
Title I Comprehensive Schoolwide Plan
PALM BEACH GARDENS ELEMENTARY SCHOOL (0111)

ELA

1. List prioritized needs statements.

Based on the iReady Diagnostic Data, and Winter State Progress Monitoring assessments, 32% of students demonstrate a need for intervention and 12% of students K-5 in ELA are substantially below grade level standards in ELA and in need of intensive interventions. According to iReady Winter Diagnostics, 50% of students K-5 need development in Vocabulary, 45% of students K-5 need development on Comprehension in Literature, and 48% of students K-5 need development on Comprehension in Informational Text. Our ELA learning gains in the lowest 25% dropped to 30% (compared to 44% PM2 last school year) PM2 data indicates that 52% of students are not yet meeting end of year expectations FY24 State Progress Monitoring results show that in the ELL subgroup 52% are proficient and in the SWD subgroup 15% were proficient in Reading.

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

Lack of time and personnel to provide additional interventions for students In Grades 3-5, teachers need additional support in providing differentiated instruction/interventions focused on vocabulary and comprehension K-2 Student Intervention Needs Lack of foundational skills Students lack motivation and engagement. Absences and tardies Vocabulary skills are lacking specifically for ELA which makes it difficult for students to comprehend the text/passage Student Behavior Transience - students coming from other schools Lack of remedial resources Excessive testing Parent engagement Consistent, research-based tier 1 instruction Lack of routines Distractions that interrupt lessons Student lack of outside experiences Lack of test-taking strategies 504 support Too much time on the computer Engaging read-alouds, lack of high interest texts Students need more time to talk to each other to problem solve and connect

3. Share possible solutions that address the root causes.

Utilize New Worlds Reading resources There is a need for additional teachers to support tier 3 interventions There is a need for additional teachers to support L25 and subgroups There is a need to implement classroom community meetings, cooperative learning opportunities, and team building activities. Provide Consistent small group counseling Positive Communication with families regarding student engagement and achievement - * Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home. Provide School-wide behavior and engagement training There is a need for staff development workshops for teachers to gain high quality educational professional experiences in academics, relationship building, and climate and culture. *[Provide PD and/or Training} Support teachers in developing understanding of standards and research based strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for SWD, ELL and struggling students. Data chats need to continue regularly with teachers to disaggregate student needs, identify resources to be used, identify personnel to support such needs, and create flexible small group supports

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

- **Communication**

Palm Beach Gardens Elementary will share information on Title 1 information during our School Advisory meeting. We will discuss the positive aspects of being a Title 1 school, and our how we plan to use the funds next year. We will continue to provide ongoing communication of Title I information through the use of agenda daily, ParentLink, parent call outs, texts, and emails, School Newsletters, marquee, and school website.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) such as having students read aloud to family members, go over vocabulary and spelling words, and discuss comprehension with family members. Provide hands-on training and take home activities. Parent conferences reviewing student performance and providing resources Possibly scheduled for a day/evening Hold Family Literacy Night for parents Provide resources Encourage parents to read with their child and listen to their child read aloud Possible Raz-Kids demonstration for parents Volunteer opportunities for parents to read to students during Literacy Week.

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

- **School**

School staff will work with students and their parents/families to support students' success in ELA by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of standards in ELA. *Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, vocabulary - high frequency words and comprehension)

- **Students**

Students will work with parent/family and their teacher(s) to improve their success in ELA by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily

- **Parents**

Parents/families will work with their child and school staff to support students' success in ELA by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn

- **Staff Training**

Staff training on how to provide at home resources for ELA at home (for example - New World's Reading) - * Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills -fluency, vocabulary development, phonics, phonemic awareness. Book Studies (Titles to be Determined) Increase communication (newsletters, emails, phone calls, RCA app, etc) Parent incentives/snacks at meetings Provide more parent resources Evening meetings More opportunities for parent volunteers

- **Accessibility**

-Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -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.

