
Title I Comprehensive Schoolwide Plan
BELLE GLADE ELEMENTARY SCHOOL (2401)

ELA

1. List prioritized needs statements.

On the 2023-2024 PM 3 FAST ELA assessment, 21% of our 3rd grade students were proficient in ELA. There is a need to put interventions in place in Tier 1 academics to make sure that the students are getting quality ELA instruction in K-2 since this means that 79% of our students in 3rd grade are reading below grade level. Based on the FAST ELA data, Belle Glade Elementary did not meet the 42% federal index in English Language Learners.

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

-There is a discrepancy in the K-2 and the 3-5 assessment. The students who scores well on the 2nd grade ELA assessment does not show proficiency when they take the 3rd grade ELA assessment. *Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Teachers in K-2 are just learning the science of reading. Majority of the teachers did not major in Education so they do not have the early literacy background. -The students are not familiar with the laptop computers. The students use tablets and phones a lot at home. The practice of keyboards and the mouse is integral in manipulating the assessments. -Large classroom size -For parents, having to work multiple jobs to make ends meet makes it hard for parents to attend meetings, trainings and parent conferences. Parents who are also new to the country takes a while to get comfortable to attending school events due to language barrier. -There is also an increase number of parents who are not familiar with the language and are not able to help their children at home which results in a lack of early literacy, fluency and comprehension for both parents and students. *Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

-Teachers need to continue the professional development in the science of teaching ELA. Our teachers are using UFLI and they will need more PD on that. -Teachers will need more professional development in the standards especially if they are new to the grade level. -An ELA coach can assist the in house professional development of the teachers. -A Resource teacher can assist in the large classroom sizes to pull students based on needs - Additional resources for students to assist in tiered support such as online subscriptions, books, workbooks, supplies, etc. *Provide parent trainings (flexible timing) to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills (phonics, decoding strategies, vocabulary development). * All year intensive instruction for struggling readers during the instructional day (temp tutors, resource teachers, paras, teachers)

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

- **Communication**

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, literacy nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training.

- **Parent Training**

-FAST ELA assessment training to help the families understand the assessment the standards, K-2 Renaissance assessment parent training, AVID training. These trainings will allow our parents to understand the assessment that their children are going to be taking and the ELA skills and strategies that is needed in order for students to be successful (based on the BEST standards). Strategies will include resources to build fluency, vocabulary and reading comprehension.

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

- **School**

Belle Glade Elementary will provide more professional development to the teachers to help them understand the science of ELA which in turn will be able to assist our parents in creating resources for home/school connection. The school will provide rigorous ELA lessons to meet the demands of the standards and provide families with strong communication so that parents are involved and are aware of the ELA standards for their children. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (parents training and materials).

- **Students**

Come to school on time, be in school every day and do their homework every night in ELA. Students will complete 30 minutes a day on iReady Reading. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at home).

- Staff Training

<https://cssp.org/wp-content/uploads/2018/10/growingandsustainingparentengagementtoolkit.pdf> Sustaining Parent Engagement Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (phonics, decoding, vocabulary, comprehension)

- 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. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE works with the Migrant Dept. and the multicultural department to work with our Migrant students in academics such as tutoring and summer camps.

Math

1. List prioritized needs statements.

On the 2023-2024 FAST Math Assessment, 43% of our 3rd grade students were proficient in math. The year prior, only 26% of our 3rd grades students were proficient in Math. Eventhough this was an increase, we want to sustain our proficiency in math.

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

- The teachers especially those that are new to the grade level need professional development in learning the standards. * Lack of teacher knowledge of the math standards - Our classroom sizes are large so it his hard for the teachers to differentiate instruction. * Lack of time and personnel to provide additional interventions for students - There are language barriers that we experience with students who are new to the country.
- The students are not familiar with the laptop computers. The students use tablets and phones a lot at home. The practice of keyboards and the mouse is integral in manipulating the assessments. - Parents struggle with assisting students in the math curriculum since this math is very different from the math that parents are used to. -Lack of parent capacity and knowledge of how to support learning at home - The students need more math fluency and mental math. - Lack of fundamental skills (additional, subtraction, multiplication, and division facts)

3. Share possible solutions that address the root causes.

-Strengthening the Tier 1, core instruction through teacher trainings. Teachers learning from master teachers teach the math content will allow them to take the strategies learned and bring it back to their classrooms. -Develop ELL strategies within the classroom -Train teachers to utilize engagement strategies -Have a Tier 2 intervention program that will allow students to manipulate the laptop's keyboard and mouse to work on the Technology Enhanced Items on the assessment. -Providing trainings for parents to show them the assessment samples and the thinking work that students have to do using the B1G-M. -Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for Math to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5

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

- Communication

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, math nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training. The school will also provide opportunities for students to join the fluency contest and parents will need to work with their children to practice and drill the facts.

- Parent Training

FAST Math Night, Renaissance STAR assessment night, AVID night -Parent trainings (MATH Night) that are grade level specific (foundational skills- fluency, addition, subtraction, multiplication, and division facts) - understanding grade level progression and activities to support learning at home.

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

- School

Belle Glade Elementary will provide more professional development to the teachers to help them understand the science of Math. Belle Glade Elementary will also host numerous math fluency daily practices where parents will need to work with the students at home to help them with their fluency speed. Parents will receive resources to help them practice with their children at home. -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parents training and materials).

