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**Title I Comprehensive Schoolwide Plan**  
**GRASSY WATERS ELEMENTARY SCHOOL (3351)**

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# ELA

## 1. List prioritized needs statements.

52% of our K-2 students are on or above grade level on the FY25 Winter i-Ready Reading Diagnostic 36% of 3rd - 5th graders are on or above grade level on the FY25 Winter i-Ready Reading Diagnostic K-2nd grade students performing at or above benchmark based on the FY25 PM2 STAR Early Lit/STAR Reading data: - 17%- Kindergarten - 45% - 1st grade - 36%-2nd grade 35% 3rd -5th graders are performing on grade level based on the FY25 FAST PM2 ELA data

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

Lack of school readiness (VPK) increasing learning gaps Parental knowledge of standards and strategies Attendance/Tardiness Access to authentic literature Foundations on concepts of print Foundations skills - phonics Opportunities to close learning gaps Opportunities to implement writing strategies across content areas Lack of endurance, stamina and attention Resource teachers and intervention teachers are pulled for testing and to cover classes (inconsistent) Behaviors - intrinsic motivation, distractions Additional standards based resources for ELL and ESE teachers Lack of engagement strategies Continued PD and instructional support

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

Offer Parent Events to support parent knowledge of content Include recordings of trainings/"how to" teach particular benchmarks/provide strategies Using letter tiles to manipulate for phonics hands-on learning; Foundations, Flamingo Emphasis on small group instruction Materials for independent practice Tutorial and intervention in the early grades Integration of writing throughout all of subjects Focus on foundational skills in K-2 Provide common planning time to strategically plan for secondary content and determine prerequisite skills required for mastery Additional technological resources for ELA Book buddies/clubs between classes Student monitor their learning - data folders, iReady Academics included in GWES summer camp and summer school Additional material for ELL/ESE teachers Instructional support from PD professional

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

### • Communication

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training; work with district support for homeless and migrant students and communicate the information to parents; biweekly newsletter that keeps parents informed on their child's learning; Will offer translated information to families

- **Parent Training**

ELA parent training will be conducted to provide information about the B.E.S.T. standards and expectations K-5 mastery; increase parents understanding of ways to support students ELA learning at home using ELA materials/resources.

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

- **School**

School will track student progress and develop ongoing communication about progress with students and parents.

- **Students**

Students will actively engage in classroom instruction and demonstrate correct classroom behavior; read nightly and track their iReady progress daily.

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference and engage in a conversation about their child's progress; work with their child nightly.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA). Provide professional development in K-5 B.E.S.T. standards and how to actively monitor students for understanding of the standards and to communicate their learning to parents (Parent -teacher conferences).

- **Accessibility**

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training, work with district support for homeless and migrant students; biweekly newsletter that keeps parents informed about their child's learning. Support will also be provided to McKinney Vento, ESE, ELL and in foster care when needed.

# Math

## 1. List prioritized needs statements.

Less than 50% (34%) of our 3-5 students are performing on or above grade level as determined by the FY24 Winter i-Ready Math Diagnostic Less than 50% (38%) of our K-2 students are performing on or above grade level as determined by the FY25 Winter i-Ready math diagnostic K-2nd grade students are performing at or above benchmark based on the PM2 STAR Math 20%- Kindergarten 29% - 1st grade 44%-2nd grade 33% 3rd -5th graders are performing on grade level based on the FY25 FAST PM2 Math data

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

Lack of problem solving strategies (multi-step problem solving strategies) Lack of endurance, stamina, attention Lack of authentic rigorous math practice Deficit in foundational skills Minimal time for reteach; scope and sequence is very rapid Lack of fluency in number sense Attendance/Tardiness scheduling conflicts Behaviors - intrinsic motivation, distractions Lack of engagement strategic Continued PD and instructional support

