
Title I Comprehensive Schoolwide Plan
BELVEDERE ELEMENTARY SCHOOL (0531)

ELA

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

1. List prioritized needs statements.

- 43% of students are deemed urgent intervention based on PM #2 in grade 2.
- 35% of students are deemed urgent intervention based on PM #2 in grade 1.
- 75% of kindergarten students are deemed not ready as measured by the STAR assessment on PM#2.
- 79% of students in grades 3-5 are not proficient in reading as measured by PM #2
- 49% of students are below the standard in reading across genres and vocabulary in grades 3-5 based on PM #2.
- 61% of students are below standard in reading prose and poetry in grades 3-5 based on PM #2.

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

- Large number of students needing remediation and intervention because standards are not mastered from previous grade level.
- Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction.
- More time for target small group instruction from resource teachers
- System for school wide student achievement recognition
- Students and staff growth mindset
- Teachers struggle implementing effective strategies for differentiating instruction for challenged readers
- Parents struggle helping students at home because they don't know effective reading strategies and the language barrier
- Additional resources for small group instruction during tutorial

3. Share possible solutions that address the root causes.

- Strengthen core instruction with professional development in ELA.
- Provide on-going professional development from a reading specialist for teachers.
- Provide on-going professional development in new reading curriculum.
- Targeted students needing remediation and intervention with the use of resource teachers.
- Provide additional resources for ELA that incorporate text, task and talking opportunities.
- Reading/Writing resource/coach to support school-wide reading professional development for teachers .
- Provide students with ELA instruction beyond school hours during after school tutorials
- Provide tutorial for students in ELA after school hours
- Provide parent trainings in parent's native language on effective reading strategies
- Provide student with reading incentives to promote reading inside and outside of the classroom

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

- **Communication**

- Use school-wide system to reach all parents in multiple languages such as ClassDojo, Parentlink, Language Facilitators and In-Person Parent Meetings

- **Parent Training**

- Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) • Parent trainings that provide training in parents' native language

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

- **School**

- School will provide parents with resources for home learning such as books, strategies and tasks.

- **Students**

- Students will complete home learning tasks and attend school daily.

- **Parents**

- Parents will attend parent trainings, parent conferences and school events.

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) • Teaching the Science of Reading and Writing • Best practices for teaching reading and writing within core instruction

- **Accessibility**

- Provide families a point of contact for parents that have needs for Physical Accessibility, Homelessness or Migrant

Math

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

1. List prioritized needs statements.

• 18% of students are deemed urgent intervention in math based on PM #2 in kindergarten. • 19% of students are deemed urgent intervention in math based on PM #2 in first grade. • 29% of students are deemed urgent intervention in math based on PM #2 in second grade. • 87% of students are not proficient in math in grades 3-5 as measured by PM #2. • 38% of students are deemed performing below standard in geometric reasoning on PM #2 in grades 3-5.

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

• Large number of students needing remediation and intervention because standards are not mastered from previous grade level • Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction. • Additional resources to support new Math standards because teachers are unable to differentiate instruction • Additional resources to support new Math standards for small groups in tutorial • More time for target small group instruction beyond school hours because teachers are unable to differentiate instruction • System for school wide student achievement recognition to foster a love of math inside and outside the classroom • Students and staff growth mindset • Parents struggle helping students at home because they don't know effective math strategies and the language barrier

3. Share possible solutions that address the root causes.

• Strengthen core instruction with professional development in Math • Provide teachers on-going professional development from a math specialist for teachers on pedagogy • Provide teachers on-going professional development for new math standards • Targeted students needing remediation and intervention with the use of resource teachers. • Provide additional resources for Math that provide number sense, fluency and measurement and data opportunities • Provide additional resources for Math tutorial and or after hours program • Math resource/coach to provide small group instruction to support school-wide math deficiencies. • Provide students math instruction beyond school hours during after school tutorials • Provide parent trainings in parent's native language on effective math strategies • Provide student with math incentives to promote reading inside and outside of the classroom

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

- **Communication**

- Use school-wide system to reach all parents in multiple languages such as ClassDojo, Parentlink, Language Facilitators and In-Person Parent Meetings

- **Parent Training**

- Parent Trainings that include Number Sense, Fluency, Measurement and Data • Provide parent trainings in parents' native language

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

- **School**

- Provide parents with resources for home learning such as books, strategies and tasks.