- **Students**

Come to school on time, be in school every day and do their homework every night in Math -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed. -Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

<https://cssp.org/wp-content/uploads/2018/10/growingandsustainingparentengagementtoolkit.pdf> Sustaining Parent Engagement -Teachers will be trained on how to sustain PE to build parent capacity to support student home learning -Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (fluency, addition, subtraction, multiplication, and division facts)

- **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. Homelessness: BGE works with McKinney Vento to provide resources to our families experiencing homelessness such as providing transportation, uniforms, school supplies, etc. Migrant: BGE 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.

In 2024, based on the NGSS Science Assessment, only 22% of our students were proficient. In 2023, as we implemented the plan, we increased to 36% proficiency. We do not want to lose the proficiency so creating a plan to stabilize this increase is important.

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

-More experience for the students outside the community - * Prior Knowledge -Build teacher capacity in the science content - * Lack of teacher knowledge of the science standards -Limited class time so the exposure to STEM is limited. - * Lack of time and personnel to provide additional interventions for students -Science fair game questions are tied to science in all grade levels. * Missing fair game benchmarks in lower grades -Being that parents are limited with resources to help expose children to museums and activities, it is hard for parents to provide their children with science related resources. -Our parents are also unfamiliar with the standards so they are unsure how to help their children with the science content.

3. Share possible solutions that address the root causes.

-Provide in house and out of school field trips -hands on kits for science - *Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Student workbooks, whiteboards, materials for science experiments, and more). -involving students in more STEM activities during fine arts -Providing parent training for parents so they understand the standards -Assist parents with hands on materials and sample lessons so that they can bring science to their home. -Provide PD to train teachers (new teachers, science teachers, struggling teachers etc.) to teach a systematic approach to scientific processes and vocabulary. Train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support).

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

• Communication

We communicate with families through School messenger, Parent link, Social Media, Newsletters, and student backpacks. We will use the same to inform families about Title I programs, literacy nights, assessments, SAC, and other flexible times. BGE will communicate to the parents on a regular basis regarding the current standards the students are working on and have the opportunity to reach out to the parent liaison and guidance counselors for family training.

• Parent Training

Curriculum night, FAST/NGSS assessment night/AVID nights where the science content will be provided so that the parents are aware of the science standards and how to help their children at home. -Science trainings that are grade level specific (fair game standards, science vocabulary) - understanding grade level progression and activities to support learning at home.

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

- **School**

Provide more professional development to the teachers to help them understand the science standards in depth. Provide the families with updated communication and tidbits on the most current lessons being taught in science so that the parents can tie it into the home. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parents training and materials).

- **Students**

Come to school on time, be in school every day and do their homework every night in science Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Help children with homework, attend trainings, and make sure that the students are in school daily unless truly needed. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

<https://cssp.org/wp-content/uploads/2018/10/growingandsustainingparentengagementtoolkit.pdf> Sustaining Parent Engagement -Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (science vocabulary, scientific method, etc.)

- **Accessibility**

Work with the homeless, migrant, families with no transportation to attend trainings -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

Action Step: Classroom Instruction

Provide differentiated instruction to provide remediation and enrichment through whole group and small group instruction for students in grades K-5. Plan for and provide differentiated instruction, small group support (push-in/push-out), and in school/after

school tutorial that will provide intervention for students identified using various data sources such as F.A.S.T., Diagnostics, iReady and modeling of instruction for improving student achievement.

Budget Total: \$232,562.75

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	* Amendment 20 DISSOLVED LINE - IXL for ELA and Science in grades 3-5 will provide students with on-grade-level text aligned to the ELA standards and provide students with a similar online format as FAST testing.	-1	\$3,000.00	Original	-\$3,000.00	
	* Amendment 20 DISSOLVED LINE Math Acaletics for grades 3-5 will expose students to prior, current, and future math standards while providing additional practice to help increase math achievement.	-1	\$6,951.00	Original	-\$6,951.00	
	BT 516697 Amendment 20 ADDED Top Score Writing	1	\$2,700.00	Amendment	\$2,700.00	
Trans Compound; field trips	Item	Quantity	Rate	Type	Total	
	Transportation for 2nd, 3rd, 5th (Oct. 2025) Slime Factory	6	\$500.00	Original	\$3,000.00	
	Transportation for 1st grade (Nov. 2025) Cox Science Museum	2	\$500.00	Original	\$1,000.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink for printing of student work	10	\$80.00	Technology	Original	\$800.00
	Student workbooks/materials for Math Acaletics, grades K-5	1	\$20,000.00	Program Supplies	Original	\$20,000.00

