
Title I Comprehensive Schoolwide Plan
BOCA RATON ELEMENTARY SCHOOL (0951)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

53% of our 3rd-grade students are reading on grade level as measured by the FY22 FSA. 36% of our 4th-grade students are on track to score level 3 or above on FAST PM3. 38% of our 1st-grade students are on track to read on grade level according to STAR/FAST PM2.

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

- little engagement for non-readers & primary grades - barriers related to the school-home connection (i.e. homework inconsistency, lack of reading at home) - lower level readers to match curriculum standards for higher grades - lack of training in BEST standards & small group instruction - lack of training in available technological resources

3. Share possible solutions that address the root causes.

- Approved/Vetted high-interest readers (i.e. Time 4 Kids, etc.) - Parent training on reading logs, student portal, and understanding the reading standards and progress in ELA - teacher grade-level standards training & small-group training - teacher training in technology adaptive programs - monthly reading challenges to get students motivated - appropriate materials & training for support teachers

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

- Families prefer communication via text and email - Parentlink

• Parent Training

- Understanding the report card/student progress in ELA (Conference Days) - Reading strategies to use at home

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

- **School**

The school will plan parent trainings and use incentives to motivate student participation.

- **Students**

The students will participate in reading challenges both in school and at home.

- **Parents**

The parents will attend trainings and ensure their child is reading at home and participating in monthly reading challenges.

- **Staff Training**

- small group implementation - appropriate reading interventions

- **Accessibility**

We will make sure that all communications are in several languages and inform families that accommodations are available upon request (hearing, sign language, interpreters, accessibility, etc).

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

49% of students in grades 3-5 are not proficient based upon FY22 FSA 42% of the 4th-grade students are on track to score level 3 or higher on FAST PM3 according to FAST PM1

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

- The students are lacking foundational math skills and the basic math fluency needed to master grade-level concepts - Lack of guided, hands-on lessons in small group - Not enough time allotted within the math block to reteach & teach foundational skills - lack of training in BEST standards & small group instruction - lack of training in available technological resources

3. Share possible solutions that address the root causes.

- Grade K-5 daily fact practice - Fact logs to complete at home - Fluency competitions & math academic games - Math Coach - Parent trainings on math fluency strategies & math standards - Parent/Family conference nights - teacher grade-level standards training & small-group training - teacher training in technology adaptive programs

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

• Communication

- Families prefer communication via text and email - Parentlink

• Parent Training

- Understanding the report card/student progress in Math (Conference Days) - Math strategies, games, and fluency practice to use at home - Training on the adaptive math technology programs

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

• School

The school will develop fluency challenges, track, and provide incentives for students and families.

• Students

The students will participate in both fluency and math challenges at home and school and share their progress with their families.

- **Parents**

The parents will attend training and ensure and encourage students to practice their math facts at home.

- **Staff Training**

- small group implementation - how to help families understand the math standards and strategies - vertical planning & training to unpack standards and best practices for math concepts

- **Accessibility**

We will make sure that all communications are in several languages and inform families that accommodations are available upon request (hearing, sign language, interpreters, accessibility, etc).

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

51% of our 5th grade students were proficient on the FY22 SSA 37% of our current 5th grader students are predicted to score a 3 and above on the SSA according to the FY23 Science diagnostic

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

- Not enough time allotted in K-4 science - Hands-on activities and materials (especially in the primary grades) - 5th grade at home practice/homework and exposure to more test-like questions - lack of training in BEST standards & small group instruction - lack of training in available technological resources

3. Share possible solutions that address the root causes.

- Adaptive technology for science - small group Science instruction & tutorial - More integrated science activities (via ELA and Math) - school-wide science fair projects - science journal and explicit vocabulary instruction - teacher grade-level standards training - teacher training in technology adaptive programs

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

• Communication

- Families prefer communication via text and email - Parentlink

• Parent Training

- Technology/STEM Night - Curriculum Night

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

• School

The school will plan a Technology/STEM Night to train parents and ensure experiments are happening in the classroom.

• Students

The students will attend STEM Night with their families and complete science fair projects, utilize their science journals, and complete classwork.

• Parents

The parents will attend STEM Night and parent trainings and support scientific thinking at home by asking their children questions and ensuring the completion of a science project.

