
Title I Comprehensive Schoolwide Plan
EGRET LAKE ELEMENTARY SCHOOL (2101)

ELA

1. List prioritized needs statements.

FY26 PM #2 FAST Data indicates 77% of 3rd - 5th grade students are performing below level 3. FY26 STAR Early Literacy/Reading indicates 62% (Grade 1) and 65% (Grade 2) students are not on track to meet grade level expectations.

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

- Adaptive Assessments: Classroom instruction may not fully prepare students for adaptive testing formats.
- Performance Dip (Grades 2–3): Data reflects a significant decline from second to third grade (reading comprehension, vocabulary, text).
- Test-Taking Strategies: Students struggle to independently apply learned strategies during assessments.
- Stamina & Test Fatigue: Students lack endurance for extended testing sessions.
- Motivation & Engagement: Limited understanding of test importance; over-testing contributes to disengagement.
- Students Below Grade Level: Many students enter grades already performing below standard.
- Language Development: Ongoing concerns related to vocabulary and comprehension.
- Over-Scaffolding: Teachers may be coaching or modeling without gradually releasing responsibility ("You Do" component).
- Continue PD support to teachers and parent training on reading strategies that families can use at home.

3. Share possible solutions that address the root causes.

- Begin Florida Ready Books earlier (October-during Trimester 1) and provide supplemental instructional resources
- Implement structured classroom data chats post-assessment.
- Recognize student growth, not just proficiency.
- Increase independent reading opportunities (e.g., DEAR time).
- Strengthen "I Do, We Do, You Do" implementation.
- Conduct PLC deep dives into: -State standards -Question stems -Test item formats
- Have teachers take released state assessments for better alignment.
- Emphasize backward planning aligned to assessment expectations.
- Consider leadership PLCs to deepen standards understanding.
- Extended learning for students and parent training on learning strategies

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

• Communication

To inform families about Title I, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision making and flexible meeting dates and times, we use the following methods: • Class Dojo • Google Classroom • Phone Calls • Conference Day (Trimester 1 & 2) • Call Outs • Translated information

- Parent Training

• Navigating SIS • Navigating Student Portal District Resources • ELA strategies

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

- School

• Provide both face-to-face and virtual parent nights with google meet. • Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags. • Incentivize students. • Continue to reach out to families to encourage family involvement.

- Students

• Set goals for assessments. • Complete homework, classwork, and come to school ready to learn.

- Parents

• Attend meetings and communicate with teachers at least once a trimester. • Monitor their child's progress through SIS. • Incentivize the child to read more and speak fluently.

- Staff Training

• Implementation of Small Group • Classroom Management Strategies • Parent teacher conferencing

- Accessibility

• Offer parent conferences at flexible times convenient for parents for all grade levels. • Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families.

Math

1. List prioritized needs statements.

FY26 PM #2 FAST Data indicates 77% of 3rd - 5th grade students are performing below level 3. FY26 STAR Mathematics indicates 63% (Grade 1) and 57% (Grade 2) students are not on track to meet grade level expectations.

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

• Math Fact Fluency: Inconsistent implementation of fluency practice. • Vocabulary Gaps: Lack of consistent and structured vocabulary instruction. • Inconsistent Frontloading: Vocabulary not reinforced throughout units. • Continue PD support to teachers and parent training on math strategies that families can use at home.

3. Share possible solutions that address the root causes.

• Clarify structure of Fluency Flight progression. • Monitor and reinforce vocabulary instruction at unit launch. • Provide morphology training (roots, prefixes, suffixes). • Conduct walkthroughs at beginning of units to ensure implementation. • Consider grade-level support for vocabulary instruction best practices. • Provide supplemental resources and manipulatives • Extended learning for students and parent training on learning strategies. • Ongoing PD support to staff

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

• Communication

To inform families about Title I, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision making and flexible meeting dates and times, we use the following methods: • Class Dojo • Google Classroom • Phone Calls • Conference Day (Trimester 1 & 2) • Call Outs • Translated information

• Parent Training

• Parent training on math strategies • Navigating SIS • Navigating Student Portal District Resources

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

- **School**

- Provide both face-to-face and virtual parent nights with google meet. Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags. Incentivize students
- Continue to reach out to families to encourage family involvement.

