. Mission Statement

The families and staff of The Conservatory School will work hand-in-hand to promote parent involvement and engagement through active volunteering and participation in school events. Parents, staff, community partners, and other stakeholders will collaborate to make decisions that will empower our students with the skills, courage, optimism, and integrity to pursue their dreams.

## Involvement of Stakeholders

Name	Title
Derek Schuemann	Principal
Christopher Cartagena	Assistant Principal
Rachel Biehl	Assistant Principal
Naticia Finegan-Foreman	Supplemental Academic Instruction Teacher
Katie Molzer	Teacher
Lumarid Burgos Rivera	Guidance Counselor
Vida Pineda	Behavioral Health Professional
Francesca Wernisch	Parent
Amanda Jesteadt	Parent
Antoine Sanon	Parent
James Nugent	Parent

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

All parents and community members were invited to give feedback at the February 5th Stakeholder meeting. The parent and community members listed above to represent the parent and community stakeholders are representative of those that attended that meeting and provided input. All stakeholders were welcome at the meeting from all demographics. The participants represent the school's community and were elected by their peers. All teachers and staff were given opportunities to participate and to give feedback through PLCs in the month of February. Mr. Schuemann (Principal), Mr. Cartagena (Assistant Principal), Mrs. Biehl (Assistant Principal), Ms. Finegan-Foreman (Supplemental Academic Instruction Teacher), Ms. Burgos (Guidance Counselor), and Ms. Pineda (Behavioral Health Professional) are all part of the Leadership Team and represent the teachers and staff.

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

The leadership meeting to develop the CNA was held on January 27th at 9:00am. On this date, the CNA process was reviewed as well as school data. PLC leaders were then instructed to review data to dive into academics as well as culture and climate during PLCs so that they would be able to brainstorm ways to reach shared goals and increase parent involvement. Teachers and staff then shared their input and reviewed the data to determine root causes and solutions in their PLCs. This data was also presented to parents and community members at the February 5th Stakeholder meeting where the data and the findings were presented and discussed by all who were in attendance. This meeting was held at 8:30 am. There was another brainstorming session to gather input. The leadership team then met on March 6th to review all feedback and consolidated the data into the Comprehensive Needs Assessment. The input collected during SY25 leadership meetings, February PLCs, staff brainstorming sessions, and the Stakeholding meeting was used to develop our Title I Schoolwide Plan.

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

Based on the data and findings from the leadership meetings and the staff input from brainstorming sessions, a presentation for stakeholders was prepared, explained, and discussed at the Stakeholder meeting. During the meeting, the stakeholders provided feedback on how they would like Title I funding to be used to provide parent and family engagement. Based on the feedback, it was determined that parents wanted TCS to continue to disseminate data and important information to parents about their child's education. They indicated that flyers printed in multiple languages are an effective way to communicate with parents and wanted to utilize funds in a way that would help produce more. Stakeholders also asked that TCS provide opportunities for parents to work with their students on increasing skills related to science, technology, engineering, and mathematics as this was a need based on the review of student data. Parents have indicated that past participation in the Cox Science Center STEM nights were a great way for parents to engage in STEM learning.

Name	Title
Derek Schuemann	Principal
Christopher Cartagena	Assistant Principal
Stephanie DiGangi	Parent Liaison

## Annual Parent Meeting

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

The Conservatory School Title I Annual Meeting will be held in person on Wednesday, August 27, 2025 at 9 am.

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

Parents, teachers, and the community will be notified of the meeting through Parent Link callouts, texts, and emails. Announcements will be made at open house and flyers will be distributed. The flyers will be available in the main office as well as displayed on the announcement monitors. The meeting date will also be announced on the school website as well as on the teachers' Google Classroom pages. The invitations and communications will be in multiple languages such as Spanish and Creole to allow for participation from all demographics.

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

The resources that will be prepared for the Annual Meeting will include the Title 1 PowerPoint presentation, surveys for feedback, and invitations to be distributed by the teachers. We will also be distributing handouts to share the Student Compact and the PFEP.

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Reinforcing the Home-School Connection

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

Teachers will be learn to utilize digital tools such as Google Classroom and ParentLink to communicate effectively with parents and families.