Math

1. List prioritized needs statements.

According to PM2 math data indicates that 59% of 3rd-5th grade students are not performing at end of year grade level expectations. According to PM2 results 14% of our SWD subgroup was proficient, and 36% of our ELL subgroup was proficient in Math. Our math learning gains for our lowest 25% dropped to 5% (from 28% PM2 last school year) According to iReady Winter Diagnostics, 49% of students K-5 need development in Numbers and Operations skills, 42% of students K-4 need development on Algebra and Algebraic Thinking skills, 53% of students K-4 need development in Measurement skills, and 54% of students K-4 need development in Geometry skills. Based on the iReady Diagnostic Data, and Winter State Progress Monitoring assessments, 42% of students demonstrate a need for intervention in math and 11% of students K-5 are substantially below grade level standards and in need of intensive interventions in math.

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

Lack of fundamental skills: K-2 - Addition/Subtraction 3-5 - Multiplication and Division Remediation block is typically reserved for reading interventions Absences/Tardies are a major concern Students lack motivation and engagement Student Behavior Transience - students coming from other schools Students need practice with math facts Lack of parent capacity and knowledge of how to support learning at home Excessive Testing Teachers aligning blender pacing with the textbook Lack of routines distractions that interrupt lessons Student lack of outside experiences Lack of test taking strategies 504 support Time to work on skill deficits Students need more time talking to each other to problem solve and connect District scope and sequence does not build in enough days for testing, field trips, schools activities Curriculum changes each year STEAM training opportunities for both parents and teachers

3. Share possible solutions that address the root causes.

Resource Teacher - provide math interventions during remediation block to fill in gaps in foundational fact fluency and place value concepts Schedule data chats with teachers to disaggregate student needs and create flexible small group supports Support teachers in developing understanding of standards and research based strategies for ensuring lessons are meeting the rigor of the standard and incorporate strategies for SWD, ELL and struggling students. Develop remediation plan for gaps in standards knowledge Provide PD to train teachers to teach a systematic approach to math instruction, and train teachers to understand the curriculum to provide explicit instruction School-wide behavior and engagement training Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026) for Math to support students (struggling, at-risk, L25, Lv. 1, Lv.2, etc.) in grade K-5 Practicing math facts/completing homework at home every day (flashcards) More interventionists Computer based fact fluency practice More incentives/positive reinforcement for progress hold competitions for classrooms Fine arts reinforce standards Parent involvement Vocabulary practice Fluency of math facts randomly throughout the day More high engagement practice opportunities (practice) Help students become accountable for their learning Adjust pacing Survey students for ideas for incentives Math question of the day on the morning announcements Teach coding iReady Rewards for minutes completed and lessons passed Meaningful follow-up with students Math labs Incorporate STEAM in fine arts Math resource teacher Math tutoring beginning earlier in the year Problem solving practice Provide resources to parents Math games day (for example, multiplication wars between RCA houses) Increased partner work Small group instruction Time for students to share their thinking and problem solve Provide opportunities for students to use hands-on experiences/practice to support student learning

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

- Communication

We will continue to provide families with flyers, parent call-outs, texts, and emails through the use of ParentLink, School Newsletter, marquee, school website. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) STEAM Night Math Night Parent conferences reviewing student performance and providing resources Increase communication (newsletters, emails, phone calls, RCA app, etc) Parent incentives/snacks at meetings Provide more parent resources Evening meetings - flexible times More opportunities for parent volunteers Parents can take pictures to meet challenges and students receive rewards Raffles (parking spots, surprise reading, morning announcements) Share list of free community activities Paper based report cards Data folder to communicate student progress Fun events for parents (plays, performances, birthday celebrations, Donuts for Dads, Muffins for Moms, Pancakes for Parents) Opportunities for parents to see the classroom At home strategies for ELL students Art showcases and exhibitions Hands on activities for parents and students (i.e. scavenger hunt)

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) -*Provide strategies to improve student fluency and foundational skills basic facts for addition, subtraction, multiplication, and division) at home. Hold Math Night in conjunction with Math Workshops for parents Provide resources Encourage parents to reinforce math facts at home (flashcards) * Possibly provide parents with math materials/activities to help support their child at home.