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

Offer Parent Events to support parent knowledge of content Opportunities to practice math; math/STEAM bins Structure math block to increase time for student practice Increase use of manipulatives Expose students to various math strategies Provide access to adaptive technology focused on mastery of basic facts and skills Provide common/collaborative planning time to strategically plan for secondary content and determining prerequisite skills required for mastery Provide opportunities for tutorial and intervention Provide additional staff development on best practices for teaching math concepts (select staff to attend CADRE meetings) Math videos in the cafeteria for fluency schoolwide fluency challenges Indoor recess math games (i.e. Chutes and Ladders, playing cards) Instructional support from PD professional

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

### • Communication

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training, work with district support for homeless and migrant students; biweekly newsletter that keeps parents informed about their child's learning. Will offer translated information to families

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) share information about the B.E.S.T. standards and expectations K-5; increase parents understanding of ways to support students math learning at home using math material/activities/manipulatives.

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

- **School**

School will track student progress and develop ongoing communication about progress

- **Students**

Students will actively engage in classroom instruction and demonstrate correct classroom behavior; complete nightly math practice and track iReady math progress daily.

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference and engage in a conversation about their child's progress; work with their child nightly.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their child at home (Math); provide professional development in K-5 B.E.S.T. standards/critical information, and how to actively monitor students for understanding of the standards and how to build parent capacity to support math learning at home.

- Accessibility

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training, work with district support for homeless and migrant students; biweekly newsletter that keeps parents informed on their child's learning. Support will also be provided to McKinney Vento, ESE, ELL and in foster care when needed.

## Science

### 1. List prioritized needs statements.

33% our 5th graders are near or at proficiency in science as evidenced by the FY25 School District of Palm Beach County NGSQ diagnostic

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

Lack of problem solving strategies Increase opportunities of application of content Increase opportunities for content area reading Provide opportunities for hands-on experiments or demonstrations; practice book Limited science block Limited science vocabulary Attendance/Tardiness scheduling conflicts Behaviors - intrinsic motivation, distractions Continued PD and instructional support

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

Offer Parent Events to support parent knowledge of content More hands on lessons and/or activities and opportunities to apply content K-5 focus on content based reading skills Increase opportunities for content based reading in K-5 Provide opportunities for common planning to plan for ways to address the deficiency from grade level to grade level in the area of Nature of Science Opportunities to collaborate with other grade levels (i.e. test type questions) provide opportunities to revisit fair game standards; 3rd and 4th grade standards Provide science tutorial program Provide access to adaptive technology focused on mastery of science standards Provide materials, consumables for hands-on science Use vocabulary notebooks to increase science vocabulary Science Bootcamp Instructional support from PD professional

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

- **Communication**

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training, work with district support for homeless and migrant students; biweekly newsletter that keeps parents informed about their child's learning. Will offer translated information to families

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) share information about the science standards and expectations K-5, host a science night using hands-on science activities to demonstrate how parents can actively engage their child in science learning at home.

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

- **School**

School will share science resources (vocabulary and activities) that can be completed at home.

- **Students**

Students will actively engage in classroom instruction, demonstrate correct classroom behavior, complete science homework, and monitor their learning

- **Parents**

Parents will reinforce school expectations at home; attend parent-teacher conference to learn about their child's progress, and attend science night training.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science): Provide professional development in K-5 to focus on science standards and how to integrate science through reading and/or math instruction.

- Accessibility

All training information will be shared with the community (Class Dojo); accessibility needs will be met at each training, work with district support for homeless and migrant students; biweekly newsletter that keeps parents informed on their child's learning. Support will also be provided to McKinney Vento, ESE, ELL and in foster care when needed.

## 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: \$171,538.00**

<b>Acct Description</b>	<b>Description</b>
Resource Teacher	The Science Resource Teacher will provide science enrichment content instruction for students in grades 3rd-5th during fine arts rotations.
Resource Teacher	The Resource Teacher will provide remediation and enrichment instruction in reading, math, and science for grades K-5 through push-in and pull-out models.