- **Students**

- Complete home learning tasks and attend school daily.

- **Parents**

- Attend parent trainings, parent conferences and school events.

- **Staff Training**

- Provide professional development to staff that provide opportunities on how to develop hands out activities for students

- **Accessibility**

- Provide parents with a point of contact in order to assist students and parents that may experience homelessness or migrant

Science

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

1. List prioritized needs statements.

- 26% of students in grade 5 are predicted to score level 3 or above based on FY24 winter science diagnostic.
- 42% of students in grade 5 are proficient in Earth and Space science based on FY24 winter science diagnostic.
- 31% of students in grade 5 are proficient in Life Science based on FY24 winter science diagnostic.

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

- Large number of students needing science remediation and intervention because standards are not mastered from previous grade level.
- Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction.
- Students require reteach on previously taught science standards
- System for school wide student achievement recognition
- Teachers struggle implementing effective strategies for differentiating instruction for challenged readers
- Parents struggle helping students at home because they don't know effective science strategies and the language barrier
- Additional resources for science small group instruction during tutorial

3. Share possible solutions that address the root causes.

- Provide on-going professional development from a science specialist for teachers.
- STEM Resource teacher on the Fine Arts Wheel to provide school-wide science remediation and hands on activities
- STEM Day- Weekly science experiments planned
- Increase science content across subject areas
- Science resource/coach to support school-wide science deficiencies
- Science resource/coach to provide teachers professional development
- Provide students with science instruction beyond school hours during after school tutorials
- Provide parent trainings in parent's native language on effective science strategies
- Provide students with science incentives to promote reading inside and outside of the classroom

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

• Communication

- Use school-wide system to reach all parents in multiple languages such as ClassDojo, Parentlink, Language Facilitators and In-Person Parent Meetings.

- Parent Training

- Science and Literacy Nights
- Understanding standards-based report cards

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

- School

- Provide parents with resources for home learning such as books, strategies and tasks

- Students

- Complete home learning tasks and attend school daily

- Parents

- Attend parent trainings, parent conferences and school events

- Staff Training

- Training on how to plan hands on science experiments aligned to science standards

- Accessibility

- Provide families a point of contact for parents that have needs for Physical Accessibility, Homelessness or Migrant

Action Step: Classroom Instruction

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

Budget Total: \$96,952.27

Acct Description	Description									
Resource Teacher	Reading Resource Teacher to support at-risk students grades K-5 through small group instruction in a push-in/pull-out model of support.									
Computer HW; non-cap	Item	Quantity	Rate	Type				Total		
	Headphones	119	\$6.12	Original				\$728.28		
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide after school tutorial to remediate classroom concepts to students below/approaching grade level in Math grades 2-5. Will begin in October.	6	\$37.00	2	2	16	Certified	Original	\$14,208.00	
Supplies	Item		Quantity	Rate	Supply Type		Type	Total		
	iReady Magnetic Readers (Reading) Gr. 2-5		1	\$5,095.75	Instructional Materials		Original	\$5,095.75		
	Pens		1	\$50.75	General Supplies		Original	\$50.75		
	iReady Magentic Reader Teacher Edition Grs. 3,4,5 (2 of each)		6	\$25.50	Instructional Materials		Original	\$153.00		
	Mead Primary Journals		240	\$2.39	General Supplies		Original	\$573.60		
	Folders (Pack of 25)		1	\$2,980.19	Instructional Materials		Original	\$2,980.19		