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

- School

School staff will work with students and their parents/families to support students' academic success in Math by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of Math standards * Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parent training and materials)

- Students

Students will work with parent/family and their teacher(s) to improve their academic success in Math by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily

- Parents

Parents/families will work with their child and school staff to support students' academic success in Math by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level Math standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn

- 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 (math foundational skills - fluency, additional, subtraction, multiplication, and division facts)

- Accessibility

-Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -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.

Science

1. List prioritized needs statements.

Based on Science Winter Diagnostics, 46% of our students are not meeting mastery in science. 35% are below the threshold

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

Science is not prioritized in K-4 to accommodate Tier 3 interventions and needs in other areas. Lack of prior knowledge Lack of time on the schedule

3. Share possible solutions that address the root causes.

There is a need for hands on science experiments to interact with the concept and solidify Tier 3 content vocabulary School-wide behavior and engagement training Infuse science into the reading block Academic games Science on the fine arts rotation Science vocabulary practice Dedicated time and materials for instruction Science games/activities in Aftercare Hands-on activities Field trips Partner with the community (for example Max Plank) Provide at home STEAM and science activities 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). Robotics Provide extended learning opportunities through tutorial programs for science during the morning, after school, and in Summer for grades 4-5.

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

• Communication

Continue to provide families with flyers, parent call-outs, texts, and emails through the use of School Newsletter, marquee and school website. Likewise, parents will call the school to ensure that updated information is located in SIS. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) STEAM Night Increase communication (newsletters, emails, phone calls, RCA app, etc) Parent incentives/snacks at meetings Provide more parent resources Evening meetings - flexible times More opportunities for parent volunteers Parents can take pictures to meet challenges and students receive rewards Raffles (parking spots, surprise reading, morning announcements) Share list of free community activities Paper based report cards Data folder to communicate student progress Fun events for parents (plays, performances, birthday celebrations, Donuts for Dads, Muffins for Moms, Pancakes for Parents) Opportunities for parents to see the classroom At home strategies for ELL students Art showcases and exhibitions Hands on activities for parents and students (i.e. scavenger hunt)

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Provide take home hands on activities through STEAM Night

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

- **School**

School staff will work with students and their parents/families to support students' succeed in science by: providing a safe, supportive, and effective learning environment to increase student achievement providing a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards keeping a positive, two-way communication with parents/families on an on-going basis, and maintaining meaningful communication between school-home in a language they understand providing parents/families with frequent reports on their child's progress (minimum of 3) and partner with them to improve student achievement to meet the State's grade level standards providing families with specific strategies and resources to support their child's learning at home providing on-going opportunities for parents/families to share and be partners in the decision-making process related to the education of their children to increase their mastery of science standards. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parent training and materials)

- **Students**

Students will work with parent/family and their teacher(s) to improve their success in science by: talking with the parents/family members about their learning at school practicing what is being taught in school at home and completing homework bringing home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) coming to school every day, on time, ready to learn, and follow all school rules and procedures bringing the signed student agenda/planner to school daily Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home)

- **Parents**

Parents/families will work with their child and school staff to support students' success in science by: taking an active role in their child's learning by attending parent/family training events to learn strategies to help increase their child's academic success to meet the State's grade level standards or volunteer taking part in the decision-making process related to the education of their child to increase their academic success keeping a positive, two-way, communication with their child's teacher on an on-going basis supporting their child's learning at home by practicing skills, assisting with homework, reviewing and signing agendas daily ensuring that students attend school every day on time and ready to learn. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home)

- **Staff Training**

Teachers will be trained on how to build parent capacity during Science/STEAM Night to support focusing on science foundational skills (science vocabulary and concept knowledge)

- Accessibility

-Create a positive and welcoming environment for ALL families. -Utilize all forms of communication and in all languages spoken by our families. - Reach out to multicultural department to assist with translations. -Provide support to all parents with the support of school staff (Counselor, ESE Coordinator, etc.) _Provide an accessible meeting space -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