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

Due to increased communication from teachers, parents will have a better understanding about the academics and activities that their children will be involved with. Parents will also be able to monitor the learning at home to support the instruction in the classroom

- What will teachers submit as evidence of implementation?

Copies of ParentLink communications and Google Classroom Announcements.

- Month of Training

August

- Responsible Person(s)

Christopher Cartagena

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Parent Conferences

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

Teachers will be able to utilize parent conferences to effectively communicate to parents by sharing positive feedback on the academic and social progress of their students as well as areas of concern and how the school is intervening and supporting their student. The goal is to engage the parent as a partner in their child's education.

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

The expected impact of this training is to strengthen the relationship between teachers and parents to help increase student achievement and promote positive home-school interactions which will lead to increased family engagement.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes as evidence of implementation and document other interactions on the SIS comments log.

- Month of Training

September

- Responsible Person(s)

Christopher Cartagena

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Middle School Survival Guide

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

To support parents as they and their students go through the transition to middle school. Parents will have a better understanding of how grades work, what the expectations are for their children, and how to contact teachers for extra support. Parents will be able to utilize various tools such as Google Classroom and SIS to help monitor their child's academic progress at home.

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

Parents will be able to learn how to navigate SIS Gateway and other academic resources to help guide their child's learning at home. The parents will utilize laptops and their cellphones to access these resources. Parents will be able to customize reports received from SIS through step-by-step instruction. A guidance counselor will also be on hand to ensure that parents will have their access codes to SIS. Parent will also use paper and pen to learn how to calculate GPA and the impact missing assignments have on quarterly grades. This will help to reinforce learning at home.

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

Student achievement will increase because parents will be able to use SIS and other resources to track student achievement throughout the school year and provide for additional practice at home.

- Date of Training

September

- Responsible Person(s)

Christopher Cartagena

- Resources and Materials

Handouts will be provided that go over the click-by-click steps covered in the training. Other materials will include a copy of the invitation, sign-ins, reflection and evaluation forms, and agenda.

- Amount (e.g. \$10.00)

\$0

### 3. Parent and Family Capacity Building Training #2

- Name of Training

TCS Fun with STEM Night

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

Parents will learn a variety of Science, Technology, Engineering, and Mathematics (STEM) related skills and benchmarks to help their children practice these skills at home. These skills can be implemented and practiced at home depending on when they are covered in the classroom.

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

There will be 20 interactive activities, experiments, and demonstrations to help promote the learning of STEM concepts.

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

Student achievement on science and mathematics FSQs and USAs will improve as parents and students gain more hands-on experience with concepts discussed in class.

- Date of Training

November

- Responsible Person(s)

Christopher Cartagena

- **Resources and Materials**

Parents will be provided with a variety of materials to help support STEM learning and reinforcement at home. Other materials will include a copy of the invitation, sign-ins, reflection and evaluation forms, and agenda.

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

\$475

## 5. Parent and Family Capacity Building Training #3

- **Name of Training**

What's Next? - A Preview of SY27

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

A continuation of the September event, parents will learn about the transition to the next grade. Parents will have a better understanding of how grades work, what the expectations are for their children, and how to contact teachers for extra support. Parents will be able to utilize various tools to help monitor their child's academic progress at home including Google Classroom, SIS, and teacher email. Parents will also get a crash course in looking at their testing data and reports to better support their children over the summer to get them prepared for the next grade and to avoid the dreaded summer slide. This will include a step by step look at the Florida State Testing Portal link on the SIS portal.

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

Parents will be able to learn how to navigate resources on the district and state site with regards to test scores and other important information to prepare them for the transition to the next grade. Parents will utilize their cell phones and laptops to access SIS and Google Classroom. They will be taken to the Florida State Testing Portal link on the SIS portal so they are able to access information about their child's testing data. This will provide them with information to extend learning at home and over the summer.

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

Students will be better prepared to the academic and behavioral expectations for the next grade level and learn the skills necessary for their continued success.

- Date of Training

March

- Responsible Person(s)

Christopher Cartagena

- Resources and Materials

Handouts will be provided that go over the click-by-click steps covered in the training. Other materials will include a copy of the invitation, sign-ins, reflection and evaluation forms, and agenda.

- Amount (e.g. \$10.00)

\$0.00

## 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 Education Department

- Describe how agency/organization supports families.