Acct Description	Description								
Out-of-system Subs	<b>Item</b> This is a day to day substitute for the Title I funded Science Resource Teacher in grades 3-5. The position # is 20004386 and the beginning date is August, 2025.	<b>Quantity</b> 1	<b>Rate</b> \$18.00	<b>Days</b> 3.5	<b>Hours</b> 6.5	<b>Weeks</b> 1	<b>Type</b> Original	<b>Total</b> \$398.00	
Out-of-system Tutors	<b>Item</b> The non-certified temporary tutor will provide reading/math instructional support to students in grades K-5 through either push in/pull-out model beginning September 2025 and ending April 2026.	<b>Quantity</b> 1	<b>Rate</b> \$15.00	<b>Days</b> 5	<b>Hours</b> 5.5	<b>Weeks</b> 30	<b>Certified</b> Non-Certified	<b>Type</b> Original	<b>Total</b> \$12,375.00
Tutorial	<b>Item</b> The certified teacher will conduct after school tutorial in ELA grades K-2 to remediate classroom instruction starting February 2026 - April 2, 2026.	<b>Quantity</b> 6	<b>Rate</b> \$37.00	<b>Days</b> 2	<b>Hours</b> 1.25	<b>Weeks</b> 8	<b>Certified</b> Certified	<b>Type</b> Original	<b>Total</b> \$4,440.00
	<b>Item</b> The certified teacher will do morning/after school tutorial in ELA, Math and science grades 3rd-5th to remediate classroom instruction starting October 2025 - April 10, 2026	<b>Quantity</b> 8	<b>Rate</b> \$37.00	<b>Days</b> 2	<b>Hours</b> 1.25	<b>Weeks</b> 24	<b>Certified</b> Certified	<b>Type</b> Original	<b>Total</b> \$17,760.00
Supplies	<b>Item</b> Voyager Passport - student renewal pack (k-5 ELA)	<b>Quantity</b> 156	<b>Rate</b> \$25.00	<b>Supply Type</b> Instructional Materials			<b>Type</b> Original	<b>Total</b> \$3,900.00	

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Post It Notes	1	\$11.35	General Supplies	Original	\$11.35
	iReady Magnetic Reading 3rd-5th grade	440	\$12.75	Instructional Materials	Original	\$5,610.00
	i-Ready shipping	1	\$519.00	Instructional Materials	Original	\$519.00
	Pencils -box of 144	3	\$25.00	General Supplies	Original	\$75.00
	Copy paper	40	\$32.00	General Supplies	Original	\$1,280.00
	File folder	5	\$9.00	General Supplies	Original	\$45.00
	iReady Magnetic Reading T.E. 3rd (2), 4th (2), 5th (2)	6	\$25.50	Instructional Materials	Original	\$153.00
	Adjustment - benefits credit and final allocation	1	\$4,401.00	General Supplies	Other	\$4,401.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	iReady Toolbox ELA - Grades 3-5 remediation and enrichment	1	\$3,468.00	Original	\$3,468.00	
	Top Score Writing Digital License 5th - Writing practice	4	\$250.00	Original	\$1,000.00	
	iXL site license for 3rd-5th ELA, & Math, 4th-5th math and science remediation and enrichment	1	\$8,300.00	Original	\$8,300.00	
	Reflex + Frax Bundle Site License for 2nd - 5th Grades Math remediation and enrichment	1	\$4,795.00	Original	\$4,795.00	
	Top Score Implementation Fee	1	\$280.00	Original	\$280.00	
	Generation Genius - K-5 Science enrichment	1	\$1,395.00	Original	\$1,395.00	

Acct Description	Description					
	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Top Score Writing Digital License 4th - Writing practice		5	\$250.00	Original	\$1,250.00
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Headphone shipping	1	\$197.40	Original	\$197.40	
	Student Headphones	475	\$6.99	Original	\$3,320.25	