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$195,507.00

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	REMOVED - RAZ; Raz Plus (K-2) Learning A-Z an online interactive leveled book program to support differentiated instruction for non-native speaking students to listen to read and also record themselves to use in the classroom and at home. Online resources for parents to use at home for reading with their children at their appropriate levels and rigor.	12	-\$135.00	Original	-\$1,620.00
	REMOVED Book Taco; (K-5) Book Taco an initiative to increase student reading ability and comprehension. It is interactive and allows for extra practice for home learning.	1	-\$1,935.00	Original	-\$1,935.00
	REEPLACED RAZ & TACO BOOKS WITH Literacy Pro Full List: Large School (701+ Students)	1	\$3,555.00	Other	\$3,555.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers - Math grades 4, 5 to remediate math deficits based on state benchmarks. Will begin January, 2026, tentatively	2	\$37.00	2	1.25	12	Certified	Original	\$2,220.00
	Certified Teacher - Science grade 5 to remediate science deficits based on state benchmarks. Will begin January 2026, tentatively.	1	\$37.00	2	1.25	12	Certified	Original	\$1,110.00
	Certified Teachers - ELA grades 3-5 to remediate reading deficits based on state benchmarks. Will begin January 2026, tentatively.	3	\$37.00	2	1.25	12	Certified	Original	\$3,330.00
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non certified teacher to remediate lowest performing students (pulled out model) in standard based instruction; Math grades 4-5. Will begin January 2026 - April 2026, tentatively.	1	\$15.00	2	4.5	13	Non-Certified	Original	\$1,755.00
	Certified teacher to remediate lowest performing students (pulled out model) in standard based instruction; ELA grades 3-5. Will begin January 2026 - April 2026, tentatively.	1	\$37.00	2	4.5	13	Certified	Original	\$4,329.00

Acct Description	Description																		
Resource Teacher	Reading Resource Teacher will provide interventions to K-3 in a push in/pull out model of support.																		
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Copy paper and other supplies to support student learning and delivery of instruction.</td> <td>1</td> <td>\$45.00</td> <td>General Supplies</td> <td>Original</td> <td>\$45.00</td> </tr> <tr> <td>Adjustment - benefits credit and final allocation.</td> <td>1</td> <td>\$3,358.00</td> <td>General Supplies</td> <td>Other</td> <td>\$3,358.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Copy paper and other supplies to support student learning and delivery of instruction.	1	\$45.00	General Supplies	Original	\$45.00	Adjustment - benefits credit and final allocation.	1	\$3,358.00	General Supplies	Other	\$3,358.00
Item	Quantity	Rate	Supply Type	Type	Total														
Copy paper and other supplies to support student learning and delivery of instruction.	1	\$45.00	General Supplies	Original	\$45.00														
Adjustment - benefits credit and final allocation.	1	\$3,358.00	General Supplies	Other	\$3,358.00														
Resource Teacher	Reading & Math Resource Teacher will provide interventions to grades 4 & 5 in a push in/pull out model of support.																		
Resource Teacher	0.5 Science Resource Teacher will provide science remediation and enrichment to students in grades K-5 on the Fine Arts wheel.																		

Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$51,266.00

Acct Description	Description					
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	Ron Clark Academy / Atlanta, Georgia / July 10-12- Lead classroom teacher will attend this conference to increase student engagement & improve behavior to learn more about the House Implementation to strengthen the climate and culture for learning for students and staff, and build a cohesive community among students and staff. (Each attendee-registration \$1,100.00; transportation \$200.00; and lodging \$350.00/\$1,650.00 each). School is not requesting Per-Diem.	5	\$1,650.00	Original	\$8,250.00	
Tch Res Staff Development	Professional Learning (PL) resources teacher to support teachers with data and PLC support; Kimberly Buckelew; paired with ESE					

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: \$3,997.00

Acct Description	Description									
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 Teachers will conduct parent conferences during the day to increase achievement of those student that are struggling. After PM2 (January, 2025).	2	\$18.00	5	6.5	2	Certified	Original	\$2,275.00	

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	General Supplies - paper, colored paper, pencils, pens, markers, flashcards, cardstock	1	\$1,650.00	General Supplies	Original	\$1,650.00