Acct Description	Description								
	Item	Quantity	Rate	Supply Type	Type	Total			
	Copy paper to support delivery of instruction and student achievement, ELA, math, and science, grades K-5	40	\$45.00	General Supplies	Original	\$1,800.00			
	General Supplies to support student learning and delivery of instruction, all content areas, grades K-5: dry erase markers, pouches, post-its, pens. pencils, etc.	1	\$1,076.75	General Supplies	Original	\$1,076.75			
	Adjustment - benefits credit and final allocation	1	\$3,200.00	General Supplies	Other	\$3,200.00			
	BT 516697 Amendment 20 REMOVING Funding originally allocated for classroom and Acaletics resource materials will be reallocated to extend academic tutoring service	1	-\$13,570.00	Program Supplies	Amendment	-\$13,570.00			
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K - 5 Math Out of system non-certified tutor to support learning gaps in Math beginning in August - February with planning included to work with teacher	1	\$15.00	5	5	18	Non-Certified	Original	\$6,750.00
	Certified Tutors to support math and reading in 3rd ,4th 5th Grade beginning August - February	2	\$37.00	5	6	19	Certified	Original	\$42,180.00
	K-5 ELA and Science Out of system non-certified tutor to support	1	\$15.00	5	5	18	Non-Certified	Original	\$6,750.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	learning gaps in Reading and Science beginning in August - February with planning included to work with teacher									
	BT 516697 Amendment 20 ADDED - Increasing weeks for the current non-certified tutors (Beginning August 2025)	2	\$15.00	5	5	9	Non-Certified	Amendment	\$6,750.00	
	BT 516697 Amendment 20 ADDED - Increasing weeks for the current certified tutors (Beginning August 2025)	2	\$37.00	5	6	9	Certified	Amendment	\$19,980.00	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will provide tutorials after school in reading, math, and science for 3-5 beginning in October.									
Field trip admissions	Item					Quantity	Rate	Type	Total	
	Kindergarten Lion Country Safari, Oct.- Nov 2025					90	\$15.00	Original	\$1,350.00	
	1st grade -Cox Science Museum, Nov. 2025					82	\$17.00	Original	\$1,394.00	
	3rd, grade - Slime Factory, Oct. 2025					96	\$8.00	Original	\$768.00	
	2nd grade - Slime Factory, Oct. 2025					102	\$8.00	Original	\$816.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	4th grade - St. Augustine, FL. Nov. 2025	95	\$40.00	Original	\$3,800.00
	5th grade - Slime Factory, Oct. 2025	95	\$8.00	Original	\$760.00
Charter bus	Item	Quantity	Rate	Type	Total
	Transportation for K (Oct.- Nov 2025) Lion Country Safari	2	\$1,100.00	Original	\$2,200.00
	Transportation for 4th grade (Nov. 2025) St. Augustine	2	\$2,400.00	Original	\$4,800.00
Resource Teacher	Resource Teacher will support ELA identified students with meeting grade-level expectations in grades K-5 by pulling out students.				

Action Step: Professional Learning

Provide on-going professional learning to support the professional growth of teachers through the PLCs, planned PD, and data analysis. Provide professional learning activities/opportunities to build teacher capacity for analyzing data, creating and delivering relevant curriculum for engaging all learners, and developing best practices as a standard. Teachers and faculty will participate in professional growth activities including PLCs, SBTs, conferences, modeling/coaching, and on-site PD based on the SSCC's assessment of data that will improve standards based instruction.

Budget Total: \$86,032.00

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="464 168 1423 250">Item</th> <th data-bbox="1434 168 1581 250">Quantity</th> <th data-bbox="1581 168 1759 250">Rate</th> <th data-bbox="1759 168 1892 250">Type</th> <th data-bbox="1892 168 2024 250">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
<p>* AMENDMENT 20 DISSOLVED - AVID Conference/Orlando, June 2026 - Teachers and Admin will collaborate with AVID trained professionals to enhance their teaching pedagogy to better support students in the classroom - Registration \$1000.00 + Transportation \$200.00 + Lodging \$700.00 + per diem \$108.00 × 3 people = \$6,024.00</p>	3	-\$2,008.00	Original	-\$6,024.00						
<p>* AMENDMENT 20 DISSOLVED Model Schools Conference: This conference will provide actionable strategies to maintain momentum in our journey to improve student outcomes and overall culture. Orlando, June 28-July 1, 2026; Registration \$1000.00 + Transportation \$300.00 + Lodging \$750.00 + per diem \$108.00 × 3 people = \$6,474.00</p>	3	-\$2,158.00	Original	-\$6,474.00						
LTF	Learning Team facilitator will support teachers in planning standard-based lessons; collect and disseminate data to make decisions and next steps, and facilitate PLC.									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$3,855.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshment for parent trainings	3	\$300.00	Program Supplies	Original	\$900.00
	Kindergarten Kick-Off supplies	1	\$500.00	General Supplies	Original	\$500.00
	5 gallon bags	3	\$35.00	General Supplies	Original	\$105.00
	Paper: white & color copy paper, cardstock, index cards, chart paper for parent trainings	1	\$650.00	General Supplies	Original	\$650.00
	Ink	1	\$500.00	Technology	Original	\$500.00
	Supplies: folders, crayons, markers, dividers	1	\$500.00	General Supplies	Original	\$500.00
	Manipulatives for parent trainings	1	\$700.00	Manipulatives	Original	\$700.00

Mission Statement

1. Mission Statement

The Parent and Family Engagement mission of Belle Glade Elementary is to increase student achievement and create a student centered environment by strengthening the home-school connection through collaboration with families and stakeholders throughout the community.