## 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: \$5,083.00**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Colored copy paper reams	10	\$26.00	General Supplies	Original	\$260.00
	Color printer ink (parent communication flyers/student data/achievement reports; training materials, data chats with parents, Kindergarten kickoff)	4	\$275.00	Technology	Original	\$1,100.00

Acct Description	Description										
	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>		
	Printer ink - black (parent activities)				2	\$250.00	Technology	Original	\$500.00		
	White copy paper cases				20	\$32.00	General Supplies	Original	\$640.00		
Parent Support by School Staff	<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>
	The Certified Teachers will facilitate parent trainings listed in PFEP after contract hours.			9	\$25.00	4	2	1	Certified	Original	\$1,800.00
	The Spanish Community Language Facilitator will provide translation services during parent events & ESOL parent nights.			1	\$27.00	1	5	1	Non-Certified	Original	\$133.00

## Action Step: Professional Learning

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

**Budget Total: \$192,454.00**

Acct Description	Description
Tch Res Staff Development	The PD Resource Teacher will provide instructional support for grades K-2 teachers through ongoing PD, PLC meetings, analyze data and create intervention groupings.

Acct Description	Description																	
Single School Culture Coordinator	The Single School Coordinator will build teachers' instructional capacity in grades 3-5 ELA, math and science best practices through coaching, PLC meetings, and instructional support.																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="449 347 1001 418">Item</th> <th data-bbox="1018 347 1163 418">Quantity</th> <th data-bbox="1163 347 1287 418">Rate</th> <th data-bbox="1287 347 1386 418">Days</th> <th data-bbox="1386 347 1499 418">Hours</th> <th data-bbox="1499 347 1623 418">Weeks</th> <th data-bbox="1623 347 1768 418">Certified</th> <th data-bbox="1768 347 1898 418">Type</th> <th data-bbox="1898 347 2024 418">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	The K-5 Teachers and Resource Teachers will analyze data in ELA, Math and Science to plan around instruction. The collaboration starts in July 2025.	10	\$25.00	2	4	1	Certified	Original	\$2,000.00									
	The 3rd-5th Grade ELA & Math Teachers will analyze ELA and Math PM data and create secondary focus calendars and responsive instructional plans. The target dates are Oct and Jan. 2026.	20	\$25.00	1	2	2	Certified	Original	\$2,000.00									
	The 5th Grade Teachers will do data analysis of their Winter Diagnostics after contract hours. The target date is Jan. 2026.	4	\$25.00	1	2	2	Certified	Original	\$400.00									
The K-2nd Grade ELA & Math Teachers will analyze ELA and Math PM data and create secondary focus calendars and responsive instructional plans. The target dates are Oct and Jan. 2026.	20	\$25.00	1	2	2	Certified	Original	\$2,000.00										

## Mission Statement

## 1. Mission Statement

The mission of Grassy Waters Elementary School is to enhance parental involvement and increase the resources for parents in order to empower families to support their children's academic endeavors through providing parent trainings and initiatives throughout the school year. This will ensure that each unique student is engaged, challenged, and supported at home while developing his/her critical thinking, creativity, collaborative skills and citizenship.

## Involvement of Stakeholders

Name	Title
La Deshia Brooks	Assistant Principal
Mary Petillo	SSCC
Mark Golzbein	Teacher
Jennifer Wamhoff	Parent

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

All parents are invited to attend school related meetings. School Advisory Council (SAC) members are voted into SAC at the beginning of the year. Teachers voluntarily attend SAC meetings. SAC leaders who represent SAC and administration choose to be members of the group. During the August meeting, stakeholders who wish to be voting members are voted on by current members to join the SAC committee. SAC is an open invitation to all parents and business partners through call-outs, the school's marquee, and Class Dojo. Stakeholders input is given at the meetings and recorded in the minutes.