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Fly Leaf Decodable Readers	7	\$162.00	Instructional Materials	Original	\$1,134.00	
	Copy Paper	77	\$39.49	General Supplies	Original	\$3,040.73	
	iReady Magentic Math Teacher Edition Grs. 3,4,5	6	\$25.50	Instructional Materials	Original	\$153.00	
	iReady Magnetic Math Gr. 2-5	1	\$2,550.00	Instructional Materials	Original	\$2,550.00	
	Shipping	1	\$0.24	General Supplies	Original	\$0.24	
	Pre-sharpened Pencils (pack of 240)	40	\$52.79	General Supplies	Original	\$2,111.60	
	Estrellita Acceleration Program Materials	1	\$1,106.20	Instructional Materials	Original	\$1,106.20	
	AVID Materials	1	\$3,030.16	Program Supplies	Original	\$3,030.16	
Online subscription	Item			Quantity	Rate	Type	Total
	IXL provides differentiated instruction with over 10,000 lessons in ELA, Science and Math to supplement core instruction for students in grades 3-5. (site license-275 students)			1	\$6,050.00	Original	\$6,050.00
	Generation Genius is a K-5 teaching resource that brings school science standards. to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. This resource will be used to supplement the science curriculum. (site license-500 students)			1	\$1,795.00	Original	\$1,795.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Write Score is a online writing curriculum that provides target writing lessons for teachers and student coupled with assessments that will provide specific writing feedback. Write Score is aligned to the new BEST standards and uses its only interface to score assessments.This curriuulum will be used by students in grades three through five. (site license-275 students)	1	\$4,095.77	Original	\$4,095.77
	Flocabulary's research-backed lessons are designed to build vocabulary and unlock comprehension, leading to improved test scores and outcomes for students in grades 3-5. (site license-500 students)	1	\$1,300.00	Original	\$1,300.00

Action Step: Parent & Family Engagement

Enhance students' academic development by providing effective and meaningful communication and conducting academically focused and relevant parent trainings.

Budget Total: \$3,627.23

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Canva Subscription to be used for parent communication in an engaging format with options for translation in native languages.	1	\$120.00	Original	\$120.00
	Smore Subscription To create monthly newsletters in order to communicate with parents using an interactive platform that provides	1	\$179.00	Original	\$179.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	language facilitation and integrated technology.					
	BT 489431- Removed Canvas to purchase parent engagement supplies	-1	\$120.00	Budget Transfer	-\$120.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	White Envelopes	3	\$18.91	General Supplies	Original	\$56.73
	Nicky's Folders	650	\$1.45	Program Supplies	Original	\$942.50
	Student Planners	650	\$3.10	Program Supplies	Original	\$2,015.00
	Yellow Envelopes	5	\$27.85	General Supplies	Original	\$139.25
	Colored Paper	25	\$6.99	General Supplies	Original	\$174.75
	BT 489431- Removed Canvas to purchase parent engagement supplies	1	\$120.00	General Supplies	Budget Transfer	\$120.00

Action Step: Professional Development

Provide teachers with on-going professional development that focuses on building teachers' capacity in analyzing the achievement data effectively, creating data driven lessons, and sharing best practice in instructional delivery and assessment.

Budget Total: \$170,728.00

Acct Description	Description																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="443 318 1020 391">Item</th> <th data-bbox="1020 318 1167 391">Quantity</th> <th data-bbox="1167 318 1289 391">Rate</th> <th data-bbox="1289 318 1388 391">Days</th> <th data-bbox="1388 318 1499 391">Hours</th> <th data-bbox="1499 318 1623 391">Weeks</th> <th data-bbox="1623 318 1772 391">Certified</th> <th data-bbox="1772 318 1902 391">Type</th> <th data-bbox="1902 318 2024 391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	K-5 Teachers, ESE and ESOL teachers will engage in collaborative planning two times to plan for the annual parent meeting focusing on BEST standards, FAST Assessments, differentiated instruction, implementation and pacing of lessons for ELA, math and science. (August 2024)	25	\$25.00	2	5	1	Certified	Original	\$6,250.00									
Team Leaders and Resource teachers will engage in collaborative planning one time per year at the beginning and end of school year around differentiated instruction, implementation and pacing of lessons for ELA, math and science. (August 2024)	12	\$25.00	1	5	1	Certified	Original	\$1,500.00										
Coach	Reading Coach will build teacher capacity of instructional delivery and assessment by facilitating professional learning communities (PLC), modeling best instructional practices (at both the department and individual levels), and implementing the full instructional coaching cycle with all Kindergarten (K) through fifth (5th) grade Reading teachers.																	
Single School Culture Coordinator	SSCC will provide professional development, coaching, modeling in all content areas to instructional staff in grades K-5. Additionally, the position will support the MTSS process by leading SBT, monitoring interventions and progress monitoring.																	