Involvement of Stakeholders

Name	Title
Stephanie Hart	Assistant Principal
Jamie Evans	Principal
Gabrielle Payne	SAC Chair
Tania Diaz	LTF
Crainesha Singletary Vickers	Administrative Secretary
Janet Rodriguez	CLF Spanish
Ilian Estrada	ELL Coordinator
Beatrice Cadet	ESE Coordinator
Michelle Rice	Bridges of Belle Glade
Juliette Joseph	Parent
Denise Ramos	Parent
Esther Demard	CLF Creole

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

Prior to every Parent/Stakeholder meeting, invitations sent through backpacks, word of mouth, social media, remind app/Class dojo, etc. are sent to the parents and stakeholders. During the Parent/Stakeholder meeting, all parents, stakeholders and teachers were invited to provide feedback and were invited to represent the school community. Through these, people interested in becoming a member of our SAC is given the opportunity to become involved . Stakeholders who at first volunteered to serve food to our families see opportunities to become more involved in different areas of the SAC and they too end up representing stakeholders. Parents, staff and community business partners who is willing and able to serve in the committee would share their intent to serve for a position. If there are numerous individuals are interested in a certain position, then a voting would take place.

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

On January 24, 2025, BGE leadership met to discuss the development of the CNA for next school year by analyzing the subgroup data. This data was presented to the staff met on January 27, 2025 from 2:30-3:30. Based on the staff suggestions and input on January 24, 2025, teachers and staff created root causes and possible solutions to help with the data. Based on the diagnostic data in ELA and Math, the two subject areas were still a huge focus. Science and attendance were also a concern based on the Principal's Dashboard report. On February 4, 2025 from 2:30-3:30, stakeholders met to go over the suggestions and key points of the leadership team meeting and the staff meeting. During the stakeholder meeting, data was presented and the stakeholders were divided up based on their primary focus (ELA, Math, Science, Discipline, Attendance, SEL, Safety). Parents were guided through the process in a whole group session since there were stakeholders joining us through googlemeet. In the meeting, there were teachers and staff members who are very knowledgeable about the components. Stakeholders shared their thoughts and ideas and then at the end, the ideas were brought back together and we come up as a whole team to create one plan. The School wide Plan was then developed. Throughout the year, parents and other stakeholders will be able to provide input on the Schoolwide Plans during our SAC meetings, Parent Nights and trainings.

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

At the end of the year, the budget and the Principal's dashboard was presented to the BGE leadership team and to the stakeholders. There were suggestions that the stakeholders suggested such as continuing Academic Tutors in order to provide more unique ways to tutor our students. In the conclusion of the meeting, the stakeholders decided that Academic Tutors were needed in order to make the plan happen.

Name	Title
Stephanie Hart	Assistant Principal
Crainesha Singletary-Vickers	Confidential Secretary
Tania Diaz	LTF
Jamie Evans	Principal
Gabrielle Payne	SAC chair

Annual Parent Meeting

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

August 26, 2025 2:45-4:00 pm Media Center

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

We will notify the parents, teachers and the community about the Title I Annual Meeting through the school website, marquee, call-out, letters sent home in all 3 languages, in social media and Dojo.

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

Computer/Smartboard Powerpoint presentation in all 3 languages PFEP Summary Data Parent/School compact from 2024-2025 Parent/School compact for 2025-2026 sign in sheet evaluations in all 3 languages agenda, handouts, and invitation in all 3 languages

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Welcoming an Inclusive Environment Training & Report Card Training

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

Staff will also be trained on documenting parent conferences using the SIS comment log system and will engage in role-playing activities to strengthen their communication skills. Emphasis will be placed on empathetic dialogue, the “sandwich method” for sharing concerns, and appropriate follow-up procedures. A prescriptive parent-teacher conference template with required and suggested components will be provided, and staff will be encouraged to request administrative support for challenging conversations.

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

To support staff with engaging families into the school community, and ensuring that staff receive strategies on building a rapport with parents, so that parents feel welcome to collaborate with school staff in helping students excel academically.

- What will teachers submit as evidence of implementation?

To ensure that staff apply strategies from the training and foster a more welcoming environment for families, implementation will be monitored through multiple methods. Staff will document increased parent participation using Class Dojo communication logs and SIS comment logs. Teachers will also record flexible conference scheduling (e.g., meetings before school, after school, during fine arts, or virtually) as evidence of family-centered engagement. Administrators will monitor implementation monthly by reviewing communications via Class Dojo and accessing linked Google Classrooms. Additionally, all staff will complete a Google Form survey immediately following the training to reflect on current communication practices, established norms, and areas for improvement. During classroom walkthroughs and collaborative meetings, administrators will use the components of the parent-teacher conference template as a rubric to guide their “look-fors.” These include clear communication of student performance, proactive outreach, and evidence of inclusive practices. Individualized feedback and coaching will be provided after conferences, based on observed practices or submitted documentation. Staff will be asked to submit copies of completed parent-teacher conference templates and are encouraged to highlight successful and positive parent interactions, which may be shared during future PDs or staff newsletters to promote best practices.