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

In February 2025, stakeholders are invited to participate in the comprehensive needs assessment process. The three step process consists of administration, school staff, parents, and business partners discussing school goals, reviewing data, determining priority areas, and focusing on solutions to address the root cause affecting student achievement. CNA compliance evidence/documentation were submitted to the district. Parents receive a copy of the PFEP which is translated in Spanish and Haitian Creole. The PFEP and SWP are reviewed at the annual Title I Meeting in October of 2025. Additionally, Title 1 information will be shared and discussed at SAC meetings and stakeholder input is documented in the minutes. FY26 SAC meetings will be determined in the fall.

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

In February 2025, stakeholders input on compact and parent engagement budget were recorded in the template. Title I funding information is shared and discussed at the annual Title I meeting and during SAC meeting. Parent responses are recorded in the minutes. Stakeholders are given evaluations and the ability to provide input throughout the school year. Any feedback that needed to be addressed was communicated to stakeholders at our SAC meeting. Money allocated for parent engagement will be used to purchase parent engagement supplies and staff support during parent trainings.

Name	Title
La Deshia Brooks	Assistant Principal
Mary Petillo	Single School Culture Coordinator

## Annual Parent Meeting

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

The Annual Title I meeting will be on October 1, 2025 8:30 a.m.

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 Annual Title I meeting through Class Dojo, ParentLink, and the school's marquee.

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

Invitations, an agenda, sign-in sheets, evaluations, Title I PowerPoint, handouts, copies of the PFEP and School-Parent Compact, and Title I information: activities/descriptions of Title I funds, how Title I funds were spent, and the impact on student achievement.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

How to Conduct an Effective Parent Teacher Conference?

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

Teachers will learn how to conduct an effective parent teacher conference.

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

The expected impact is that parents and teachers will build positive relationship and collaborate to support the student's growth.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy of the parent teacher conference notes.

- **Month of Training**

September 2025 (no later than September 26, 2025)

- **Responsible Person(s)**

Petillo and Moreland

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

- **Name of Training**

Utilizing Classroom Newsletter to Strengthen Parent Communication and Engagement

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

This training session will provide teachers with the skills to effectively create engaging newsletters that will foster stronger home-school connections. In the newsletter, teachers will communicate important updates, curriculum information, and highlight student achievement to strengthen parent communication.

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

After completing this training, teachers will craft and utilize newsletters as effective communication tools, fostering stronger connections with parents and enhancing overall parental engagement.

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

A grade level newsletter

- **Month of Training**

August 2025

- Responsible Person(s)

Higgins, Brooks, Petillo, Moreland

## Parent Trainings

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

- Name of Training

Tools for Academic Success

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

Parents will learn how to access tools and online programs in the student's portal for success at home.

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

Parents will receive their SIS Gateway login information and will begin setting up their accounts with staff support. Students will log into their portals and show parents each APP as we discuss their purpose and how to use them at home.

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

Parents will be able to log into SIS Gateway and also learn which programs students should be accessing at home. This will provide families with the tools to set expectations for practicing skills at home to help close learning gaps.

- Date of Training

September 2025

- Responsible Person(s)

Brooks/Petillo/Moreland

- Resources and Materials

computers, sign-in sheet, pens, paper, chart paper, and markers

- Amount (e.g. \$10.00)

0

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

- Name of Training

Family STEAM Night

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

Parents will utilize strategies at home with students to increase their understanding of the nature of science standards.

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

Interactive stations for students and families that focus on that Nature of Sciences standards.

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

Students in Grades K-5 will have more content knowledge on the Nature of Science standards and STEAM learning at home will increase which will help increase math and science achievement.

- **Date of Training**

October 2025

- **Responsible Person(s)**

Brooks and 1 teacher per grade

- **Resources and Materials**

Science material for each rotation activity aligned to the Nature of Science standards to match the rotation activity.

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

0

## 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?**

Parents will learn about literacy activities to enhance literacy learning at home.