- Staff Training

- Training families on science strategies & vocabulary - training on available resources & instructional materials - Science integration

- Accessibility

We will make sure that all communications are in several languages and inform families that accommodations are available upon request (hearing, sign language, interpreters, accessibility, etc).

Action Step: Classroom Instruction

Build a robust system of supports for students that ensures students have an equitable opportunity to succeed.

Budget Total: **\$75,276.00**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	1 Certified Teacher to provide after-school tutorial for students in grades 2-5 in ELA and Mathmatics based upon diagnostic, formative, and summative assessment data, who are a risk of scoring either level 1 or level 2 on FAST exams.	1	\$37.00	2	2	32	Certified	Budget Transfer	\$4,736.00
	1 Certified Teacher to provide before-school tutorial for students in grades 2-5 in ELA and Mathmatics based upon	1	\$37.00	3	1	32	Certified	Budget Transfer	\$3,552.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	diagnostic, formative, and summative assessment data, who are a risk of scoring either level 1 or level 2 on FAST exams.									
	1 Certified Teacher to provide tutorial for students in grades 2-5 in ELA and Mathematics based upon diagnostic, formative, and summative assessment data, who are a risk of scoring either level 1 or level 2 on FAST exams.	1	\$37.00	1	1	1	Certified	Budget Transfer	\$37.00	
Resource Teacher	Push-in for 5th grade ELA. Work with small groups of students in reading, grades 3 (pullout)									
Supplies	Item	Quantity	Rate	Supply Type		Type		Total		
	Headphones- Adaptive Program	227	\$11.77	Technology		Original		\$2,671.79		
	Copier Paper White Case	8	\$44.61	General Supplies		Original		\$356.88		
	Color Pinter Ink	17	\$60.95	Technology		Original		\$1,036.15		
	Shipping	1	\$36.18	General Supplies		Original		\$36.18		
	Amend 35 increasing line for copy paper	1	\$41.00	General Supplies		Budget Transfer		\$41.00		
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Tutor: work with students struggling in math or reading,	2	\$15.00	5	5	34	Non-Certified	Original	\$25,500.00	

Acct Description	Item Description	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Grades K-3, Push-in, For the entire school year								
	Reducing line per Amend 35	1	-\$8,963.00	1	1	1	Non-Certified	Budget Transfer	-\$8,963.00

Action Step: Parent Engagement

Engage parents and the community in supporting student success through deliberate parent trainings and community engagement.

Budget Total: \$2,901.50

Acct Description	Description								
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Parent/Student Agendas for Communications	275	\$2.95	General Supplies			Original	\$811.25	
	Copier Paper White Case	25	\$44.61	General Supplies			Original	\$1,115.25	
	Shipping	1	\$145.00	General Supplies			Original	\$145.00	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Home visits and parent conferences	1	\$25.00	1	1	25	Certified	Original	\$625.00

Action Step: Professional Development

Implement a comprehensive professional development plan to support teachers' growth in planning for and delivering differentiated Math instruction.

Budget Total: \$87,528.00

Acct Description	Description
Single School Culture Coordinator	The SSCC will lead PLCs grades K-5, Focus on Reading/Writing and provide support for new teachers, monitor reading/writing data in grade K-5, model small group reading lessons in grade K-2, do some intervention groups

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The Parent Engagement Plan (PFEP) of Boca Raton Elementary School (BRES) promotes an ongoing relationship between the school and the community to ensure that every parent has the opportunity to utilize the numerous programs and resources that are available here at the school. BRES commits to using multiple vehicles of communication, including texts, phone calls, flyers, email, and social media to ensure families are well informed. BRES looks to continue a positive relationship with our stakeholders to empower our community, business partners, families, and children so that our students reach their full potential. Our parents are their children's first teacher. We must team together to ensure the success of every child. In short, our mission is: All members of our school community will work together as a team to ensure our students are supported and successful.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Renee Elfe	Principal
Jobi Bailey	Assistant Principal
Mary Jo Braisted	SAC Chair
Laura Vidueira	ELL Contact
Marceline Estiverne	SSCC

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

We decided to utilize the members of our leadership team that served in various roles throughout the school and those that collaborate with parents, teachers, staff, and students on a regular basis. Mrs. Elfe was chosen to oversee the implementation and provide guidance on the priorities and budget. Ms. Bailey was selected to coordinate the CNA process and support Mrs. Elfe in her work. Ms. Braisted was selected because as the SAC Chair, she works hand and hand with parents. Mrs. Estiverne was included on the team because she deals directly with teachers and leads PLCs. Mrs. Vidueira was selected to ensure accessibility to our families that speak languages other than English.