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

Our mission at Belvedere Elementary School is to empower our families to be their children's first and best teachers, by strengthening district, school, family and community partnerships through support and training.

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
Amy Lopez	Principal
Scott Gayle	Assistant Principal
Kiesha Haynee	Single School Culture Coordinator
Erin Miller	ESE Contact/ SAC Chair
Adilen Dull	ESOL Contact
Mario Portill	ESE Teacher/ SAC Chair
Marybeth Sterk	SLP
Jennifer Ballard	Reading Coach
Cynthia Morelos-Rodriguez	PTA President/ SAC Member/ Parent
Brisela Valdez	Parent
Nick Dull	Community Member
Nicolas Curley	Community Member

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

Belvedere Elementary School's internal stakeholders represents a diverse group of experts that represents every niche in the Belvedere Elementary Community. Members are selected based on their involvement of students in all capacity. For example, the ESE contact was selected based on the work she does with parents and students with disabilities. The instructional coaches were selected based on the relationships they have with teachers and the impact they have on students. The bi-lingual ESOL coordinator represents parents who speak another language. There are a few teacher leaders on the committee that were selected based on their strong content knowledge. The community members and business partners are selected based on their core mission and vision of supporting education and impacting the Belvedere community by supporting parent and family engagement. SAC members are selected and voted to reflect the diverse community the schools serves.

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

After a thorough analysis by the leadership team of the school's critical needs, the staff and faculty are engaged in the process of root cause analysis to determine possible solutions, opportunities, and parent/family engagement, as well as provide input on the School-Parent Compact. Faculty will be divided into teams representing different grade levels and departments to brainstorm on a specific area of focus such as Math or Reading, and then results are shared out. SAC members are also divided into groups with a member of the leadership team to go through a similar process. All feedback will be recorded for consideration into the draft version of the SWP. The SAC Meeting will take place on September 6, 2023 at 7:30am. The CNA process is conducted in phases by gathering input from internal and external stakeholders to assess the needs of the school. The first step is a meeting with the school's leadership team that takes place in February 2024. During this meeting the school's leadership team will review the school's achievement data and determine the school's root causes. Then, school leaders will meet with the school's faculty and staff review the school's achievement data and determine the school's root causes and solutions. Finally, school leaders will meet with parents and community members in February 2024 to review the school's achievement data and determine the school's root causes and develop solutions. Once all responses are collected the assistant principal will compile the the school's data, root causes and solutions to develop the school's Schoolwide Plan. This is completed no later than mid April 2024.

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

Staff, faculty, and SAC members were able to provide input on how to spend Title I funding to support parent and family engagement during previously described round-table discussions. Suggestions included spending funds for parent nights, like STEM Night, and short "How To" type sessions to support learning at home, in addition to communication efforts like student planners, Nicky folders and online subscription to support school-home communication.

Name	Title
Scott Gayle	Assistant Principal
Amy Lopez	Principal
Kiesha Haynes	Single School Culture Coordinator
Erin Miller	ESE Contact
Mary Beth Sterk	SLP
Adilen Dull	ESOL Contact
Mario Portillo	Teacher
Jennifer Ballard	Reading Coach
Brisela Valdez	Parent
Cynthia Morelos Rodriguez	Parent
Nick Dull	Community Member

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?

September 10, 2024 at 9:00 am 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.).

Notification will be sent through Class Dojo and ParentLink (text, callout, and/or email). Paper invitations/flyers will be sent home with students in backpacks.

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

Annual Meeting PowerPoint presentation, review of the FY25 PFEP and School-Parent Compact, agenda, sign-in sheets, staff to support and supplies (paper, chart paper or whiteboards, markers, pens and pencils).

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

Creating Newsletters and Flyers using Canva

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

Teachers will learn how to create a newsletter or flyer for parents using the Canva program to increase school-home communication and parent engagement to impact student learning.

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

Parents will receive improved communication in an engaging way to better support students at home.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of a newsletter, flyer or class dojo post using the Canva platform.