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

Parents and students will participate in hands-on literacy activities (K-2: phonics and comprehension; 3-5: annotate/notetaking and comprehension) to be implemented at home to support achievement.

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

To improve literacy skills at home and increase student proficiency by practicing the strategies learned from the training.

- Date of Training

January 2026

- Responsible Person(s)

Petillo and one teacher from each grade level

- Resources and Materials

Powerpoint with strategies for parents to use to increase literacy, K-2 phonics and comprehension material, 3-5 passages, pencils/pens, chart paper

- Amount (e.g. \$10.00)

0

## 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

McKinney-Vento Program (MVP)

- Describe how agency/organization supports families.

McKinney-Vento provides support (i.e. supplies, clothes, support services) to families experiencing homelessness.

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

McKinney-Vento services brochure and email or SBT notes (if applicable)

- Frequency

As needed

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

- Name of Agency

West Palm Beach Rotary Club

- Describe how agency/organization supports families.

West Palm Beach Rotary Club provides resources for schools and families, such dictionaries for all 3rd graders, bikes for needy students, and financial donations to the school.

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

Pictures of events and attend Rotary Breakfast/Lunch

- Frequency

Annually

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

- Name of Agency

West Palm Beach Police Department

- Describe how agency/organization supports families.

West Palm Beach will host "Shop with a Cop" to support needs based students during the holiday.

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

Photos of events

- Frequency

Annually

## 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

Parents will receive invitations in their native language to the annual Title I meetings and SAC meetings. Title I information is shared during school announcements, PTC. School-Parent Compact, PFEP summary, and Parent's Right-to- Knoware also shared with families. Personal tutorial invitations will be sent home to parents. Academic information is discussed during SAC meetings.

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

Parent invitation, letters about tutorial opportunities, Class Dojo information about Title I Annual Meeting, SAC meetings, and parent trainings.

- Description

Curriculum information and expected proficiency levels for students will be shared during SAC meetings, parent conferences, and curriculum events. Progress reports and other academic assessment reports will be sent home for parents to review.

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

Curriculum event presentation/handouts, invitations, parent-teacher conference notes, sample of assessment reports

- Description

Parents will be informed of academic assessments used to measure student progress during curriculum nights, SAC meetings, Title I Annual Meeting, parent-teacher conferences, and IEP/LEP meetings. Progress reports, report cards, assessment results will also be sent home to parents.

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

Copies of parent teacher conference notes, progress reports/report cards, SAC agendas and sign-in sheets

- Description

Grassy Waters will hold a Title I Annual Meeting, monthly SAC meetings, and parent-teacher conferences. Parents will also be invited in IEP/LEP meetings as well as the CNA input meeting.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes

- **Description**

Grassy Waters will host some trainings and meetings during the day and other trainings in the evenings. IEP/LEP meetings are scheduled at a time that is convenient for parents to attend.

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

Copies of training invitations, Class Dojo messages and meeting notes

## **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**

Parents and families with limited English proficiency are provided with all information in their native language. Our CLF is available, as well as, staff members who assist with translations. CLFs attend parent-teacher conferences, IEP/504 meetings, and LEP meetings to translate for families. Our ESOL contact/teacher and CLF offer a parent training.

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

Translated compacts, invitations/flyers, and parent-teacher conference notes when translator attended.

- Description

Parents and families with disabilities receive continuous feedback and information through our ESE contact and resources support team. Families are provided equal access to all necessary information through use of district supports that are available on campus. Parents are provided with language interpreters and wheelchair accessible meeting locations. District support staff will be contacted to attend meetings to provide necessary accommodations for hearing impaired or blind families.

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

Notes when vision or hearing support was provided (if needed), sample of request to District for staff to support parents/photos of handicapped parking, ramps, seating, and elevators.

- Description

Parents are provided with all the necessary materials, supplies, and tools to ensure equity of education. Grassy Waters staff works with Migratory Education program contact to ensure migrant families feel welcome at our school and have the resources they need to help their children.