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

We held a Comprehensive Needs Assessment (CNA) Leadership Committee Meeting on January 17, 2023, at 8:30 a.m. We held a CNA Staff Meeting on February 1, 2023, at 2:15 p.m. We held our CNA Stakeholder Meeting on February 8, 2023, at 5:30 p.m. By hosting all three of these events, we were able to get input from all members of our school community. In our meetings, we discussed how data informs our Title I SWP and that through our school improvement plan process, we are able to use data to create goals and priorities that have a positive effect on both our SIP and our SWP. In each of the meetings, the leadership team reported current student performance data and proposed Title I allocations and programming. Stakeholders then individually shared out thoughts and feedback in small groups and individually. The feedback was then recorded by the leadership team on meeting recording templates to inform the final SWP. Stakeholders also participate in routine development and revision of the SWP by participating and providing feedback at our School Advisory Council (SAC) meetings that occur on the second Wednesday of each month at 6:00 p.m.

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

The stakeholders provided input through table talks and share outs. Parents felt that the tutorial program, and SSCC and Academic Tutors that we put into place were still a valuable way to spend our Title I funds. Parents are looking forward to having opportunities to come to school for in-person parent trainings. We prioritized these activities for inclusion in our final SWP.

Name	Title
Renee Elfe	Principal
Jobi Bailey	Assistant Principal
Marceline Estiverne	SSCC

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

We will be hosting a Title I Annual Meeting for stakeholders on September 13, 2023, at 5:30 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 will be notified via ParentLink (call out, email, and text). We will also post the information on our school website, as well as through our Twitter feed and teachers' Classroom Dojo communication systems.

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

An agenda, PowerPoint, and any additional handouts provided in the Title I Annual Meeting resources. In the presentation, we will share: - What it means to be a Title I School - The school's Title I Schoolwide Plan - Parent and Family Engagement Plan, including the School-Parent Compact - Special programs such as Migrant Education and McKinney-Vento - Parent's Right-to-Know - Other opportunities for parents

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating with Families in Crisis

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

Teachers will learn how to communicate and how to respond to families that are in crisis.

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

As a result of the training, teachers will be more aware of community resources that support families' interests and needs.

- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

September 2023

- Responsible Person(s)

Jobi Bailey, Jeanne Khan, & Guidance Department

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Tough Conversations (around behavior and academics)

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

Teachers will learn how to reach out when they need help with a student and what to say that doesn't put the family on the defensive but is still able to have that honest conversation.

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

Teachers will partner with families by making sure the parent knows that the teacher really cares about the child and values parental input.

- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

January 2024

- Responsible Person(s)

Jobi Bailey & Marceline Estiverne & SBT Team

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Curriculum Night

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

To support student learning at home, the parents will be able to work together with their child's teacher to remediate, extend, or enrich their child's curriculum with at-home activities/tasks. Parents will learn how to support their child at home with the standards necessary to be successful on the new state assessments.

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

Families will be given "make and take" tasks for their home that will support their grade level's curriculum, and they will engage in those activities together with their child during the training (will vary depending on the grade level). Parents will take part in the same type of assessments that their child is/will be taking.

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

Parents will know how to help their children be successful on the new assessments. This training is expected to increase student achievement as the families and teachers work together as a team to help students master standards.

- **Date of Training**

August/September 2023

- **Responsible Person(s)**

Jobi Bailey, Marceline Estiverne, and classroom teachers

- **Resources and Materials**

TBD

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

2. Reflection/Evaluation of Training #1

- Name of Training

Curriculum Night

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Read-and-Treat Literacy Night

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

Parents will learn how to monitor their child's comprehension while their child is either reading with them or reading independently.

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

Teachers will model different strategies at each station and after they model the parents will practice what was taught with their child, then rotate to the next station.

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

It is expected that our students' literacy skills will improve and thus increase student achievement.

- Date of Training

October 2023

- Responsible Person(s)

Jobi Bailey, Rachel Bennett, and K-2 classroom teachers

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

Read-and-Treat Literacy Night

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Science and Technology 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 use strategies they learn at the STEM training to support real-life scientific thinking and experimentation at home.