- **Students**

- Set goals for assessments
- Complete homework, classwork, and come to school ready to learn

- **Parents**

- Attend meetings and communicate with teachers at least once a trimester
- Monitor their child's progress through SIS and student assessment data in PM Unify
- Incentivize the child to read more and speak fluently

- **Staff Training**

- Implementation of core instruction and small groups (utilizing the PBELI model)
- ELL/ESE trainings due to the number of ELL and SWD students
- Classroom Management Strategies and share strategies to families for support (school-home connection)

- **Accessibility**

- Offer parent conferences at flexible times convenient for parents for all grade levels.
- Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families.

Science

1. List prioritized needs statements.

FY26 Winter Diagnostic Data indicates 53% of 5th grade students are performing below level 3.

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

- Science not consistently taught in K–4 due to reading focus.
- Limited vertical alignment leading into 5th grade.
- Insufficient instructional time and instructional materials in lower grades.
- Science days and hands-on-experiences have shown positive impact

3. Share possible solutions that address the root causes.

- Maintain and expand hands-on science initiatives.
- Explore:
 - o Block scheduling
 - o Departmentalization (Trio model)
 - o Dedicated science rotation (possibly through Fine Arts)
- Consider frontloading science in 4th grade to prepare for 5th grade.
- Evaluate cost-effective science programs for supplemental instruction.
- Consider consistent PD support to staff
- Extended learning for students and parent training on learning strategies

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

• Communication

To inform families about Title I, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision making and flexible meeting dates and times, we use the following methods: • Class Dojo • Google Classroom • Phone Calls • Conference Day (Trimester 1 & 2) • Call Outs • Translated information

• Parent Training

- Parent training on science strategies
- Navigating SIS
- Navigating Student Portal District Resources

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

• School

- Provide both face-to-face and virtual parent nights with google meet.
- Contact parents by phone and provide flyers sent home in a timely manner through ClassDojo/Schoolwide Dojo and/or student bookbags.
- Incentivize students.
- Continue to reach out to families to encourage family involvement.

- **Students**

- Set goals for assessments • Complete homework, classwork, and come to school ready to learn

- **Parents**

- Attend meetings and communicate with teachers at least once a trimester • Monitor their child's progress through SIS and student assessment data in PM Unify • Incentivize the child to read more and speak fluently

- **Staff Training**

- Implementation of core instruction and small groups (utilizing the PBELI model) • ELL/ESE trainings due to the number of ELL and SWD students • Classroom Management Strategies

- **Accessibility**

- Offer parent conferences at flexible times convenient for parents for all grade levels. • Provide correspondences (Parent Link callout, flyers, etc.) in parent preferred languages. The school will work with district offices for support and services with Limited English Proficiency, Disabilities, Migratory Work, and Homelessness families.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$43,449.52

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide after school tutorial in Reading and Math for 2nd - 5th grade students beginning in the middle of October 2026.	9	\$37.00	2	1.5	12	Certified	Original	\$11,988.00
	(BT 543092) Certified teachers will provide Saturday tutoring to remediate and enrich lessons in ELA, math and science for targeted student grades 4-5. (based on data). Tentatively starts January 2027 or after PM2 data	3	\$37.00	1	3	6	Certified	Budget Transfer	\$1,998.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Magnetic Reading consumables books 3rd -5th	250	\$15.00	Instructional Materials		Original	\$3,750.00		
	White board erasers (2 per teacher)	12	\$5.00	General Supplies		Original	\$60.00		
	Math folders -2nd -5th 48 count	8	\$110.00	General Supplies		Original	\$880.00		
	Primary pencils -12 pack (4 per kdg teacher)	16	\$4.00	General Supplies		Original	\$64.00		
	Dry erase board for small group table	25	\$30.00	General Supplies		Original	\$750.00		
	Crayons -24 pack of 24 1st & 2nd	8	\$43.99	General Supplies		Original	\$351.92		
	White board erasers (2 per teacher)	90	\$5.00	General Supplies		Original	\$450.00		
	Two pocket-folders w/holes -10 pack	31	\$12.09	General Supplies		Original	\$374.79		
	Post it easel pads 25×30, 6 pads	15	\$115.00	General Supplies		Original	\$1,725.00		