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

Migrant Department brochure, school staff referrals to Migrant Department and meeting notes (if applicable)

- Description

Parents are provided with all the necessary materials, supplies, and tools to ensure equity of education. Parents will receive information about the McKinney-Vento program.

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

SBT notes (if applicable), copy of referral/seeking support for families email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

### 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Grassy Waters Elementary's school counseling department conducts small group counseling with parental consent when needs arise. Our school counselor is part of the Fine Arts rotation and uses the Skills for Life and Learning framework and helps students work towards achieving the outcomes of the Florida Character Education Standards. Teachers meet with counselors of students who receive outside counseling services, if needed. Counselors are also able to do sessions with the students during the school day if approved. Our school counselor is full time on campus to address students' mental health and wellness needs as they arise integrating Skills for Learning and Life in the process. Our behavioral health counselor will work full time with students experiencing distress or have experienced trauma situations. Teachers will implement morning meeting daily in their classroom to discuss the community and culture of their classroom. W.I.S.E. Owls (character, service, positive behavior, achievement) are recognized monthly by their teacher and participate in monthly incentive activities.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

All students at Grassy Waters actively participate in a School-wide Positive Behavior Support (SwPBS) program. Students, parents and teachers utilize a matrix that conveys expectations of behavior in all areas of the school. Behavior focuses on being WISE (Willingness, Integrity, Safety, and Environment) Expectations are explicitly reviewed with faculty, staff, parents and students. Written explanations are shared electronically with parents. Teachers implement classroom-based interventions to address behavior problems. Teachers use a corrective behavior form to document frequent and ongoing behaviors that are not major classroom behavior after implementing classroom interventions and communicating with parents. After a child receives three documentations on the corrective behavior form, the student is referred to guidance or administration depending on the nature of the behaviors. Teachers use Class Dojo to award points to students based on their behavior for each school-wide skill. Parents receive daily behavior updates about their child's behavior through Class Dojo. Each grade level employs a grade level-wide incentive program to recognize and reward appropriate behavior. Students are also given monthly incentives if they meet the monthly criteria. The School-based Team (SBT) meets weekly to discuss students' academic and behavioral needs. If students are not successful with the tier 1 system then tier 2 is implemented. Student behavior contracts are put into place and/or academic plans to ensure that all students have an equal opportunity to learn in the classroom. Parents are notified of the SBT meetings and invited to attend to discuss their child's needs. Small group intensive instruction is provided to students by the BHP/school counselor, SAI, resource support for Literacy or Math and the BIAs. The SwPBS team and SBT work closely together to monitor students behavior, academics and attendance. Students identified by early warning systems for attendance, suspensions and statewide assessments are closely monitored by the administrative team and SBT.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Teachers are provided with copies of Florida's B.E.S.T. Standards appropriate for their grade level. During Professional Learning Communities (PLC's), teachers collaboratively unpack the standard, create review and/or enrichment activities, and plan next steps based on data analysis. The school utilizes district materials to assist teachers with completely reaching the standards. Administration reviews all materials that are not provided by the school district to ensure alignment to the standards. An accelerated math program (AMP) is offered to students in grades 3-5 if they meet the school requirements for mastery. An enrichment time is also offered in the blocks for students who meet gifted or advanced requirements in the areas of Literacy and/or Math. All instructional programs are rooted in the Pillars of Effective instruction. Standards based instruction allows for teachers and students to focus on the essentials. High expectations are set for all students and teachers scaffold instruction to ensure that students are supported in meeting the high expectations. Instruction is designed to be engaging and relevant, personalized and differentiated with small group practice for students in need. Student data is collected regularly and utilized to make instructional decisions. Teachers review data prior to PLC and discuss strengths and weaknesses to develop an action plan to reteach, remediate and re-assess as necessary. Current statewide assessment data and school data is used to develop tutorial groups. Teachers collect data and track informal and formal assessments. Administration reviews teacher classroom data regularly to determine if the school is meeting school-wide expected outcomes. Students are offered a variety of extra-curricular activities such as STEM club, Lego club, robotics, chorus, and art club. Students have the opportunity to learn academics in a fun, engaging atmosphere with a variety of peers at Grassy Waters Elementary. Furthermore, students participate in guidance and learn about character education and engage in learning skills for life and learning.