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

Teachers will model how to use "think aloud" strategies with parents and give parents scientific thinking stems/ideas that parents can use at home with their children. Families will be able to explore Science/Technology Activities and view classroom/individual Science Fair Projects.

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

Parents will become more effective in supporting their child's science development.

- Date of Training

February/March 2024

- Responsible Person(s)

Admin & K-5 Teachers

- Resources and Materials

Cox Science Museum will be bringing 20 hands-on experiments for our families to do together.

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

0.00

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Multicultural Department of the School District of Palm Beach County (SDPBC)

- Describe how agency/organization supports families.

This department works closely with our ELL department and CLFs to provide the necessary support needed to engage our ELL parent population.

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

- Emails between school and department - Pics of ELL parent trainings - Agendas of trainings provided to our staff

- Frequency

Monthly

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

Boca Raton Helping Hands provides food weekly in boxes for those students that receive Free and Reduced lunch. We were the first school in South Florida to begin the program about 11 years ago. Weekly BHH delivers food that is packed into backpacks by school volunteers. Parents comment about how important this program is, as many students would go w/o meals over the weekend without this program.

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

- Emails between school and organization - End of year appreciation certificate - Pics of Food Deliveries

- Frequency

Weekly

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

- Name of Agency

Boys and Girls Club

- Describe how agency/organization supports families.

Boys and Girls Club provides free afterschool care to our students. This includes transportation from our school to their facility, homework help, a snack and dinner, and problem-based learning opportunities.

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

- Emails between school and program - Partnership Agreement - Sign In Sheets when attending school events

- Frequency

Daily

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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 1 communications to families based on feedback will include flyers, texts, emails, Class Dojo, Google Classrooms, the school website, Twitter, and ParentLink. Also, the Title 1 Meeting is a key factor in starting off the year, and parents knowing and understanding the rights and responsibilities of Title 1 for the school, students, and parents (Title 1 Compact). This meeting educates parents on Title 1 law and how the program benefits our families and students. This applies to all Parent trainings and any other meetings as well.

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

We will document this information was shared by screenshots of our school website, social media posts, and ParentLink analytics. Also, we will use pictures of our marquee and copies of our translated flyers and ParentLink messages.

- Description

Teachers will meet with parents during virtual and face-to-face parent conferences to share specific information regarding their child's current proficiency levels. We will also hold a Parent Curriculum Night that shares each grade level's proficiency expectations and the curriculum that is in place to support students in reaching those proficiency levels. We will also train our parents so they know where they can find all of their child's data on the student portal.

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

Copies of Parent Conference Notes Flyers (Translated) for Curriculum Night Screenshots of the school's website, and ParentLink messages
PP/Materials used in the training

- **Description**

Teachers will meet with parents during virtual and face-to-face parent conferences to share specific information regarding their child's current proficiency levels and how they will be assessed both by District common assessments and by the state assessment. We will also hold a Parent Curriculum Night that shares each grade level's proficiency expectations and the curriculum that is in place to support students in reaching those proficiency levels. Parents will see examples of FSQs and USAs that students are taking, and even get to take part in a mock FAST assessment themselves.

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

Copies of Parent Conference Notes Flyers (Translated) for Curriculum/Assessment Night Screenshots of school's website, and Parent Link messages PP/Materials used in the training

- **Description**

During our "Meet the Teacher" all of the classrooms will have a slide that shares the purpose of our SAC committee and the benefit of joining this team. We also encourage all parents to attend through our communication plan. (Twitter, ParentLink robocalls/emails/texts, Flyers, Google Classrooms, Class Dojo, Websites, parent newsletters). Parents are also encouraged to join our PTA in the same manner.

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

Screenshots of the school website, ParentLink messages, Twitter posts, emails, and translated flyers

- **Description**

Based on the CNA meetings, our parents prefer evening events. The Title I Annual Meeting will be recorded to give parents & families the option to view the meeting/training on demand. We also will continue to utilize our Parent Liaison resource to reach out to the Pearl City neighborhood, the Boys and Girls Club, and Florence Fuller Community Center. The Liaison works with the Director at each site and speaks with the families that use these centers for their children. Flyers are placed there, and home visits are also part of the outreach.

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

We will document this information was shared by screenshots of our school website, newsletters, ParentLink messages, and flyers.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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

For parents with Limited English proficiency, all trainings will have a staff member present that speaks the represented parental language. Our English to Speakers of Other Languages (ELL) contact, who is bilingual in Spanish and English, attends all meetings, as needed. At all morning functions our Community Language Facilitators (CLFs) begin duty at 7:00 a.m. and attend night events, as needed. All information that goes home in writing from the school is sent in English and Spanish. LanguageLine is also used for messages to students that speak other languages.