- Month of Training

September 9, 2024

- Responsible Person(s)

Scott Gayle

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD TBD

- Number of Participants

TBD TBD

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

TBD TBD

- How do you know?

TBD TBD

- What went well with the training

TBD TBD

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

TBD TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent Link Platform

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

Teachers will learn how to use the parentlink platform which is an interactive multimodal way to communicate with families in their native language using text, email and automated callouts.

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

Teachers will engage with families to get them more involved in their students' education.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy of a personalized email or text message that they've sent to parents using the Parentlink platform.

- Month of Training

February 3, 2025

- Responsible Person(s)

Scott Gayle

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD TBD

- Number of Participants

TBD TBD

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

TBD TBD

- How do you know?

TBD TBD

- What went well with the training

TBD TBD

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

TBD 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

Creating Healthy Routines and Develop Afternoon Schedules

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

Parents will learn how to develop healthy routines at home for students to incorporate home learning and academic time.

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

Parents will develop a schedule using chart paper and markers and it will be taken home for implementation.

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

Students' learning will extend beyond school hours and create a organized learning environment.

- Date of Training

October 10,2024

- Responsible Person(s)

Chelsea Readon, Ines Feliciano and Guisela Lazo

- Resources and Materials

Chart paper, makers, paper, pens and whiteboards.

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading and Math Strategy Night

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

Parents will learn standards based reading and math strategies to implement at home with their students.

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

Students and parents will participate in a rotation consisting of reading strategies, math strategies, math games and reading games.

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

Students will use additional opportunities to practice skills at home that will lead to increase proficiency on the state assessment.

- Date of Training

December 12, 2024

- Responsible Person(s)

Kiesha Haynes and Jennifer Ballard

- Resources and Materials

Paper, pencil, manipulatives and markers.

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Experiment and Exploration Night

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

Students and parents will conduct experience during a rotation to learn about various nature and physical science and how they apply to scientific methods.

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

Students and parents will participate in a rotation consisting of science experiments using various materials and tools.

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

Students will use additional opportunities to practice skills at home that will lead to increase proficiency on the state assessment.

- Date of Training

January 16, 2024

- Responsible Person(s)

Kiesha Haynes, Jennifer Martindale, Lisa Vullo and Martiza Molina

- Resources and Materials

TBA

- Amount (e.g. \$10.00)

0.00

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

SDPBC Multicultural Department

• Describe how agency/organization supports families.

Provide parents with opportunities for family advancement, migrant services, employment, housing etc.

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

Email communication, agenda, sign in sheets, presentation/handouts

• Frequency

1 x a year

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

• Name of Agency

Center of Child Counseling

• Describe how agency/organization supports families.

Center of Child Counseling Counseling provides parenting classes, therapy and support to families of Palm Beach County free of charge.

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

Email communication, agenda, sign in sheets, presentation/handouts

- Frequency

2 x a year

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

- Name of Agency

SDPBC Migrant Department

- Describe how agency/organization supports families.

The migrant department provide parents with opportunities for housing, food security, identification, and employment etc.

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

Email communication, agenda, sign in sheets, presentation

- Frequency

1x a year

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

Belvedere Elementary School will provide parents and families with timely information about Title I programs such as the School-Parent Compact, PFEP summary, Parent's Right-to-Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, extended learning opportunities in English, Spanish and Haitian Creole. The school will use of different types of media, such as: Parent Link (texts, call outs, emails), Class Dojo, Marquee, and Facebook. Title I programs will also be discussed at monthly SAC meetings.

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

Parent's Right-to-Know letters, Tutorial Invitation letters to parents, school invitations/flyers of events, school events calendars and school newsletters.

- Description

The school will inform parents about the curriculum and proficiency levels through parents meetings (conferences, curriculum night, etc) and mid-marking progress reports and report cards.

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

Curriculum night presentation, invitations, hand outs, invitation, sign in sheets and agenda.

- **Description**

The school will provide parents with progress reports three times a year, report cards three times of year, parent information reports generated from state performance assessments three times a year and two opportunities to attend in person parent teacher conferences at school. In addition, the school will community student progress and achieve levels during Curriculum Night and Spring Parent Trainings.