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Expo dry erase markers -4 pack colored	60	\$4.00	General Supplies	Original	\$240.00	
	Expo dry erase markers -pack of 12-black	50	\$9.00	General Supplies	Original	\$450.00	
	Composition notebooks -wide ruled pack of 24 1 pack per class	25	\$50.00	General Supplies	Original	\$1,250.00	
	Crayons 8 pack-kindergarten	60	\$0.89	General Supplies	Original	\$53.40	
	Reusable dry erase pocket sleeves (pack of 10)	3	\$9.07	General Supplies	Original	\$27.21	
	Copy paper	70	\$50.00	General Supplies	Original	\$3,500.00	
	Erasers -large pink -12 pack (1 pack per teacher)	50	\$5.00	General Supplies	Original	\$250.00	
	Pencils -144 count	40	\$50.00	General Supplies	Original	\$2,000.00	
	3-inch Binders w/clear covers for students	80	\$18.49	General Supplies	Original	\$1,479.20	
	Final Allocation Differential	1	-\$577.00	General Supplies	Original	-\$577.00	
	(BT 543092) Paper	2	\$35.50	General Supplies	Budget Transfer	\$71.00	
	Trans Compound; tutorial	Item			Quantity	Rate	Type
Transportation will be provided for students attending after school tutoring.			1	\$4,000.00	Original	\$4,000.00	
Online subscription	Item			Quantity	Rate	Type	Total
	PENDA Science online platform will be used for enrichment and remediation in grades 4th-5th.			166	\$12.50	Original	\$2,075.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	(BT 543092) COLLAPSE PENDA	-166	\$12.50	Budget Transfer	-\$2,075.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Headphones are used during small group instructional rotations in all subjects, grades K-5.	465	\$8.00	Original	\$3,720.00

Action Step: Professional Learning

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

Budget Total: \$206,275.00

Acct Description	Description				
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total
	Teachers implementing Penda Learning will attend web-based training in the effective use of Penda Science online subscription.	2	\$325.00	Original	\$650.00
	(BT 543092) COLLAPSE PENDA PL	-2	\$325.00	Budget Transfer	-\$650.00

Acct Description	Description								
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided so teachers can attend data chat-planning for small group instruction, interventions, and retention in grades K-5th at the end of Trimester 1.	5	\$18.00	3	6.5	2	Non-Certified	Original	\$3,413.00
Coach	The Reading Coach will provide ongoing professional learning and will lead in the implementation of K-5 ELA curriculum and coaching cycle to improve instructional practices.								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The K-5 teachers will plan for upcoming units based upon district scope and sequence (ELA, math and science) and students' data for the 1st and 2nd trimesters.	20	\$25.00	1	2	2	Certified	Original	\$2,000.00
	The ESE and ESOL K-5 teachers will plan for upcoming units based upon district scope and sequence (ELA, math and science) and student's educational plans intended for 1st and 2nd trimesters.	6	\$25.00	1	2	2	Certified	Original	\$600.00
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) will provide professional learning support for K-5 ELA, Math, and Science teachers to ensure standards-aligned instruction, pedagogical best practices, and effective and targeted enrichment and interventions.								

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students’ academic success.

Budget Total: \$16,272.48

Acct Description	Description								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided for teachers to conduct parent conferences during the school day in November, 2026 and February, 2027.	10	\$18.00	4	6.5	2	Non-Certified	Original	\$9,100.00
Supplies	Item								
	Quantity		Rate	Supply Type		Type	Total		
	Card stock		20	\$50.00	General Supplies		Original	\$1,000.00	
	Copier paper		20	\$50.00	General Supplies		Original	\$1,000.00	
	Shipping		1	\$1.48	General Supplies		Original	\$1.48	
	Student planners - 5th grade - No customization		90	\$8.00	General Supplies		Original	\$720.00	
	18 piece die set for math - parent training		8	\$8.00	Manipulatives		Original	\$64.00	
	Ink for parent data reports, communication, trainings		2	\$500.00	Technology		Original	\$1,000.00	
Enrichment Contracts	Communication folders		500	\$5.00	General Supplies		Original	\$2,500.00	
	Item					Quantity	Rate	Type	Total
	Cox Science center will conduct STEM hands-on parent trainings to build parents' capacity to support STEM learning at home by modeling STEM					1	\$600.00	Original	\$600.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	activities with students. This activity will take place on April 22, 2027.				

Mission Statement

1. Mission Statement

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are committed to educating, affirming and inspiring students in our school . As a school we will partner with parents to empower each student to reach his or her highest potential and experience personal and educational success. By working with families we will be able to provide students with a greater opportunity for learning and to prepare them with strategies to be college and career ready.