## Post-Secondary Opportunities and Workforce Readiness

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

Our biomedical and veterinarian technology academy provides students with vocabulary and basic understanding of medical and veterinarian sciences, hands on experiences in those fields and a strong foundation in the scientific methods involved in this field. This program will provide students with a foundation for middle school medical programs. Students' mathematics data in grades 3-5 are analyzed at the end of the year to determine if they meet the qualifications for participating in the Accelerated Math Program (AMP). Our fourth grade AMP students enroll in the fifth grade math course and take the fifth grade math Progress Monitoring Assessment. Fifth graders participating in AMP are enrolled in the sixth grade mathematics course and take the 6th grade math Progress Monitoring Assessment.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

Grassy Waters engages in Kindergarten Kick-off in April to share kindergarten expectations and standards with parents. They receive reading, writing, and math resources and will be trained on using those resources to assist in preparing their child for kindergarten. Kindergarten Kick-off information is shared with area preschools to parents with information about the event. Kindergarten students participate in staggered start to help acclimate them to school in smaller groups. Teachers and students get to know each other while also learning about the school and classroom expectations. Grassy Waters will coordinate Kindergarten Kick-off activity with daycare providers and Title I.

# Professional Development

## 1. Professional Development

Grade level PLC's take place weekly. 1st-5th grade PLC meetings take place in the morning with Fine Arts Team providing coverage. Kindergarten PLC meetings take place at the end of the day. Teams collaboratively plan instruction, develop common assessments and rigorous tasks for instruction, and participate in professional development activities. Teachers are provided an opportunity to observe colleagues' classrooms and attend district cadre meetings for ELA, Math and Science. Teachers are encouraged to attend district and local workshops that are provided free through the district. We provide opportunities for leadership development by mentoring teachers through their programs, providing opportunities for leadership growth practices, and developing mentoring partnerships among teachers.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

We strive to recruit and retain certified and effective teachers through providing opportunities to earn supplements through tutorial programs, clubs, etc. Clinical Educator trained teachers host and supervise a student teacher during their internship. Student teachers are observed as they apply theory and practice into real world application. They are supported and given specific feedback to foster continuous growth and development. Interns who complete their courses work and graduate can apply for open positions. Administration encourages teachers to enroll their own children at our school and provide a quality after care program their students can attend after school. We utilize the Educator Support Program (ESP), a teacher mentor program, to support new teachers and experienced teachers who are new to Grassy Waters. New teachers are assigned a clinical educator trained mentor who works with them through the Educator Support Program cohort. Experienced teachers who are new to the county or school are assigned a buddy who will acclimate the mentee to our district and/or school through a series of ESP cohort activities. Teachers participating in the Educator Support Program attend ESP huddles with their mentor or buddy teacher where they are provided support and tools necessary to succeed as a teacher at Grassy Waters Elementary. Beginning teachers have opportunities to attend district trainings on classroom management and instructional strategies. Our current teachers are provided ample opportunities to attend district cadres and professional development pertaining to the subject area they are teaching. All teachers are encouraged to continue their professional growth by participating in weekly PLCs and conducting peer observations. Teacher of the Month will be used monthly to praise teachers' W.I.S.E. actions. The monthly theme will be selected by teachers. Teachers are provided comp time for dedication to work outside of their normal work day and other positive certificates/incentives. Administration has an open door policy that allows teachers to seek support as needed. Our current teachers have access to "The Nest" where they have access to all school-wide information, procedures, and policies.