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

CLF Schedules, translated documents (flyers, agendas, Parentlink messages)

- **Description**

Notations within communications (such as flyers, emails, and ParentLink messages) encourage parents and family members with disabilities to notify the school to plan for welcoming accommodations. Once notified, we ensure that parents and family members with disabilities receive the support they need (sign-language support, hearing impaired). On all communications, we specify a contact, Jobi Bailey (Assistant Principal), that the parent can reach out to if they are in need of any accommodation. Our school has handicapped parking in front and back of the building. The front of the school also has a ramp.

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

Flyers/Parentlink messages, and emails are sent that make sure parents are aware that they can contact a person at school for needed accommodations. Also, copies of documents filled out to acquire special services will be documented.

- **Description**

Currently, we are prepared when families engaged in migratory work enroll students, including providing supplies or uniforms. Boca Helping Hands provides backpacks full of food for families on a perpetual basis. We have free breakfast and lunch here on campus. We immediately meet with parents to assess their needs and then contact the correct District department for any other assistance they may need.

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

Photos of supplies given, lists of supplies given, copies of forms to sign up for Blessings in a Backpack

- **Description**

In the last few years, we have averaged 2-3 families experiencing homelessness that have enrolled students at our school. We follow all District protocols. Students are given supplies they need (such as backpacks, notebooks, pens, pencils, pencil boxes, and notebook paper), and uniforms. School staff assists families experiencing homelessness in completing Free and Reduced Lunch applications as well as providing McKinney/Vento information for additional support. Our school counselor also reaches out and provides families experiencing homelessness with information regarding other available services.

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

Photos of supplies given, lists of supplies given, conference notes from the school counselor

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Parent Conference Day

- Brief Description

Families will be able to meet with teachers to discuss student progress and set child-centered goals with parents/guardians.

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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At Boca Raton Elementary School we strive to build skills outside of academic areas in the following ways: - We have a school counselor, behavioral health professional, and a co-located counselor that meet with groups of students, teach classes that enhance our students' social and emotional well being, and counsel individual students when appropriate. Our school counselor and therapists work with district and community stakeholders to create content that helps students with mental health issues. Student groups based upon student needs are created and when outside support is needed, our counselor coordinates that support. Counselor support group topics include social skills, anger management, children of divorce, loss of parent, etc. Our counselor(s) conduct class lessons weekly - scheduling time on their monthly calendars and meeting with a few grades per month. Lessons include bullying and Character Counts pillars. Each homeroom teacher names a student of the month each month based upon one of the pillars of characters such as trustworthiness, honesty, etc. - We have many activities that build non-academic skills: Science, Engineering, Communications and Mathematics Excellence (SECME), Chess Club, Art Club, Gardening Club, Recycling Club, and two different choirs. Along with each club's specialty, our teachers also work with students on social/emotional standards such as: cooperation, collaboration, responsibility, and self efficacy. - Everyone on our leadership team mentors a group of students in need of support. Mentors meet with the students regularly to discuss any issues that students experience and provide continuous encouragement to their mentees throughout the year. They may meet at lunch or anytime that can be made available. - We are a part of the Character Counts Initiative here in the School District of Palm Beach County; we regularly discuss with our students what it means to possess positive character traits (What it looks like and sounds like in a classroom and beyond). - We have fully implemented a Positive Behavior Support system. Students are taught expectations of how to act and interact in all school settings. Boca Raton Elementary Teachers all use CHAMPS (A classroom positive behavior support system), and for our school-wide PBS we utilize 'Eagle EYES'. EYES stand for Engaging respectfully, You are responsible, Enthusiastic learner, and Stay safe. Students that follow Eagle EYES rules in class, hallways and in the cafeteria may receive the Eagle Eye Award of the Day from their teacher. At the end of the week, teachers place all winner slips in a tub in the main office. On Monday mornings, 2 or 3 students are chosen from each classroom to Spin the "Wheel of Wii". Students may win "Wii with their principal or assistant principal" on Friday during recess. Students also may win a prize from the treasure box. Good news, such as being named "Eagle Eye" of the day, is shared with parents by teachers either by phone, email, or Class Dojo - a communication system which all classroom teachers utilize. Dojo has been very successful and loved by both parents and teachers as a way to communicate.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