- **Month of Training**

September 15, 2025

- **Responsible Person(s)**

Mrs. Hart, Ms. Diaz, Mr. Benjamin, Ms. Sterling, Ms. Estrada, Ms. Vickers, Mr. Prince, Ms. Hawkins

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Math Training

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

Staff will learn to implement family-friendly math engagement strategies that directly address areas of weakness identified in the PM data, such as number fluency and multi-step problem solving. Using this data as a foundation, staff will be trained to support families through engaging, hands-on math games using dice, cards, and board games to strengthen number fluency skills. They will also learn how to model and teach problem-solving strategies like CUBES, helping parents guide their children through word problems with greater confidence. In addition, staff will be equipped to help families integrate math into everyday activities such as budgeting, cooking, and shopping, making learning both relevant and practical. Digital tools like Khan Academy Kids will be introduced as supplementary resources for reinforcing math concepts at home. To ensure families understand how to implement these strategies, staff will practice using the gradual release model (I Do, We Do, You Do), allowing them to deliver interactive and supportive training that promotes long-term academic growth.

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

This training is expected to increase parents' confidence in helping their children with math at home by equipping them with practical strategies and tools. Through interactive and collaborative learning experiences, it aims to strengthen home-school partnerships and foster a sense of shared responsibility for student success. As a result, families will engage in more frequent and meaningful math conversations outside of the classroom, creating opportunities for ongoing reinforcement of key concepts. By empowering families to practice math skills through fun, real-life applications beyond traditional homework, the training supports a culture of academic support. It will support parents as active participants in their child's math success and contribute to a stronger, more connected school community.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of implementation by providing photos and sign-in sheets from the parent math stations conducted during the event. These artifacts will document parent participation and engagement throughout the training. In addition, teachers will collect and submit completed parent reflection forms, which will demonstrate the parents' understanding of the math strategies introduced. These forms will offer valuable insight into what parents learned and how they plan to apply the strategies at home to support their child's academic progress.

- Month of Training

October 2026

- Responsible Person(s)

Mrs. Hart, Ms. Diaz, Mr. Benjamin, Ms. Sterling, Ms. Estrada, Ms. Vickers, Mr. Prince, Ms. Hawkins

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

AVID Night #1

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

Parents will learn what AVID is and how AVID is a part of the daily instruction schoolwide and teach the parents what each AVID strategy of the month looks like.

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

Parents will go to different centers to learn about the different strategies of the month. AVID strategies are focused around hands-on activities to include reading, writing, inquiry, collaboration, and organization.

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

Strategies of the month will be shared in the school's newsletter. Parents will receive the strategy for the month with details to help them better assist their child(ren) at home.

- Date of Training

September 2025

- Responsible Person(s)

Ms. Crystal Sterling

- Resources and Materials

-Grade level standards -grade level text -powerpoint presentation -center activity -agenda, evaluations, and sign-in sheets

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading Training (Reading in Your PJs)

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

During the family reading training, parents will learn how to implement comprehension strategies and vocabulary support activities aligned to the Benchmark Advance curriculum to reinforce reading at home. Using the PM and iReady data to target identified areas of weakness, the training will focus on skills such as asking and answering questions, making inferences, retelling key details, comparing texts across genres, and using context clues to understand vocabulary. Parents will be introduced to the Home-Connection letters and activities available in each unit, which include guided questions, key vocabulary, and shared reading texts designed to support students' comprehension and language development.

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

The interactive, hands-on component of the training will immerse families in a cozy, engaging environment themed around hot cocoa, pajamas, and reading at home. Parents will rotate through stations that model effective reading support strategies, including vocabulary games, guided comprehension activities, and genre-based tasks. Staff will use the Gradual Release of Responsibility model to demonstrate how to use the Benchmark Home-Connection materials. First, staff will model each activity ("I Do"), then guide parents through the strategies together ("We Do"), and finally allow parents to practice independently or in small groups ("You Do")

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

The expected impact of this training is increased parent confidence and consistency in supporting literacy at home. By aligning activities with classroom instruction and providing families with ready-to-use materials, the training strengthens the home-school connection and ensures students have opportunities to reinforce critical reading skills outside of the classroom. This, in turn, is expected to positively impact student achievement in reading comprehension and vocabulary, particularly in areas identified as needing improvement through PM2 assessments.

- Date of Training

January 2026

- Responsible Person(s)

Mrs. Hart, Ms. Hawkins, Ms. Sterling, Mr. Benjamin, Ms. Estrada, Ms. Vickers, Mr. Prince, Ms. Holden, Ms. Diaz

- Resources and Materials

Benchmark Advance Home-Connection letters for Current Units (printed in multiple languages) Student texts or copies of unit-level shared reading passages Vocabulary word cards or vocabulary games Graphic organizers (e.g., for retelling, making inferences, comparing texts) Guided comprehension question prompts for parents Parent-friendly strategy handouts (asking/answering questions, using context clues, retelling, etc.) Station signs/instructions for interactive activities Highlighters, pencils, sticky notes (for modeling annotation or text marking) Evaluation form for parent feedback Sign-in sheet for documentation

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Training (Math Madness)

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

Parents will learn how to support their children's math growth at home using interactive, hands-on strategies aligned to identified areas of weakness from PM2 data, such as number fluency and problem-solving. These include using dice and card games to build fact fluency, supporting word problem strategies like CUBES (Circle, Underline, Box, Evaluate, Solve), and applying real-life math through everyday activities like grocery budgeting, measuring for recipes, and telling time. Parents will also explore free digital tools such as Prodigy and Khan Academy Kids to reinforce skills in a fun and engaging way.