Involvement of Stakeholders

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	Assistant Principal (AP)
Jennifer Billings-Hornsby	Single School Culture Coordinator (SSCC)
Angie Vyas-Knight	Parent

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

All parents are invited (flyers, online invites) to attend school sponsored meetings. Leadership decided who among the staff will represent during the stakeholders input meeting. SAC has oversight mandate for Title I SWP changes. During the first meeting of SAC procedures of voting members will be decided on by the leadership and parents in attendance.

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

All parents were invited. Stakeholder meeting was held in the spring. Inputs about the SWP, compact, PFEP were recorded in the input meeting template. Compliance evidence for steps 1, 2 and 3 meeting were submitted to Federal and State Programs Department. Future changes in the SWP will be discussed and approved during the SAC meetings.

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

In the spring, stakeholders analyze the data, barriers, and use those to decide that Title I allocation be used for parent training supplies, refreshment, substitute during parent teacher conferences and postage.

Name	Title
Dionne Napier	Principal
Tiana DuPont-Roundtree	AP
Jennifer Billings-Hornsby	SSCC
Angie Vyas-Knight	Parent

Annual Parent Meeting

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

Date: Wednesday, September 2 at 6:00 p.m. Time: 6:00 PM Location: Hybrid (Media Center & Online)

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 will be notified by parent link, Schoolwide Dojo, Flyers/Invitations will be sent home by students.

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

Electronic documents (google form) for sign in or hard copy sign in sheet, agenda, PPT presentation, handouts (hard copy) or electronic, webcam w/microphone, translators (Spanish, Creole)]. Computer, paper and pens are some supplies needed.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effectively Communicating with Parents

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

Provide training for teachers to effectively communicate school related information such as Progress Reports, Grades, MTSS (Intervention), Individual Education Plan (IEP), 504 and Data/Assessment information.

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

1. Review of professional expectations and provide guidelines on how to talk to families in order to build proficiency in meaningful parent communication. 2. How to explain programs and interventions to families, SIS Gateway Parent Access 3. Increased support from parents on student education

- What will teachers submit as evidence of implementation?

Conference Notes and sample communication to families

- Month of Training

August 2026

- Responsible Person(s)

Tiana DuPont-Roundtree

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Teacher Tips on Increasing Family Engagement

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

Using MTSS (Multi-Tiered Systems of Support) effectively, using the strategies both school and home. Revising classroom practices. The 15-Day Trust Deposit Strategy: Teachers will conduct a positive, two-minute phone call or message to every family on their roster within the first two weeks of school, establishing "trust equity" early on. Jargon-Free Data Sharing: Teachers will stop using intimidating educational acronyms (like MTSS, Lexile, or Tier 3) during parent communication. Instead, they will use accessible analogies, plain language, and visual dashboards to explain student progress. Interactive, Inclusive Homework: Teachers will replace traditional worksheets with "interactive home learning" opportunities (e.g., family interviews, oral storytelling in the native language, or student-led skill demonstrations) that require zero academic training for the parent to participate in. Two-Way Digital Integration: Having all teachers continue to utilize ClassDojo to ensure non-English speaking families have immediate text translation and a direct line of dialogue with the classroom.

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

Sharing intervention data, goals and strategies with parents. Supporting them with setting goals with their children. Meeting parents where they are. The goal is to have a shift from compliance to partnership and be able to implement the strategies provided.

- What will teachers submit as evidence of implementation?

Conference Notes and sample data and strategies shared

- Month of Training

September 2026

- Responsible Person(s)

Tiana DuPont-Roundtree

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Parent Training #1: B.E.S.T. ELA & Writing (Grades K-5)

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

To support student learning at home, based on CNA feedback and principal survey responses from staff and parents, parents will be provided with strategies to assist students with ELA and Writing skills. This will also allow parents to reinforce the skills students are learning in the classroom.

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

During the training, staff will provide parents with resources and strategies to support their child(ren)'s learning at home, along with opportunities to practice using the materials. Parents will also learn how to monitor their child's academic progress through SIS.

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

With increased parental support and reinforcement at home, the expected outcome is at least a 2% increase in student proficiency in ELA/Writing from PM #1 to PM #2.