The Multicultural Education department works to meet the language and academic needs of a diverse student population of English Language learners and their families. Among their services include translation and interpretation services to provide comprehensible input for students and families. The Multicultural Education department supports families in helping to ensure that they understand communications being sent home and allow for these families to have greater awareness of what is happening at school.

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

Documentation will include proof of email communication to the multicultural department, e-form requesting translation of a document, and a copy of a translated document.

- Frequency

As needed

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

- Name of Agency

North Palm Beach Public Library

- Describe how agency/organization supports families.

In partnership with The Conservatory School, the NPB Public Library offers every TCS student a library card regardless of whether they live in the Village of North Palm Beach. The library also promotes educational programs around topics such as literacy to support learning outside of school. Finally, the library hosts visits from TCS classrooms in order to facilitate an interest in reading and utilizing library resources. In providing a library card to TCS students, the families of our students gain access to the resources available in the North Palm Beach Library including a computer lab, genealogy research, and adult and children programming. These services are available to those families who reside outside of North Palm Beach but have children who attend TCS.

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

Copy of email communication to demonstrate activities planned for TCS students, copies of library visitation schedules, copies of library card applications for students that attend TCS, but are not zoned for this specific library.

- Frequency

Monthly library visits by classrooms and library events held throughout the year.

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

- Name of Agency

TeamWork Education Foundation

- Describe how agency/organization supports families.

The TeamWork Education foundation provides funds which supports the funding of Artists in Residence who can work in smaller groups with students in grades 4-8. This allows families who cannot afford private tutoring or coaching to get support for their children as they grow in their music proficiency. This free private tutoring benefits families in saving both time and money outside of school.

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

Documentation will include logs of artist in residence working with students, a copy of the grant, and photos of students working with the artists in residence.

- 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

TCS will use ParentLink callouts and flyers to provide parents and families with timely information about Title I programs and meetings and other activities in a format and language that they can understand. We will also utilize the school website, Google Classrooms, and the school calendar to advertise the Title I programs. These activities will also be discussed and described at the Title I Annual Meeting, Stakeholder Input Meeting, PTA meetings, parent conferences, and SAC meetings.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of ParentLink emails to document that the information was shared.

- Description

During Meet the Teacher, Open House, Parent-Teacher Conferences, and SAC meetings, the school will inform parents about the curriculum and about the proficiency levels the students are expected to meet.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of presentations to document that the information was shared.

- **Description**

During SAC Meetings and parent-teacher conferences as well as through letters sent home, TCS will inform parents about the forms of assessments used to measure student progress and about the achievement levels of State academic standards.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of presentations to document that the information was shared.

- **Description**

Opportunities for parents to participate and provide input in decision making related to the education of their children will be shared during Open House, the Title I annual meeting, and SAC meetings. TCS will send out call outs and flyers to invite and remind parents of meeting dates and times. We will also post the information on the school website and on the TV in the main office. The invitations will be available in multiple languages to allow for participation from all demographics.

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

TCS will use sign-in sheets from meetings, meeting agendas, and copies of flyers/emails to document that the information was shared.

- **Description**

SAC meetings and the Title I Annual Meeting will be held face-to face in the mornings. Parent training sessions, Open House, and other events will be held in the evening to provide multiple opportunities to be involved. Options will be provided to parents for conferences to be held at various times throughout the day in order to accommodate them to allow them to be involved with their child's education.

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

Copies of email communications to parents to show flexible times for parent conferences, and copies of flyers will show the staggered meeting times.

## **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

Verbal and written translations of documents are provided to parents. We have two Community Language Facilitators (CLFs). One is fluent in Spanish and the other is fluent in Creole. In addition one of our guidance counselors speaks Spanish while the other speaks Creole. Our confidential secretary speaks both languages. The CLFs are made available during parent and ESE conferences to ensure that parents understand what is being said at the meetings. Our confidential secretary is present at all SAC and community meetings to assist with translation as needed.

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

Sample evidence includes translated invitations and flyers, conference notes when translators attended, and translated parent link messages.

• Description

TCS provides specified handicapped parking spaces for accessibility. Our two story building includes elevator support for accessing both floors. All of our classrooms are audio enhanced.