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

SAC agendas, sign-in sheets, LEP meeting notes and sign-in sheets, and IEP meeting notes, sign-in sheets, Parent-teacher conference notes, Curriculum Night sign in sheets and agendas.

- **Description**

Parents are invited each month to SAC meetings to provide input and participate in decision-making. Parents are also invited to meetings to discuss their individual children.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations, agenda and sign-in sheets, IEP meeting notes, and LEP meeting notes.

- **Description**

The school will schedule flexible meetings in the mornings and afternoons that allows for all parents to attend. Parent conferences will be scheduled during times convenient to families. Language facilitators will be present if needed.

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

Schedule of different times for important decision making SAC meetings, IEP meeting notice, LEP meeting notes, home visit conference notes, invitations with links for parents to attend virtually as needed, school newsletters, and marquee photos.

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**

One community language facilitator is available for translation (verbal and written) services as needed Bilingual school counselor, School Based Mental Health Professional, and ESOL Coordinator are provided to parents with limited English proficiency Translated FY25 School Compacts, PFEP Summary, flyers, and interpretation during meetings/conferences

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

Translated FY25 School Compacts, invitations, newsletters, school event calendars, translated school letters, and agendas.

- **Description**

Accessible meetings, parking and building for persons with disabilities Point of contact established for accommodation assistance Personalized contact regarding students from our ESE team Request support of district hearing or vision interpreters for meetings, Linking families with appropriate local and state agencies

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

Photos of handicapped parking, ramps, seating, elevators, audio enhancements, agendas, sign-in sheets.

- **Description**

Migrant Liaison aspects of the program, including but not limited to: food security/weekend meals, uniforms, linking with agencies and parent meetings. Meetings are offered at various times to help with work schedules. Additionally, CLF and school counselors are available to conduct home visits.

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

Home visit parent conference/staffing form, school staff referrals to Migrant Department, conference notes, flyer of services offered, translated letters.

- **Description**

McKinney-Vento liaison coordinates aspects of the McKinney-Vento program, including but not limited to: food security, uniforms, transportation, and linking with agencies, home visits, reviewing Student Housing Questionnaires during registration and reaching out to District or other organizations for support.

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

Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, call outs, email communication, completed needs survey, notes on services/support provided, copy of referral email, distribution logs for donated uniforms, school supplies, food and transportation referrals.

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

Coffee with the Principals

- Brief Description

This event will take place monthly in front of the school's main office. This event provides parents the opportunity to ask questions and voice concerns with the principal and assistant principal.

2. Activity #2

- Name of Activity

- Brief Description

3. Activity #3

- Name of Activity

- Brief Description

Building Non-Academic Skills

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

- Build coping skills;
- Promote positive behavior;

- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- 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

Belvedere Elementary School is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "BE A STAR" are evident throughout the school. Positive praise and "Starbucks" are used to reinforce behaviors. Students can use their "Starbucks" for rewards from treasure box, or experiences like booth buddy passes, etc. Teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. All classrooms have also adopted "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. Belvedere has a bilingual school counselor and bilingual school behavior health professional who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. Through AVID (Advancement, Via Individual Determination), Belvedere is committed in instilling a growth mindset in all of our students. Positive statements and the "power of yet" are evident throughout. Students in grades K-5 are involved in specific growth mindset activities, such as goal setting, conferences, and identifying characteristics of a good student. Students who exhibit exceptional progress in these areas are recognized by their teachers through the school's AVID Achiever award at our Trimester Awards ceremonies. Academic progress, as well as effort are also recognized at these awards ceremonies. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated and recognized monthly based on the character of the month One winner from the nominees is chosen to receive a bike and helmet in partnership with "Jack the Bikeman." Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. Students are taught and encouraged to make healthy choices in the lunch line and given the opportunity to eat additional healthy snacks from the "sharing table", Additionally, the school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart."