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

The Math event is designed as a rotating, bracket-style experience where families visit four themed stations: Number Fluency, Problem Solving, Math in Real Life, and Math Tech Tools. At each station, staff will use the Gradual Release of Responsibility model to model a math strategy or activity ("I Do"), guide parents through it with their child ("We Do"), and then allow families to try it on their own ("You Do"). Activities include dice roll games, solving math word problems using the CUBES strategy, completing a mini "grocery store" budget challenge, and exploring math apps. Parents will actively practice each strategy and receive take-home materials to continue learning beyond the event.

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

This training is expected to increase family involvement in supporting math learning, particularly in skill areas targeted by PM2 results. By equipping parents with practical, easy-to-use strategies and tools, the training fosters consistent math reinforcement at home, helping students build fluency, confidence, and problem-solving skills. With ongoing at-home practice and stronger home-school connections, students are more likely to show growth in foundational math concepts, ultimately leading to improved performance on classroom tasks and future assessments.

- Date of Training

March 2026

- Responsible Person(s)

Mrs. Hart, Ms. Hawkins, Ms. Sterling, Mr. Benjamin, Ms. Estrada, Ms. Vickers, Mr. Prince, Ms. Holden, Ms. Diaz

- Resources and Materials

Math word problem task cards CUBES strategy anchor chart/poster CUBES strategy handouts for parents (printed) Math fluency game boards Flashcards (addition, subtraction, multiplication, division) Dice Playing cards Student-friendly dry-erase boards or laminated work mats Fake money or play coins Measuring cups, rulers, and calculators QR codes to digital math tools Khan Academy Kids)

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

Migrant Department/ESOL/ELL

- Describe how agency/organization supports families.

The Migrant Department coordinates parent engagement opportunities to increase parental involvement at BGE. They also support families with student registration through translation services.

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

Migrant Department flyers emails/communication to parents for trainings translated documents

- Frequency

2x a year

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

- Name of Agency

Safe Schools McKinney Vento

- Describe how agency/organization supports families.

Under the Safe Schools umbrella, McKinney Vento is the department that assists families experiencing homelessness. McKinney Vento informs parents, and guardians, of their educational rights and link homeless students with educational and other services. In addition, they also provide school supplies, including school uniforms, and toiletries and they coordinate district transportation services to maintain home school stability.

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

student housing questionnaire emails from the McKinney Vento contact communication home to parents

- Frequency

As need comes up.

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

- Name of Agency

Bridges of Belle Glade

- Describe how agency/organization supports families.

Bridges of Belle Glade assists BGE families by connecting them to a variety of community resources to help them increase their families quality of life.

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

Bridges of Belle Glade attends our SAC meetings and offers their services to our parents based on their needs. The SAC agenda will document the partnership. Bridges of Belle Glade flyers Thank you letters

- Frequency

2-3x a year

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

Belle Glade Elementary will provide families with timely information about our Title 1 programs such as tutoring, parent training and events through: Marquee Call out Social Media SAC Meeting translated documents in Spanish and Creole

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

flyers SAC agenda sample translated document

- Description

Belle Glade Elementary will inform parents about the curriculum, the forms of assessments and the expected proficiency levels through our AVID data chats Progress reports Report cards Open House Parent/Teacher conferences SAC meetings

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

AVID data chat agenda / conference notes sample report card Open house agenda, sign-in sheets, and/or presentation

- Description

Belle Glade Elementary will inform parents about forms of academic assessments by hosting -AVID Nights -FAST/BEST Parent/Teacher conferences and sending home: -Report Cards -Progress Reports

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

Agenda and sign in sheet for AVID Nights Sample Report Cards Sample Progress Reports

- Description

Belle Glade Elementary will inform parents about opportunities to participate in decision making relating to the education of their children through our Open House AVID nights FAST/BEST Night SAC meetings Title 1 annual meeting

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

The school will use the agendas, sign in sheet and parent evaluation for -Open House -AVID nights -Title 1 Annual Meeting

- Description

To ensure equitable access to trainings, activities, and events, the school will offer flexible meeting dates and times, including options before school, during fine arts blocks, after school, and virtually via Google Classroom. Parents will be able to select from a range of parent conference times to best accommodate their schedules. For parents who are homebound or face transportation challenges, home visits will be offered by designated staff to ensure participation and engagement. Additionally, childcare services will be provided on campus during parent trainings and events to support families with young children. Teachers will receive classroom coverage during the instructional day, when needed, to meet with parents who are only available during school hours. These efforts reflect the school's commitment to eliminating barriers to participation and creating an inclusive, family-centered environment.

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

Parent Conference Sign-Up Sheets or Schedules, Communication Samples to Families (Flyers, Class Dojo messages, or newsletters informing parents about flexible scheduling options), Photographs from Events, and/or Parent-Teacher Conference Logs or SIS Documentation.

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

We provide accommodations for parents and families with limited English Proficiency by translations of information such as invitations, flyers, etc. in languages required. The CLFs being present at the meetings will also assist our families .