Mission Statement

1. Mission Statement

Palm Beach Gardens Elementary will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

Involvement of Stakeholders

Name	Title
Kimberly Evans	Principal
Marianela Seren	AP
Shannon Cooper	SAI
Amanda Pollio	ESE Coordinator
Kimberly Buckelew	Staff Resource
Jennifer Haylett	Staff Resource
Sean Reed	Parent
Elise Pierre	Parent
Karlisa Callahan	Parent

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

Academic leadership team represents different student populations ensuring all subgroups are represented, parents and teachers are voted in at SAC meetings. All stakeholders are invited to the meeting. At the first SAC meetings, parents are provided the information and encouraged to join. There is a vote at the SAC meeting on members after reviewing the description of each role. To ensure proper representation of different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved. SAC members are selected to reflect the diverse community that Palm Beach Gardens ES serves.

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

Stakeholders attending the CNA meeting, Feb, 3, 2025 to assist with completing the FY26 PFEP. FY26, Stakeholders will attend SAC meetings to give input regarding the Schoolwide Plan (CNA, PFEP, School-Parent Compact). Input from Stakeholders will be documented and compiled in the minutes from the meeting. August 25, 2025 at 2:30 pm September 29, 2025 at 2:30 October 20, 2025 at 2:30 pm November 17, 2025 at 2:30 pm February 2, 2026 at 2:30 pm March 2, 2026 at 2:30 pm April 6, 2026 at 2:30 pm May 4, 2026 at 2:30 pm

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

Stakeholders attended SAC meeting on 2/3/25 in which CNA input was received and parent/family engagement events were discussed. Palm Beach Gardens Elementary plans to spend allocation for supplies for parent trainings, events, online subscriptions, and subs for parent conferences to support parent engagement and student achievement.

Name	Title
Marianela Seren	AP
Kimberly Evans	Principal
Kimberly Buckelew	Staff Resource
Jane Brown	SAC Chair
Karlisa Callahan	Parent
Elise Pierre	Parent
Jennifer Haylett	Staff Resource

Annual Parent Meeting

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

The annual meeting is set for September 29, 2025 at 2:30 pm in the 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.).

Parents, teachers, and the community will be notified of the annual meeting by posting the invitation on our school website and sending it out via email attached to parent link call out. The meeting will also be posted on the marquee.

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

A PowerPoint presentation will be utilized to teach stakeholders about the Title I program at Palm Beach Gardens Elementary School. It will provide details about how the Title I funds will support learning, staff development, and family involvement. Stakeholders will be provided with an agenda, a copy of the compact, and an evaluation to provide feedback. Invitation, Sign-In Sheets, Agenda, PPT, copy of FY26 PFEP summary, copy of FY26 Compact, parent evaluations, and reflection notes template.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Ron Clark House System App - Connecting With Parents

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

Staff will learn various strategies to build a positive, supportive community utilizing the Ron Clark House System and App. Teachers will be able to communicate with families on how students are performing in the classroom and the points they are earning. Staff will learn how to enhance PBGES PBIS by implementing the RCA house system and the official houses of Altruismo, Amistad, Isbindi, and Reveur.

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

Increase positive and effective communication between teachers and families. It is also expected that families will have a better understanding of how to keep the students engaged with academics at home.

- What will teachers submit as evidence of implementation?

A screenshot of parent communication in the RCA House App and parent conferences communication student's performance and points earned.

- Month of Training

August

- Responsible Person(s)

Administration - Kim Evans & Marianela Seren

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating Math and Reading Deficiencies to Parents

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

Teachers will utilize the district decision trees and intervention handbooks to identify students with reading and math deficiencies. Teachers will learn how to effectively communicate PMPs in a parent conference to notify parents of deficits, supports in place, and resources to use at home.

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

Parents will partner with teachers to close academic gaps in reading and math

- What will teachers submit as evidence of implementation?

Completed and Signed PMP with parent conference notes

- Month of Training

September 2025

- Responsible Person(s)

Kimberly Buckelew

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

STEAM Night (Math and Science Academy for Parents)

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

Families will learn about our STEAM program and various resources available to support their children with standards-based learning. Resources include STEAM programs for students to practice science vocabulary, scientific process, and math fluency. Parents will be learning, seeing, and doing STEAM activities.