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

Photos with descriptions will demonstrate the parking, ramps, elevators, and audio enhancement.

- Description

Information is provided online. Families are referred to the District Migrant Education program for supportive/supplemental services, academic services, parental services, and enrichment services. Information will be shared regarding the Migrant Services offered by the School District of Palm Beach County during the Annual Title I meeting.

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

Sample evidence includes copy of email sent home to parents about migrant services, flyer of services offered, and copy of slide from Title I annual meeting presentation discussing services for migratory families.

- Description

Our front office staff meets with families when they arrive. If we receive a student who is homeless, we will complete Form 2479 Student Housing Questionnaire. We will then direct that family to resources that will help the students to be successful. We will share that the McKinney-Vento program offers school supplies and transportation as needed.

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

Sample evidence includes copies of completed Student Housing Questionnaire Form 2479, McKinney-Vento program flyer of services offered, and copy of email sent home to parents about McKinney-Vento services.

## 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

At the Conservatory School, we strive to recognize the whole child and work to build students' skills outside of academic subject areas. Students participate in morning meetings geared towards addressing their needs to build skills for learning and life. In K-2, we have members of our Wellness Team conduct a Fine Art rotation that focuses on building coping skills, teaching resilience and persistence, promoting healthy habits, and promoting positive behavior. In a similar vein, our middle school students participate in CREW with members of the Wellness Team which expands on what is being done at the elementary level by adding emphasis on fostering a growth mindset and building strong study habits through developing organizational skills. Character development is also a major focus with the new points system for elementary students and the House System for middle school students. Students earn points for various positive behaviors that help their class or house win a prize at the end of a specified period of time. In addition, each elementary class selects two students as the "Dolphin of the Month" who display either exemplary Triple Crown behavior or have shown tremendous growth in their Triple Crown behavior. Finally, a major component of our Triple Crown is Service. In this, students work to develop a sense of service for others and contribute to the community both within and outside the walls of The Conservatory School. Middle School students are expected to participate in twelve community service hours per school year and receive an honor cord at middle school graduation in recognition of their community service. Safety Patrols also work to service the school community in a variety of ways.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Students are identified for tiered support through teachers collecting classroom data and using the state standards to identify which students are making adequate progress and to identify those in need of remediation. Once a teacher has identified that a student is not making adequate progress towards the state standards, they reach out to the School Based Team (SBT) leader to set up a meeting in order to discuss the students' needs. The SBT leader then gives out a referral packet that needs to be filled out. If a teacher notices that a child is struggling with behavior and has attempted classroom based interventions without noticeable improvement towards the targeted behavior, then they can refer the student to the MTSS team in order to identify interventions to address the concerns seen in the classroom. To determine the supports needed, the teacher meets with the MTSS team and brings both data and anecdotal notes to show the areas of need for the student. Based on this information, the team discusses and identifies the foundational skills that are the root causes of the deficiencies or areas of concern in order to select the appropriate interventions and progress monitoring tools to track student progress through the SBT process. All students are provided with a 30 minute block of iii, this is Tier 2 intervention which can be provided by the classroom teacher on a daily basis. Support staff supports the SBT process by providing an additional 15 minutes of Tier 3 support for those needing the additional time based on their progress monitoring data. In some cases support staff can provide both the 30 and the additional 15 minute SBT support to students as needed. Student progress is collected by the interventionist on a weekly or biweekly basis. A progress monitoring tool is assigned to each student based on the area of concern and a correlating progress monitoring tool is assigned to track student progress throughout the SBT process. Tier 2 intervention data is collected for a consecutive 8 weeks based on student progress the team decides if the level of support needs to increase. If so, an additional 8 weeks of data collection is completed by the interventionist to track student progress.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