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

Title 1 documents in 3 languages: translated Compacts and PFEP Summaries Invitations in 3 languages Agenda in 3 languages

- Description

After parent training, parents are asked about their opinions on how to make the training more accessible. Having the ESE contact present at meetings will allow for parents quick responses to questions and or concerns and suggestion. For Parents who have disabilities, BGE is equipped with handicap parking spots where the wheelchair ramps are. These are located in the front entrance of the school. Meetings are held in the media center which is the closest to the front entrance of the school. BGE will also contact the district in advance if a parent who is in need of sign language assistance will be in attendance to the meeting or if there is a language that a parent uses that we are not equipped to translate in the school.

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

Parent evaluation Pictures of ramp Email request to the district for assistance (sign language, translation)

- Description

BGE works with the CLFs (Community Language Facilitators) who work hand in hand with the Migrant department to contact parents and to translate documents necessary for migratory families to understand the training. The virtual meetings will also help so that the parents can access the training at any time they are available to since the migrant family work day usually does not end until the evening hours.

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

training translated documents, flyers of service offered virtual meetings Email communication with BGE and the Migrant department

- Description

BGE works with Ms. Vernell who is the contact person for the McKinney Vento. Our data processor, Ms. Hytower will quickly notify Ms. Vernell upon receiving the residency questionnaire upon registration. Upon learning that the family is experiencing homelessness, backpacks with school supplies and school uniforms are given to the families. The family is assisted in completing the lunch forms for free/reduced lunch. Bus transportation is also arranged to help transport the students from the temporary housing to the school site.

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

sample residency questionnaire (SHQ form 2479) Email communication with BGE and Safe Schools Email communication with BGE and transportation

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

Belle Glade Elementary is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, be respectful, and be safe in instructional and non instructional tasks. School-wide positive behavior universal guidelines for success is evident throughout the school. Positive praise and "blue tickets" are used to reinforce behaviors. Students can use their "blue tickets" for rewards such as the monthly ice cream social. "Blue tickets" can also be used for purchases within their own classrooms. "Gold tickets are rewarded to classrooms who are exhibiting the school wide expectations. Every Friday, the classes with "Golden Tickets" get the opportunity to win certificates from local fast food restaurants such as Taco Bell, McDonald and Wendy's. Most teachers also use the Class DOJO app to reinforce positive behaviors and mental health skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior, emotional, psychological, and social well-being. All classrooms have adopted "Morning Meetings" to build and reinforce social emotional skills and community via daily morning discussion. Belle Glade Elementary has two school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors along with our Parent Liaison support family needs as well through home visits and connections to community resources. The counselors work closely with Bridges to bring volunteers to Belle Glade El to serve as mentors and positive role models to our students and their families. The counselors also work with our Behavioral Health Professional. He has a daily schedule where he visits the students who are in need of assistance in decision making and in need of a positive male role model. He also has his "Boys to Men" group where he guides our boys to become role models to others. Through AVID (Advancement, Via Individual Determination), Belle Glade Elementary is committed in instilling a growth mindset in all of our students and it is helping the students to become organized, taught habits and college preparedness. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated by teachers and staff and are recognized monthly based on the character of the month. Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. The school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart". Belle Glade Elementary offers various clubs to help the students build their interests in non academic skills. Some of the clubs offered at Belle Glade Elementary are Etiquette club, Spanish club and the Beginning Band Program. These clubs are intended to help the students explore diverse interests and to build self esteem. Belle Glade Elementary is participating in the Buddy Ambassador "Buddy Bench" Program . This program supports all students by creating a welcoming school environment which especially helps students who feel isolated.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored based on the team's decision on the best way to track student's progress. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via phone or in person. All parents are called and invited to all SBT meetings pertaining to their child. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: Belle Glade Elementary is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the BGE Expectations (Be Respectful, Be Responsible, and Be Safe).

Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At BGE, some Tier 2 interventions for reading are: -Voyager - LLI (Leveled Literacy Intervention) - UFLI -FCRR

Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. - narrow focus on identified barrier - sometimes includes additional time using the specific interventions: Words their Way Fountas and Pinnell Words Study Small Group instruction using the guided reading model

Members of the MTSS/RtI Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal: Robera Walker - NEW Principal: Jamie Evans Assistant Principal: M. Adelle Sumner - New AP Stephanie Hart ELL Coordinator: Ilian Estrada ESE Coordinator: Summer Miller School Based Team (SBT) Leader and Learning Team Facilitator: Stephanie Hart Math Resource Teacher, Jordan Hawkins ELA Resource Teacher, Octavian Prince School Psychologist: Luciana Blackshear School Counselors, Beatrice Mesidor and D'end Greer Classroom teachers (K-5) ESE teachers, ELL teachers, SAI teacher