Our leadership team monitors school data and provides teacher support to analyze their classroom data for all subjects. The data is used to determine small group structuring and to brainstorm strategies and resources available to address each student's individual academic needs. Teachers are provided with professional development in all areas to ensure they are trained in best practices to structure their class and delivery methods of teaching to obtain proficiency in learning in their classroom for all students. Small group and Individual needs SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI) - SAI classes are conducted by a certified classroom teacher who meets with small groups of select students from grades 3-4 on a daily basis to assist with developing targeted reading competencies. This highly qualified classroom teacher has been specifically trained by district personnel to assist students, who have been identified by their teachers through district and state assessments, as having a deficit in one or more areas of reading. Students meet with the teacher in individualized groups of 3-6 in order to receive more individualized assistance in a smaller setting. Additionally, supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade-level expectations in reading and ultimately school success. Instruction is provided daily by all teachers on staff who are not homeroom teachers, fine arts, all coordinators, all available certified teachers. Each small group meets 5 times a week utilizing LLI, Voyager, and other research-based materials approved by the district. Tier 2 intervention Small group instruction is performed by the teachers in the classroom for identified students. Beyond the 90 minutes reading block students are provided 30 minutes for supplemental instruction. Interventions can include Spire, Sounds Sensible, LLI, Voyager, or another District-approved research-based strategy. Tier 3 interventions are provided by ESE teachers and other support personnel for identified students. Students are also pulled for an additional 30 minutes outside of the 90-minute reading block and probes are done on a regular basis. LLI and other research-based instructional strategies are also used for Tier 3 interventions. The School-Based Team (SBT) meets every Tuesday to discuss student progress with regards to the tiered interventions and adapt as necessary.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Fine Arts provides opportunities for students to grow in the arts. Students in art study drawing, painting, artists of various periods, and those artists' contributions to the art world. Students utilize several media in learning. In Media, the students learn to research and grow in technology skills, such as coding. In physical education classes, students learn about their bodies, specifically how to keep their bodies healthy and strong through exercise and healthy eating. Students learn sports as well as sportsmanship for their appropriate grade level. Music students experience the enjoyment of playing a myriad of musical instruments from around the world and learning to read music. They sing and study history of songs and musicians. We have opportunities for students to participate in clubs for enrichment such as Science, Engineering, Communications, Mathematics Excellence, (SECME), Music, Art, and Chess clubs. Our students participate in clubs both during and after school. In order for our students to be successful in life, we provide these opportunities. Our students need access and exposure to different careers paths and growing various talents they may possess. The goal of our clubs is to give students that access/exposure. Academically we provide opportunities for students to extend learning time through our tutorial program. We have sessions in the morning, Monday through Friday, and on Tuesday and Thursday afternoons. Our tutorial program is standards-based. We analyze data from District and State assessments to reteach standards that are needed for each group of students throughout tutorial. During our Professional Learning Communities (PLCs), we determine the core instructional needs for our students. We review each course's scope and sequence, as well as aligned resources and assessments. Then we plan our unit instruction. We also review data from District and State assessments, in addition to iReady to determine the strengths and weaknesses of our students. We consider this information when planning core instruction. We ensure instruction is aligned to the standards by following the steps outlined below in our PLC meetings: 1. Identify the level of the standard. 2. Identify the level of the work being produced by the student. 3. Determining if the talk of the teacher an/or student is aligned to the target. Our Guidance Counselor and/or Title I Parent Liaison make home visits. School Advisory Council (SAC) meetings are held at least once a year within the community. Cultural Diversity is recognized through Hispanic Heritage, lessons, class projects, and Black History Studies. Our school infuses the content required by Florida Statute 1003.43(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: * History of Holocaust - Lesson plans for grades 3-5 and a story read to K-2 with a follow up lesson. * History of Africans and African Americans - during the month of February students present during the morning news on accomplishments and milestones. Throughout the year literacy is infused. * Hispanic Contributions - literacy is embedded throughout the year of important contributions * Women's Contributions - literacy is embedded throughout the year of important contributions * Sacrifices of Veterans - students write letters for soldiers during Veteran's Day, Memorial Day, and holidays to show support. Teachers and students read books about sacrifices of soldiers.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Boca Raton Elementary School partners with many businesses in the area; including banks, city workers, restaurants, etc. These business partners come in from time to time to speak to classes about their business and what college or career training is necessary jobs within their industries. We also provide a career day each year in May where city, county, and local businesses and professionals come to the school and speak about their careers and what education is necessary. Due to our location, we have a great relationship with the City of Boca Raton, the Mayor, and the City Council. The Mayor and Council members come to the school several times per year to read to children, participate in special events, etc. We also offer qualifying students, starting in Grade 3, an accelerated math course. The Accelerated Mathematics Plan (AMP) provides a pathway for the highest achieving students in grades 3, 4, or 5 that meet certain criteria for success. This plan helps to personalize learning for these students, who will work in an accelerated, rigorous mathematics classroom.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- On-site school tours for new kindergarten families

- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

The preschool to elementary transition program is coordinated by the Certified School Counselor along with the kindergarten team, and Choice Coordinator. During the year, the local preschool programs receive educational materials from the Boca Raton Elementary Kindergarten team. Preschool students and their parents participate in our Kindergarten Round-Up program where upcoming Kindergartners get an opportunity to meet with staff members and tour the school while parents receive training and resources to help prepare their children to be ready for Kindergarten in August. Kindergarten Round-Up is advertised on our school website. Information is sent to local feeder preschools in our boundaries. Flyers are sent home with current students. Information also is posted on our school marquee. Boca Raton Elementary School does not utilize a staggered start to Kindergarten.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

The District's Strategic Plan focuses on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready, we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by shared discipline areas. Research-based protocols are utilized to focus the meetings on students' academic needs and student assessment strategies and formats. Student improvement is monitored and instruction is modified as needed based upon decisions made through collaboration. Our PLC teams meet weekly with their grade levels or common content area with PLC Facilitators and administration. Research-based protocols are utilized to focus the meetings on students' academic needs and instructional strategies to meet those needs. Teachers also attend common grade level planning. PLC agendas are determined by teachers' professional development needs. Teachers on all grade levels attend district trainings when possible. Teachers have attended LLI Training - we brought in a coach from the District to work with our 3-5 teachers in implementing the new Benchmark system. There are monthly meetings our Choice Coordinator must attend, as well as SAI Teachers etc. Our leadership team meets regularly with our regional instructional support team, to learn how to roll out math and English Language Arts (ELA) units in our PLCs. Our school behavior health professional also serves as the internal coach for PBS, so she attends those meetings to learn how to improve and grow our PBS initiative. In addition, our teachers attend trainings on reading assessment, implementation of our math series, utilizing iReady to plan instructional groupings, science bootcamps, CHAMPs, Tough Kids Classroom Management trainings, and training on best practices for the daily reading and math block. This year our school focus for professional development is developing efficacy in strategies to achieve our school improvement goals. We prioritize strategies to train our teachers how to aggressively monitor their students. We differentiate our PD by having sessions from which teachers can choose to best meet their needs (that also correspond with our SIP goals).

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Boca Raton Elementary has always worked to attract and retain the "Best and Brightest" teachers available not only throughout the district, but also the state and world. We have continued to hire many teachers that may have started out here as student teachers, After-School Counselors, etc. These teachers know, love and understand the demands of teaching in a Title I School. While these staff members are at Boca Raton Elementary School, they are provided with opportunities to grow through coaching and mentoring, resources regarding positions (so they know if they are interested), and opportunities to participate in the same professional learning sessions that are provided to full-time teachers. In order to keep morale high, we encourage students and staff alike to give "Special Thanks" shout-outs on the morning announcements. These shout-outs are read on the morning announcements by our student-led news staff. We also use a prize bowl to give prizes to teachers during faculty meetings. Our Principal works with the regional office and human resources when we are in need of a certain specialty. Many of our best teachers come by way of recommendation from other teachers, staff and even parents at the school. Many teachers at Boca Raton Elementary School have spent More than twenty (20) years at the school. Once our new teachers/staff come on board, they are immediately supported through our collaborative planning process so we can ensure that each new member of our staff is successful. The small family type atmosphere is important and builds a strong team! In the spring, the district holds a job fair for recent college graduates and others seeking positions. All school principals are there to interview on the spot for positions they may have available. New teachers are given mentor teachers to guide them through their first year of teaching the standards and curriculum. Teachers are able to observe veteran teachers in action, to glean ideas.