

---

**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.

- 59% of our students in grades 3-5 are scoring below grade-level proficiency on ELA FAST PM2 - 15% of all SWD in grades 3-5 are on track to score a Level 3+ on ELA FAST PM3 - 8% ELL Females & 26% ELL Males (K-2) are at a Percentile Rank of 40+ on the STAR ELA PM2

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

- more high-interest books and materials for support teachers and volunteers - continued home-school connection barriers - the need for more phonics & targeted intervention - small group/guided reading training

## 3. Share possible solutions that address the root causes.

- build home-school connections with consistent homework/family projects - the appropriate training & daily interventions - lower level, on-topic reading material and/or decodable books - incentivized reading initiatives (AR, Book It, Reading Counts, etc.) - share question stems with families to use at home when reading

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

### • Communication

- communication with families will continue via Parentlink & Class Dojo (emails and text)

### • Parent Training

- understanding the report card & progress report - training on how to use the ELA question stems to support at-home reading

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

- School

- provide parent training to support families at home

- Students

- participate in reading initiatives at school and at home - use the resources and tools used in school at home and in community centers to practice language and reading at home

- Parents

- attend parent trainings - encourage student participation in school initiatives - communicate with teachers and attend conferences

- Staff Training

- intervention programs - targeted small group instruction & questioning - technology adaptive programs

- Accessibility

- multi-language communications - access to necessary accommodations as requested - accessibility to resources to support the home-school connection

## Math

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

### 1. List prioritized needs statements.

- 69% of our students in grades 3-5 are scoring below grade-level proficiency on Math FAST PM2 - 24% of all SWD in grades 3-5 are on track to score a Level 3+ on Math FAST PM3 - 42% ELL Females & 58% ELL Males (K-2) are at a Percentile Rank of 40+ on the STAR Math PM2

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

- foundational gaps in basic facts & number sense (fluency) - more targeted/hands-on small group lessons - lack of sufficient time to reteach/fill in the "gaps" - training and consistent math interventions - students lacking stamina

3. Share possible solutions that address the root causes.

- K-5 daily fact practice - academic math games (in class & at home) - share family engagement opportunities to help parents understand the math strategies/concepts - to better support the children at home

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

• Communication

- communication with families will continue via Parentlink & Class Dojo (emails and text)

• Parent Training

- how to support students at home via the technology adaptive programs (IXL & iReady) and Portal - use of "family engagement" activities & math concepts and strategies - understanding the report card/progress reports

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

• School

- offer school-wide initiatives for fact fluency - provide parent training for at-home support

• Students

- participate in school initiatives at school and home - develop an understanding of grade-level math concepts

- **Parents**

- attend parent training opportunities - encourage math practice at home - work with teachers to build a home-school connection to reinforce math skills

- **Staff Training**

- technology adaptive programs (IXL & iReady) - training on small groups & creating engaging lessons

- **Accessibility**

- multi-language communications - access to necessary accommodations as requested - accessibility to resources to support the home-school connection

## **Science**

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

### **1. List prioritized needs statements.**

- Based on the Winter Science Diagnostic, 55% of our 5th-grade students are predicted to score below a level 3 on the Spring SSA

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

- not enough allotted time in grades K-4 - 5th grade science at-home practice - grades K-5 exposure to more science activities & question types (in school and at-home connection) - hands-on science activities/material - especially in the primary grades

### **3. Share possible solutions that address the root causes.**

- continue IXL science (5th grade) - targeted science groups/instruction (annually assessed benchmarks) - more ELA/math integration (vocabulary & activities) - share/assign at-home projects to build science discovery - high-interest science books, readers, and/or magazines

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

- Communication

- communication with families will continue via Parentlink & Class Dojo (emails and text)

- Parent Training

- technology night with community resources, take-home opportunities, and portal navigation help - STEM Night to encourage family engagement & discourse

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

- School

- encourage more science exploration in the class and at home

- Students

- complete and participate in science experiments and activities - use science journals to retain science vocabulary & concepts

- Parents

- attend trainings offered by the school - encourage science discovery through at home resources

- Staff Training

- science curriculum (new for FY25) - science rotational & integration model

- Accessibility

- multi-language communications - access to necessary accommodations as requested - accessibility to resources to support the home-school connection