Provision of a Well-Rounded Education

1. Well-Rounded Education

The students at Belle Glade Elementary participates in core classes along with a 30-minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 5 offerings for grades K-2: 1)Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media. Our fine arts rotation consists of 8 offerings for grades 3-5:)Skills for Learning and Life, 2) Music, 3) Art, 4) Physical Education, 5) Media and 6) Guidance. Students rotate through the fine arts in 5 or 6 day rotation. All subject areas are taught using a district approved curriculum by a certified teacher in that content area. Our reading and math rotation offers additional time on foundational grade level Reading and Math skills. The master schedule and student placements were created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rti, and Gifted students. Our High Achieving classes provide enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, FSQs and USAs, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific programs. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% (L25) for reading. Every subject area is differentiated at BGE. Belle Glade Elementary works through the gradual release of responsibility where teacher does the "I do", the students are given the opportunity to work together still with teacher assistance "we do" and eventually the "you do" where the students have the ability to demonstrate their learning independently. After the "you do", the students are pulled in small groups for differentiation. Students are either enriched or retaught. Differentiated Instruction is embedded in all the teacher's schedules. During Differentiated instruction, the L25 students work on remedial skills through research based interventions such as LLI or Voyager. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida BEST Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the 30 minute Extended Day schedule, in which students receive additional time added to the school day that is focused on reading. Students can participate in extracurricular activities such as Etiquette club, Spanish club, Teachers of Tomorrow, Special Olympics and the Beginning Band Program. The AVID program, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Belle Glade Elementary is an AVID school. AVID stands for Advanced Via Individual Determination. The AVID program brings college awareness to the students by giving students the opportunity to learn skills and strategies for college readiness such as growth mindset and WICOR strategies. The AVID program was piloted 10 years ago. During the first year, it was piloted in 3rd-5th grade and we've added a grade every year. We are now a K-5 AVID school. Belle Glade Elementary offers the AMP Math Program in grades 3-5 which allows students to receive accelerated math courses. These math courses will allow the students in the program to take a middle school math course in 5th grade which in turn will eventually provide the student the opportunity to take high school math courses in middle school and college math courses in high school. School-wide, we are committed to building college and career awareness through displays of the different colleges posted through the school. Additionally, college and career awareness events through AVID and our guidance programs include: Spirit day Friday where students can wear shirts from their favorite college and universities as well as in person college field trips to PBSC college visits. The campus is decorated with college banners to get the students hyped up about colleges. Belle Glade Elementary also partners with Team Work USA and The Ben Carson Scholars Fund who provides college scholarships to students who show outstanding leadership skills. The Young Lawyers of Palm Beach County visits Belle Glade Elementary Students at least once a year to speak about the qualities and characteristics that students need in order to be successful in college and career.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Belle Glade Elementary offers a full-time VPK class that is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, reading partnerships with other classes, just to name a few. Our Pre-K parents are invited to a Curriculum Night which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Belle Glade Elementary offers the VPK program and the PreK Speech and Behavior unit to prepare the students for Kindergarten. The Pre K and Kindergarten teachers work closely together to inform each other of strategies and assessments to help develop daily curriculum to meet the needs of the PreK students. Belle Glade Elementary also offers an annual Kindergarten Kick-off (formerly Kindergarten Round-up) in the Spring, which includes parent training on what to expect in Kindergarten, as well as resources and strategies to help students over the summer be prepared for the start of Kindergarten. On-site school tours are offered to new kindergarten families as part of Kindergarten Kick-off. Future students and parents are encouraged to explore the classrooms so they won't seem foreign when the school year begins. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

Professional Learning

1. Professional Learning

Teachers participate in Collaborative Planning as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and coaches go through the cycle of 1) examining the standards where teachers create learning targets, 2) aligning instructions where strategies are brainstormed and selected to deliver standards based instruction, 3) determining student evidences by creating the criteria for success, 4) analyzing student works where the teachers, coaches and administration find out what students learned and what they didn't learn and 5) modifying instruction where differentiation is planned. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. The collaborative plannings are supported by the instructional coaches/resource teachers, as well as the Learning Team Facilitator. Regional and district curriculum support and resources on Blender are also available for teachers to develop their skills sets. Teachers implementing AVID have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. All classroom teachers receive AVID refresher from the AVID team. Professional Development days are used for professional development around the Palm Beach Focused Model of Instruction. The Palm Beach Focused Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. Our Core Leadership trains the teachers on Learning Science International PDD. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around the Palm Beach Focused Model of Instruction.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Belle Glade Elementary administration strives to recruit and retain effective educators. Some strategies used for recruitment include: Job Fairs within the community (Glades Job Fair, Palm Beach County Job Fair) and out county/state, collaboration with HR and our Region Office, word of mouth, pay for performance and Best & Brightest Teacher Scholarship Program. Additionally, Belle Glade Elementary has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Belle Glade Elementary also utilizes academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. At Belle Glade Elementary, a Glades supplement is offered to staff members starting at \$3,750 which is paid out year round. The longer an instructional staff member works in the Glades, the higher the supplement is. At Belle Glade Elementary, the following are offered to retain staff members and to continue their growth: -New Teacher Orientation -ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers -Teaching Team with Team Leaders to model best practices for effective instruction -Collaborative Planning fosters professional discussions to inform teaching -Department Chairs provide instructional support, professional advice, and a willing ear -Coaching Support to develop pedagogy skills and content knowledge - Positive School/Employee Morale to build a family community dedicated to the success of students - Ongoing and relevant Professional Development as described in the Professional Development section - Open Door Policy to encourage faculty and staff to voice concerns or share praise - Opportunities for part-time pay such as tutoring, club stipends - Hospitality and Wellness events on campus to build community - SwPBS supports the overall climate of the school - Staff is recognized through instructional and non instructional employee of the month, shout outs on the Eagle Review, and special events like breakfasts, gifts, etc.