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

Parents will participate in hands-on strategies and activities practicing math facts and science concepts.

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

Increase parent ability to practice hands-on strategies and activities to reinforce math and science content

- Date of Training

Tentative - October 2025

- Responsible Person(s)

STEAM Committee

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

School-Home Literacy Connection

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

Parents will learn fluency, vocabulary, and comprehension strategies for reading to support their child at home using research-based strategies from the University of Florida - New World's Reading Program

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

Staff will work in conjunction with the University of Florida to provide parents with at-home resources for ELA at home- Children's Books, informational brochures and dinner will be provided for parents. Parents will learn how to better assist students with reading comprehension at home. Parents will also have the opportunity to practice read-alouds and work on decoding strategies.

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

The expected impact is that families can develop fun and engaging ways to support their children with learning at home which will increase student time in text outside of the classroom Ultimately the greatest impact will be to improve student ELA achievement as measured by PM and iReady data.

- Date of Training

September 19 (K-2) & September 26 (3-5)

- Responsible Person(s)

Literacy Committee- Chair Shannon Cooper

- Resources and Materials

Generate DOK questions for reading (3-5) List of tips for word decoding and problem-solving (K-2) List of Reading Strategies Informational articles/data regarding the positive impacts of reading at home Bilingual Glossaries

- Amount (e.g. \$10.00)

NA

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Resource Training

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

Parents will navigate the SIS portal to access student records and see student assessment data on the PM platform. We will dive into data from the last PM and discuss it. Moving forward, parents will be able to access their child's data and comment log from the SIS portal.

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

Parents will log into SIS and PM platform in interactive computer training.

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

Parents will be more informed on student progress in the classroom and there will be increased accountability to student work.

- Date of Training

After PM2 (Tentatively February - March 2026)

- Responsible Person(s)

Kimberly Buckelew

- Resources and Materials

How to flyers Log in information

- Amount (e.g. \$10.00)

NA

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

McKinney Vento

- Describe how agency/organization supports families.

McKinney Vento department supports our families by providing them with community resources, transportation, school supplies, etc.

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

Emails, school-based team meeting notes, transportation information, and flyers from McKinney Vento that provide program services to families.

- Frequency

Ongoing throughout the year.

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

- Name of Agency

Community Partners of South Florida

- Describe how agency/organization supports families.

Community Partners of South Florida provides family services in these key areas: Programs, Parent Programs, Mentees on the Move, Safety Program, BRIDGES, Healthier Together, and Digital Inclusion.

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

Email correspondence and referral notifications to Community Partners

- Frequency

Ongoing throughout the year

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

- Name of Agency

Children's Services Council

- Describe how agency/organization supports families.

The Children's Services Council supports families by funding programs and services for families, connects families with resources and partners with parents to advocate for their children.

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

Meeting notes, emails, pamphlets or flyers

- Frequency

Ongoing throughout the 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**

Palm Beach Gardens Elementary school will provide parents and families with timely information about the Title I program, meetings and other activities in a format and language parents can understand. This communication will be in the form of call outs, teacher newsletters, student agendas, marquee, school district website, flyers, Social media, and SAC.

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

Title 1 annual meeting, PFEP summary, and Parent Compact. SAC meeting agendas will also be provided.

- **Description**

Palm Beach Gardens Elementary will inform parents about the curriculum and proficiency levels students are expected to meet through parent conferences and during Curriculum Night. Palm Beach Gardens Elementary will hire substitutes after state assessment PM2 to provide additional time for teachers to conference with parents regarding proficiency levels and curriculum.

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

Annual Title 1 meeting discussing academic requirements, Conference notes (form 1051) discussing curriculum and performance level, curriculum night agenda & sign in sheets and PPN for IEP meeting notes.

- **Description**

Palm Beach Gardens Elementary will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards. At the beginning of the year, teachers will present an overview of the forms of academic assessment that will be used to measure student progress and achievement levels of State academic standards including unit tests, iReady Standards Mastery, and State PM testing.