The Conservatory School utilizes data in a variety of ways in order to determine core instructional needs. The administration works to analyze data from sources that include but are not limited to FSQs, USAs, PBPAs, Progress Monitoring assessments, iReady, Dreambox, and Reading Plus to determine student strengths and areas of improvement to help drive the instructional focus in core classes. This data is further disaggregated by the teachers in their bi-weekly grade level Professional Learning Community meetings where they look at data to drive the instruction within their classrooms. The Conservatory School ensures that instruction is aligned with the standards by conducting formal and informal walkthroughs throughout the year. We also utilize the district-created look fors documents to help us see if a teacher is aligning their content to the rigor of the standards, and provide feedback when things are not fully aligned. In middle school, students have the opportunity to experience a number of electives that are not considered core-content. These electives include non-traditional offerings based on the interests and passions of their teachers. Examples include Entrepreneurship and Product Design, Game Design, Everything Nature, and Exploring World Cultures. Students have ample opportunities to participate in arts education through their music classes and arts-based electives such as dance and art. Elementary students also have exposure to non academic courses through their fine arts time. All students K-8 engage in Project Based Learning (PBL) that helps them connect classroom learning to real world applications. The students work on PBL projects based on a universal theme that then allows them to study real world issues and apply their learning towards identifying possible solutions. Students then present their findings in an exhibition to peers, staff, parents, and other community members. These presentation skills that the students develop help them throughout their academic and future professional careers. The students also have the opportunity to engage in extracurricular activities to enrich their education. The Conservatory School offers all sports at the middle school level to allow students the opportunity to participate in interscholastic athletic competition without prior experience. We also offer LEGO league at both the elementary and middle school levels to enrich the students in a STEM related extracurricular activity. Students also have enrichment opportunities through the aftercare programs of Encore and Finale.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

We build students' awareness of and readiness for postsecondary opportunities and the workforce first through accelerated course offerings. At the middle school level, all of our students have the opportunity to take advanced coursework. We also offer Algebra I Honors, Geometry Honors, and Spanish I for high school credit. Students are also accelerated at the elementary level through AMP in 5th grade. Through Project Based Learning, TCS students develop critical skills such as the ability to collaborate with peers, effectively communicate, and think critically about the world around them. They also are able to interact with guest speakers and experts in the fields they are studying. 8th grade students also have standards based around career readiness and exploration. Our guidance counselors also meet with students to help prepare them for accelerated high school pathways.

# Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

The Conservatory School has a number of programs to assist preschool students in transitioning from early childhood education programs to elementary school. To begin, we have a VPK program on our campus. In addition, we host a Kindergarten Kick Off each spring to drum up excitement for parents and students to attend our school. The program also allows parents a sneak peak into what classroom activities could be in store for their students. When the school year begins, TCS hosts a Meet the Teacher event to orient students and their parents to what life will be like in their specific kindergarten classroom. Finally, TCS has a staggered start to ease preschool students into the elementary school during the first few days of the school year.

# Professional Development

## 1. Professional Development

At the Conservatory School we believe in building the capacity for all of our staff members to improve the delivery of instruction. This is done primarily through the work of our Professional Learning Communities (PLCs). In this setting, the grade chair helps the team to analyze their student data and they formulate a plan to improve student instruction. We also empower our grade chairs to mentor teachers formally and informally. One example of this is through our Teacher Tuesday peer observation program where new teachers have the opportunity to visit the classroom of a veteran teacher (usually the grade chair) to gather ideas on how to improve specific elements of their classroom whether it is instructional design or behavior management. We are also provided support by district curriculum specialists who work with smaller groups of teachers on improving the delivery of instruction and accessing district created resources.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

At The Conservatory School we believe that the success of our students depends largely on our ability to recruit, develop, and retain effective educators. To this end, there are a number of methods we utilize to recruit teachers. First we believe in utilizing word of mouth recruitment from our current teachers to help us identify candidates for open positions. This is because our current teachers have a strong understanding of our culture and values and are better able to see if a candidate is a good fit for what we are trying to accomplish. Next we collaborate with HR and the North Region Office in attending job fairs aimed at attracting candidates. This allows us to reach a wider variety of applicants than word of mouth. We have also looked at hiring interim teachers and long term substitute teachers. With regards to retention, we work to orient new teachers to the unique aspects of TCS culture and provide them with a mentor through the Educator Support Program. This is one example of the professional development we provide the new staff on our campus. We also have them engage with collaborative planning with their team leaders and department chairs. Through the work in the Professional Learning Communities, new teachers get the support they need to become more effective in their craft. Administrators and other teacher leaders also work to support new staff through coaching. Administrators also keep an open door policy to allow new staff to feel welcomed and supported. Finally, we work with the PTA in order to host staff appreciation events in order to maintain school and employee morale.