## Action Step: Classroom Instruction

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

**Budget Total: \$60,151.00**

Acct Description	Description																																				
Resource Teacher	5th Grade push in for reading and Gr. 4th or 5th reading intervention group.																																				
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Printer Ink Set</td> <td>2</td> <td>\$595.10</td> <td>Technology</td> <td>Original</td> <td>\$1,190.20</td> </tr> <tr> <td>Copier Paper Case</td> <td>30</td> <td>\$44.61</td> <td>General Supplies</td> <td>Original</td> <td>\$1,338.30</td> </tr> <tr> <td>Shipping</td> <td>1</td> <td>\$24.00</td> <td>General Supplies</td> <td>Original</td> <td>\$24.00</td> </tr> <tr> <td>Copier Paper Yellow Reams</td> <td>12</td> <td>\$11.32</td> <td>General Supplies</td> <td>Original</td> <td>\$135.84</td> </tr> <tr> <td>Copier Paper Pink Reams</td> <td>23</td> <td>\$10.53</td> <td>General Supplies</td> <td>Original</td> <td>\$242.19</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Printer Ink Set	2	\$595.10	Technology	Original	\$1,190.20	Copier Paper Case	30	\$44.61	General Supplies	Original	\$1,338.30	Shipping	1	\$24.00	General Supplies	Original	\$24.00	Copier Paper Yellow Reams	12	\$11.32	General Supplies	Original	\$135.84	Copier Paper Pink Reams	23	\$10.53	General Supplies	Original	\$242.19
Item	Quantity	Rate	Supply Type	Type	Total																																
Printer Ink Set	2	\$595.10	Technology	Original	\$1,190.20																																
Copier Paper Case	30	\$44.61	General Supplies	Original	\$1,338.30																																
Shipping	1	\$24.00	General Supplies	Original	\$24.00																																
Copier Paper Yellow Reams	12	\$11.32	General Supplies	Original	\$135.84																																
Copier Paper Pink Reams	23	\$10.53	General Supplies	Original	\$242.19																																

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Copier Paper Blue Reams	13	\$4.97	General Supplies	Original	\$64.61			
	Copier Paper Green Reams	23	\$11.34	General Supplies	Original	\$260.82			
	Amendment 32 / BT 492499 Reducing line for position 20003014 for position	-1	\$1,896.96	General Supplies	Amendment	-\$1,896.96			
Behavioral Needs Assistant	Behavioral Needs Assistant will provide differentiated push-in and pull out academic and behavioral support for students in grade Kindergarten (K) through second (2nd) grades for Reading and Math support, managing behaviors of students.								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Teachers to provide before-school and after-school tutoring for students in second (2nd) through fifth (5th) grades who score among Levels I and II on formative, summative, and standardized assessments. Estimate start in October 2024	1	\$37.00	1	2	25	Certified	Original	\$1,850.00
	Certified Teachers to provide before-school and after-school tutoring for students in second (2nd) through fifth (5th) grades who score among Levels I and II on formative, summative, and standardized assessments. Estimate start in October 2024	6	\$37.00	2	1.5	26	Certified	Original	\$17,316.00



<b>Acct Description</b>	<b>Description</b>								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Amendment 32 / BT 492499 Reduced line for position 20003014	1	\$37.00	1	-130	1	Certified	Amendment	-\$4,810.00

## Action Step: Professional Development

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

**Budget Total: \$94,591.00**

<b>Acct Description</b>	<b>Description</b>
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will lead Professional Learning Communities (PLCs) in Kindergarten (K) through fifth (5th) grades, focusing upon Reading/Writing and providing support for new teachers, monitoring reading/writing data in Kindergarten (K) through fifth (5th) grades, and modelling small-group reading instruction in Kindergarten (K) through second (2nd) grades.

## Action Step: Parent Engagement

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

**Budget Total: \$2,471.50**

Acct Description	Description									
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Parent Student Agendas for Communication		275	\$3.25	General Supplies	Original	\$893.75			
	Shipping Cost for Agendas		1	\$123.54	General Supplies	Original	\$123.54			
	Paper Case for parent communication		15	\$38.00	General Supplies	Original	\$570.00			
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes		1	\$482.25	General Supplies	Original	\$482.25			
	Amendment 32 / BT 492499 Reducing line for position 20003014		1	-\$1,079.04	General Supplies	Amendment	-\$1,079.04			
Parent Support by School Staff	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Teacher to serve as part-time parent Liaison to conduct home visits as needed (October 2024 through March 2025), meet with parents and teachers to provide support, conduct parent phone calls for truancy, attendance, etc.		1	\$25.00	2	1	22	Certified	Original	\$1,100.00

## 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
Ava Clarke	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 who served in various roles throughout the school and those who 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. Clarke was selected because as the SAC Chair, she works hand in 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 February 5, 2024, at 8:30 a.m. We held a CNA Staff Meeting on February 7, 2024, at 2:15 p.m. We held our CNA Stakeholder Meeting on February 21, 2024, at 6:00 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 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 the 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 11, 2024, 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 (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

Better Relating to Parents

- 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 develop and improve parent communication plans and understand how to better connect with parents and families.

- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

September 2024

- Responsible Person(s)

Jobi Bailey & Marceline Estiverne

## 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

- 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

Meeting The Needs of Students & Families

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

Teachers will learn how to recognize, reach, and teach students and families who have experienced trauma.

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

Teachers and families will be able to partner together to explore strategies for proactively coping with trauma and getting families involved with community outreach programs.



- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

January 2025

- Responsible Person(s)

Jobi Bailey & Marceline Estiverne & SBT/Guidance 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

- 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

Family Curriculum Night

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

To support student learning at home, families will focus on the skills and programs to remediate, extend, or enrich their child's curriculum with at-home activities/tasks beyond the classroom. Families will learn how to log into the SIS Parent Gateway, access i-Ready and IXL for supplemental math and reading support, and be provided the opportunity to interact with the appropriate testing platforms by completing practice questions.

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

Families will be able to log in to the SIS Parent Gateway and learn how to access their students' test scores/grades and access the school supplemental programs. Families will also be able to interact with the appropriate grade-level curriculum by completing practice questions through the lens of their student(s).

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

This training is expected to increase family engagement and access to student progress. As a result, families and teachers will work closer as a team to help students master grade-level standards.

- Date of Training

September 2024

- Responsible Person(s)

Jobi Bailey, Marceline Estiverne, and classroom teachers

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

0.00

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Family Fall Literacy Night

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

Families will learn information and be able to practice strategies with the appropriate resources to support their student's literacy development at home. Teachers will provide families with activities, strategies, and resources to be actively involved in their student's literacy development and reading skills.

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

Families will be given the opportunity to practice reading strategies with their students. Parents will practice the strategies modeled by teachers, read with their students, and create make-and-take activities and bookmarks to use at home and reinforce the importance of reading.

- 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 2024

- Responsible Person(s)

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

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

0.00

## 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 2025

- 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.

- 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

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 resources available to teachers and families, translations of any communications or documents, and available support staff 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 pictures - 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, snacks and dinner, and problem-based learning opportunities. The partnership with the Boys and Girls Club has supported our school's family engagement plan, by utilizing the organization as a supplemental support. The BGC has access to many of our students who may need support services for the students and families by complementing the academic curriculum with enrichment and access to resources, expertise, and support within the community.

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

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

- Frequency

Monthly

## 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 Annual 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 student progression towards grade level mastery 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 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 & analytics Twitter posts Translated flyers

- **Description**

Our school will offer flexible meeting dates and times. Families have the opportunity to schedule conferences during the day on scheduled conference days with teachers. We will hold a SAC meeting at the community center in the zoned neighborhood (Pearl City). We will also offer an opportunity for families to attend a morning SAC meeting/parent training. The Title I Annual Meeting Presentation will be posted on the school website to give parents & families the option to review the meeting/training information 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.**

Screenshots of our school website, Weekly parent newsletters via ParentLink ParentLink messages & analytics Translated 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 7:15 a.m. and attend night events, as needed. All information that goes home in writing from the school is sent in English and Spanish.

- **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 as needed.

- Description

Currently, we are prepared when families engaged in migratory work enroll students, including providing supplies or uniforms. Boca Helping Hands provides boxes 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. Our teachers make accommodations for families engaged in migratory work, by providing flexibility in meeting times (including a virtual, phone, and/or face-to-face option).

- 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 the McKinney/Vento documentation for additional support. Our school counselor also reaches out and provides families experiencing homelessness with information regarding other available services. Our teachers make accommodations for families experiencing homelessness, by providing flexibility in meeting times (including a virtual, phone, and/or face-to-face option) and aid with transportation to and from school for students through the district support resources/staff.

- 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, a behavioral health professional, and a co-located counselor who meets with groups of students, teaches classes that enhance our students' skills for life and learning, and counsels 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 on 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 character such as trustworthiness, honesty, etc. - We have many activities that build non-academic skills: Science, Engineering, Robotics, Chess Club, Art Club, Yearbook/Photography Club, Recycling Club, and Band (4th & 5th Grade). Along with each club's specialty, our teachers also work with students on character development 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 any time 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 stands for Engaging respectfully, You are responsible, Enthusiastic learner, and Stay safe. Students who 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 that 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, and all available certified teachers. Each small group meets 5 times a week utilizing guided reading, 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, guided reading, 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. Spire 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 regard 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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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 for jobs within their industries. We also provide a career day 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
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- 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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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 Kick-Off 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 Kick-Off 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
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- 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 training when possible. Teachers have attended Core Benchmark & Phonics Training - we brought in a coach from the District to work with our K-2 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 leadership academy, 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

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders

- 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
- 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.