- **Date of Training**

October 7, 2026

- **Responsible Person(s)**

Sharon James-Burton (Literacy Coach)

- **Resources and Materials**

Smartboard, invitation, agenda, copy of standards, sample reading strategies.

- Amount (e.g. \$10.00)

See PFEP supplies

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Training #2: B.E.S.T. Mathematics & Science (Grades K-5)

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

To support student learning at home, based on CNA feedback and principal survey results from staff and parents, parents will be provided with math and science strategies to assist their child(ren) at home. Parents will also receive resources and guidance to reinforce the skills students are learning in the classroom.

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

During the training, staff will provide parents with resources and guidance on how to support their child(ren) at home, including opportunities to practice math and science strategies. Parents will also learn how to monitor their child's academic progress through SIS.

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

With parental support the expected impact is an increase in proficiency in mathematics (at least 2% from PM #1 to PM# 2) and science (at least 2% from FY25 PM #3 to FY26 PM #3).

- Date of Training

November 4, 2026

- Responsible Person(s)

Tiana DuPont-Roundtree, AP

- Resources and Materials

Smartboard, invitation, agenda, sample mathematics activities and strategies shared

- Amount (e.g. \$10.00)

See PFEP supplies

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent Training #3: Parent Data Night

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

To support student learning at home, parents will be provided with opportunities to assist students in practicing sample Florida Assessment of Student Thinking (FAST) questions. Parents will also receive guidance and resources to reinforce the skills students are learning in the classroom.

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

This training will provide parents with the opportunity to review and practice sample assessment items. Parents will also be guided on how to navigate the state assessment website to access assessment data, additional resources and support materials.

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

With parental support the expected impact is an increase in proficiency in English Language Arts, Mathematics and Science (at least 2% from FY25 PM #3 to FY26 PM #3.) reinforcing that all are together in improving student achievement.

- Date of Training

January 2027

- Responsible Person(s)

Jennifer Billman-Hornsby

- Resources and Materials

Smartboard, invitation, agenda, sample practice items

- Amount (e.g. \$10.00)

See PFEP supplies

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

Back to Basics Angel Program

- Describe how agency/organization supports families.

Back to Basics supports families by providing school uniforms for both male and female students.

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

Partnership letter or email; The uniforms are picked up over the summer and we showcase this partnership through Social Media

- Frequency

Annually

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department support families by providing Translator during meetings. Strategies and resources through the district's website.

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

Translator's log, ELL meetings invite, agenda

- Frequency

As needed

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

The ESE Department support families by providing administrative support and IEP (ESE learning strategies & accommodations) support during meetings. Strategies and resources through the district's website.

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

ESE meeting invite, Meeting Notes and emails.

- Frequency

As needed

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

Title I meeting, Stakeholders Meeting and SAC meetings: Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the training.

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

Flyers and parent link messages sent

- Description

Open House, Curriculum Nights and SAC Meetings: Egret Lake will inform parents regarding performance levels by ClassDojo, Parent/Teacher conferences, B.E.S.T parent training.

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

Conference notes, ClassDojo printout, agenda, sign-in sheet and Presentations

- Description

SAC Meetings: Egret Lake will inform parents regarding performance levels by Schoolwide Class Dojo, Parent/Teacher conferences and/or Marquee.

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

Conference notes, ClassDojo printout, Data chat

- Description

Flyers will be sent home by students, parent link call out will go out to advertise and remind parents of the important meeting. All parent are invited to attend SAC. Stakeholder meeting will be help and all parent will be invited.

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

Flyer and parent link message sent, SAC documentation

- Description

Egret Lake will provide face-to-face or virtual parent trainings and/or meetings after school hours.

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

Data results from School Effectiveness Questionnaire (SEQ) survey, training schedules.

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

Have a translator for both Spanish and Creole at conferences and meetings to assist parents. Letter to parents will be translated.

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

Translated letter, Translator log, invitations

- Description

If necessary, to accommodate disabled families, we utilized district support (ex. deaf-and-hard of hearing, visually impaired, speech, etc.).

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

Communication with Exceptional Student Education (ESE) Department., minutes from parent conference, Individualized Education Plan (IEP) or 504 meetings.

- Description

Currently we do not have migrant students on the report. If necessary, to accommodate migrant families we will utilize the district's Migrant Office for support.

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

Sample email to the Migrant Office and screen shot from the school district of Palm Beach County data platform showing no migrant students.