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

FAST monitoring- Emails or letters notifying parents of PM and/or diagnostic results have been sent home and how to access the information. Conference notes (form 1051) discussing student academic progress, PMP documentation, IEP documentation., progress reports, and/or report cards.

- **Description**

Information will be disseminated to parents about opportunities to participate in decision-making related to the education of their children through SAC, the CNA meeting, ParentLink, and Conferences. Parents can participate in parent conferences, SBT, and ESE meetings to provide input on individual student progress and monitoring. Also, SAC and PTA provide parents with opportunities to participate as stakeholders in schoolwide decisions.

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

IEP meetings, SBT meetings, Annual meetings, SAC and PTA attendance lists. Parent conference notes, parent links, and invitations.

- **Description**

Evening activities with childcare (Book fair and literacy, STEAM night, Math Game Night with parent training), Flexible meeting dates and time for conferences- morning and afternoon, at home- virtual or in person.

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

Flyers for morning and afternoon parent events, or trainings with links to recording/video/google meets, parent conference schedule listing parents availability.

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

The English as a Second Oral Language (ESOL) teachers at Palm Beach Gardens Elementary School will provide families with resources to use at home. The Community Language Facilitators (CLF) will be available to translate both written and oral communication in Spanish with families as needed. Also, translation will be available for parent/teacher conferences, SAC meetings, parent trainings, IEP/LEP meetings. If other languages are needed, staff can request additional translators or utilize a resource called Language Line to use over the phone.

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

Handouts of Resources sent home in multiple languages, Phone Logs, translation request forms, Parent Conference notes from meetings with a translator, samples of written communication sent home in multiple languages, FY26 translated compacts, and PFEP summaries in multiple languages.

- Description

Palm Beach Gardens Elementary School utilizes the support of the district resource staff to provide accommodations for parents and families with disabilities as needed. Our building is ADA-compliant. The entire school campus is accessible for those with a physical disability that requires the use of a device for mobility or those who might be visually impaired.

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

Sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets, parent conference notes with Google links, and flexible times.

- Description

Palm Beach Gardens Elementary School will work with the school district to support families engaged in migratory work when they register at our school. The school will request the migrant list and then work closely with the district migrant contact for appropriate services for targeted students. School Counselor will provide home visits for these families. Staff will be instructed on how to make referrals to the Migrant Department and make home visits if needed.

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

Migrant Education Program Flyers displayed in the main office in multiple languages, Annual Title 1 meeting slides shared with families, SIS list of migrant students. If PBGES does have migrant students we will also include a Home Visit/Phone Log, a list of resources given, and Parent Conference Notes.

- Description

Palm Beach Gardens School upholds the McKinney-Vento Act with fidelity and staff works closely with the Safe School Department and the liaison to support families experiencing hardship. The school will request the list of students affected by homelessness and will work with the McKinney-Vento District contact for appropriate support and services. School Counselor will provide home visits for these families. Letters will be sent home with these students for parent assistance and communication. Transportation will be arranged through the district for students experiencing homelessness to attend school. Referral form 2479 will be used to document with the district. Any needed uniforms or school supplies are provided.

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

Home Visit log, Phone Log, Parent Conference Notes, McKinney Vento Student List, Annual Title 1 meeting slides shared with families, completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, distribution logs for donated uniforms, school supplies, food and transportation logs.