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

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1 Implementation: The core instruction at Belvedere is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and Successmaker for math. In order to ensure a positive learning environment students are expected to adhere to the "Be A S.T.A.R" expectations (Stay Safe, Try your Best, Act Responsibly, Respect Others). Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention through a push-in model daily. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At Belvedere, some Tier 2 interventions for reading are: - LLI (Leveled Literacy Intervention) (Grades K-5) - Voyager (Grades K-5) - Small group intervention using Benchmark (Grades K-5) SPIRE (Grades K-5) Tier 2 Interventions for math: -Small group instruction using models and manipulatives -Envision Math intervention Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. An additional 30 minutes of intense intervention is provided typically through a pull-out setting daily. - narrow focus on identified barrier - sometimes includes additional time using the specific intervention Belvedere uses the Problem Solving Model in order to identify, intervene, and monitor. The four steps of the Problem Solving Model are: Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating Members of the MTSS/Rtl Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal, Amy Lopez Assistant Principal, Scott Gayle School Based Team (SBT) Leader, Erin Miller (interim) School Psychologist, Marcela Lewis Speech and Language Pathologist, Mary Beth Sterk School Counselors, Ines Feliciano ESOL Coordinator: Adilen Dull ESE Coordinator: Erin Miller Support is provided to students experiencing difficulty with social-emotional (behavior) issues. They are addressed in a similar manner as academic concerns. Students receive Tier 2 and Tier 3 support as needed. The SBT team works collaboratively with the central region ESE, ESOL and Behavioral teams when additional personnel support is needed.

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).
- Opportunities to extend learning time.

- 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.
- 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

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)]. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified and highly qualified teachers. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), media, and guidance. Students rotate through the fine arts each 5 days. Music, Art, PE and Media are taught using a district approved curriculum by a certified teacher in that content area. Our guidance rotation offers explicit instruction on social and emotional skills. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, & MTSS. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Students can participate in extracurricular activities on campus such as honor choir, art club, and yearbook club which help them integrate academic skills into another discipline. AVID Elementary, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus. AVID's Writing, Inquiry, Collaboration, Organization, and Reading strategies are used school-wide to guide students to understanding increasingly complex concepts in preparation for the rigors of middle school and beyond. Belvedere offers various extended learning opportunities through the year. Students in grades 3-5 are invited to after school tutorial for reading, math, science, and/or writing. Also, the Summer Swing program invites students to receive 6 weeks of extended learning in reading and math. Students in the After School Program participating in STEAM academic and enrichment activities as well. Additionally, we have added the 21st Century program, which provided additional extended learning opportunities for approximately 60 students in grades K-5, for 5 days a week.

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;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

To build students' awareness of and readiness for postsecondary opportunities, college awareness/readiness curricula and programs such as AVID (Advancement Via Individual Determination) are in place in grades K-5. Belvedere's focus is around organization, growth mindset, and WICOR strategies. School-wide, we are committed to building college and career awareness through displays of the staff's Alma maters posted through the school. Additionally, college and career awareness events through AVID and our guidance programs include: career day/week, speakers, PBAU campus visits and collaboration of PBAU volunteers on campus who speak to students about various programs and opportunities, such as their majors, sports teams, etc. Belvedere Elementary Elementary also offers Accelerated Math courses in grades 3-5. This provides students the opportunity to participate in an accelerated track in middle school. Students in fifth grade take the 6th grade FAST Math assessment.

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
- 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- 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

Belvedere offers a full-time VPK class that is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, just to name a few. Belvedere offers an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. On-site school tours for new kindergarten families as part of K Round up. Once students begin Pre-K, parents are invited to a Curriculum Meeting which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

Professional 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
- Mentoring

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

1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Teachers implementing AVID Elementary have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs

Retention:

- Orientation

- 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
- 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

Belvedere Elementary School's administration strives to recruit and retain high qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, Word of Mouth and partnerships with local University Teacher Preparation programs. Additionally, Belvedere has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Belvedere also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. Belvedere has a history of low turnover and a majority staff that has taught at Belvedere for 10+ years. Belvedere serves to retain its teachers by providing levels of support throughout different stages of their careers. These include: New Teacher Orientation ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers -Teaching Team with Team Leaders -Collaborative Planning -Department Chairs -Coaching Support -Positive School/Employee Morale -Ongoing and relevant Professional Development -Open Door Policy -Opportunities for part-time pay such as tutoring - Hospitality and Wellness organize events on campus to build community -SwPBS supports the overall climate of the school -Staff is recognized regularly through BEE awards, shout outs, and special events like breakfasts, gifts, etc.