- Description

Egret Lake has designated the school counselor as the McKinney Vento contact to support parents experiencing homeless, by connecting with services to provide support, transportation, uniforms, clothing, supplies and food if needed.

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

Sample McKinney Vento flyer, phone call logs and/or notes

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

Egret Lake Elementary has implemented a Positive Behavioral Interventions and Support Plan better known as PBIS in all grade levels. Students are taught school wide expectations during morning announcements, in their regular classrooms, and during guidance classes. Students are also recognized for following Egret's Positive behavior Plan which is represented by the acronym S.O.A.R. Safe, Organized, Academically Focused, Respectful and Responsible. Students may earn a S.O.A.R. Ticket from any adult on campus for following expectations. Students also have the opportunity to earn class level incentives such as Fun Friday when they S.O.A.R. throughout the week. Boys Towns' Primary Project is housed on Egret Lake's campus. The Child Associate supports students in kindergarten, first grade, and this year second grade. The Child Associate focuses on developing behavior skills for students who would benefit from additional support. Including parents and teachers is a part of this program.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School Based Team (SBT) consists of: SBT Facilitator, ESE Contact, School Administration, SAI teacher, Interventionist, Classroom Teacher, School Psychologist, Speech/Language Pathologist, and School Counselor. SBT meets at least one day a week to review and discuss screening data, diagnostic data, and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic and/or behavioral targets. The identified students are offered supplemental interventions and monitored over time. Those who fail to make adequate progress are referred to the problem solving team or SBT. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). In Supplemental Intervention (Tier 2) , students not making adequate academic progress in the core curriculum are provided with 30 minutes of targeted intervention that is matched to their needs. In Intensive Intervention (Tier 3), students receive individualized, intensive interventions for more than 30 minutes that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Behavioral Interventions begin with teacher initiated behavior plans and school-wide expectations (Core). Supplemental Behavioral Interventions (Tier 2) are implemented after Core behavior plans are not sufficient to improve student behavior. The team decides the targeted behavior and a plan is implemented which may include, but not be limited to, an individual behavior log. For Intensive Behavior Intervention (Tier 3), a Functional Behavior Assessment (FBA) is conducted and a Behavior Implementation Plan (BIP) is written and put into place. The team ensures the necessary resources are made available and all interventions are implemented with fidelity.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Egret Lake follows the districts scope and sequence for all content areas. Teachers meet weekly in PLCs to discuss but not limited too: assessment data, student behavior data, primary and secondary standards lessons, small group lessons and activities, attendance, and participation rate. Students are provided opportunities for intervention and tutorial support. Our school has continued with implementing Disney Theater Productions through Disney Kids productions as part of the Kravis Center's Outreach Program. Students also have the opportunity to participate in school clubs and events.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

While Egret Lake is not an AVID school, we continue to use the AVID Strategies - specifically WICOR.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Egret Lake school offers an opportunity for parents of new kindergarteners to participate in Kindergarten Kickoff. Parents are shown a presentation on the day and life of a kindergartner at Egret Lake, provided the opportunity to tour the campus and visit a kindergarten classroom and are trained on district provided resources to assist the kindergartner's learning at home and how parents can assist their child with transitioning to school. Each year during pre-school (the week before students return to campus), parents have the opportunity to participate in "Meet and Greet" (meet the teacher).

Professional Learning

1. Professional Learning

Teachers are provided the opportunity to attend district and school level professional development. Egret Lake follows the district's format for new teachers and meet with them monthly to discuss instructional strategies, best practices and how our school can support them. Each ESP participant is assigned a mentor and buddy teacher. On-going professional development is offered to all staff to increase teacher capacity.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Egret Lake Elementary works closely with the district's Human Resource Department with regard to our staff vacancy. We participate, when necessary, in district sponsored job fairs. Egret Lake utilizes the district Palm Beach Associate Teachers Program and Educational Partners International also known as EPI to assist in filling our vacancies. Egret Lake also hires certified and experienced teachers, who will make a difference in our student's lives. Our Single School Culture Coordinator (SSCC) and Literacy Coach support all teachers with planning and are paired with teachers new to the school. Weekly Professional Learning Communities (PLCs) are implemented to support teachers with lesson planning, instructional strategies and coaching support. Team Leaders are rotated every two years to provide the opportunity for all teachers to have a leadership position on campus.