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

Our school Behavior Health Professional and Co-located Therapist host "Counselors' Corner" every Tuesday on the morning news. They present strategies for coping, address social emotional needs and foster a growth mindset. We have small, need based counseling groups to teach resiliency, problem solving and persistence. They also present lessons to promote social and emotional health. We have a schoolwide positive incentive program, "Student of the Month," where each month a character-building value is highlighted, taught and rewarded. Our schoolwide Dolphin Dollar program rewards individuals for modeling good behavior and helping others. We have a Kindness Club that focuses on service to others.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School-Based Team (SBT) meets weekly to review the Multi-Tiered System of Support for both academics and behavior. The team uses the School District's Decision tree in conjunction with data tracking forms, classroom, district and state test scores, to make determinations on student support (Core, Supplemental, and/or Intensive). Mentoring, tutoring, and other services students receive (e.g Guidance, 504 recommendations, counseling groups and co-located therapy) are also reviewed. The focus of support is determined based on all data available and an instructional plan for each student is created. There are three levels of support in the MTSS framework used that include: Core: Every student receives high-quality, standards-based instruction from a certified teacher at each grade level. Students participate in formative and local assessments to determine any academic support that may be needed. During Core instruction, teachers provide small group and individualized instruction differentiated for each child. All students receive instruction in social and emotional learning skills as well, and students who are experiencing behavioral challenges are given additional support by their teacher based on the need. Supplemental: If students are identified by the District's Intervention Decision Tree, or are not responding to differentiated instruction in the Core, the teacher will refer the student for academic or behavioral needs to the SBT. The SBT Team will problem solve to determine the current level of support in the Core and determine if the student needs additional supplemental support. If the determination is made either by the Decision Trees or the SBT team, students identified will receive this support in addition to their Core instruction. This support may be provided by the classroom teacher in the classroom or by another certified teacher who works with other children with similar needs. This "supplemental support" is progress monitored with a frequency dependent on the intervention, using either an embedded progress monitoring tool from a research-based intervention or a curriculum-based measure. If the student responds to the intervention, the student will continue until they reach the pre-determined "goal." If the student meets the goal, the supplemental level of support will be discontinued. If the child does not respond to the intervention, the SBT Team will review the data that was collected and decide to continue, modify, intensify or discontinue the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level." Intensive: At this level of "intensive" support, in addition to the supplemental support, students may receive any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must be progress monitored weekly with a tool aligned to the intervention. If the student is making adequate progress, the intensive intervention may continue or be lessened to a supplemental level. Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during the MTSS process are included and used to make the eligibility decision. Students receiving support have their progressed tracked through Progress Monitoring Logs and then graphed throughout the review to analyze student response and make necessary changes to the plan. Progress Monitoring Plans (PMPs) are created and shared with parents for any child identified to have a deficiency in a core subject area.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Data chats based on student data tracking form every six weeks, teachers follow the scope and sequence provided by the district, students get to access Fine Arts daily (art, media, technology, PE, and music) and students also have opportunities to join afterschool clubs related to art, dance, exercise, and kindness, STEAM based activities help students build real world problem solving skills, morning and afternoon tutorial provided as well as extended homework support in aftercare

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

N/A

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Two Regular Ed. VPK units are held at Palm Beach Gardens Elementary. Around 40 students attend this program. Recommendations for evaluations from Headstart programs and Kindergarten Kick Off (formerly Kindergarten Round Up) allow for better placement of incoming Kindergartners. This year, the school district initiative included Kindergarten readiness kits to give to all incoming kindergartners., Kindergarten pre-screenings for incoming students are held at the end of the school year and at the beginning of the school year during preschool week. School tours are available for families. PBGE VPK students and neighborhood Pre-K schools' students are given the opportunity to meet Kindergarten teachers. Parents are informed about Staggered Start and sign up to days convenient for them when they matriculate their children.

Professional Learning

1. Professional Learning

Staff on our campus has access to Regional Support through the Math & ELA department who frequently provide Cadres and Professional Development. We also receive District Curriculum Support. Our school also utilizes the Peer Observation Program using Palm Beach Model of Instruction and Mentoring opportunities for new students. Staff has opportunities to participate in online workshops. During professional development days, PLC, and teacher planning, we also bring consultants (e.g. iReady). Multicultural and ESE Departments also provide trainings to staff as needed.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Administration participates in the district run job fair. We also recruit student teachers as they intern on campus, receive referrals from current employees, and advertise on social media. We provide an on-boarding process through ESP, and new teachers are assigned mentor teachers. Administration has an open door policy with faculty. Additional opportunities for staff to earn extra funding is available. We provide professional development within our building and outside resources. We have also implemented Wins-day for teachers to boost morale, and scheduled collaborative planning bi-weekly