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**Title I Comprehensive Schoolwide Plan**  
**ORCHARD VIEW ELEMENTARY SCHOOL (2351)**

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# ELA

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

## 1. List prioritized needs statements.

3-5 ELA PM1 (26/235=11%) PM2 (65/235=28%) GOAL NOT MET 47% ESE ELA PM1 (1/49= 2%) PM2 (7/49= 14%) GOAL NOT MET 42% Additional PreK units needed Staggered start for K needed PDD around foundational skills needed Reworking parent engagement nights, meaningful parent strategies and trainings needed Parent volunteers increase needed Reducing T, overall, needed Better writing system

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

Probable Causes: Limited teaching pipeline and subs for during instructional day PD, classroom management/background knowledge of our students is limited, no early education for most of our students (cost), grit (parent-school connection, student's aren't pushing through problems or dealing with them- parents not understanding interpretation of grades and follow through with school responsibility) W: Students lack of background knowledge W: Lack of foundational skills in students W: New teachers with lack of foundational teaching skills W: Lack of ongoing PD for teachers W: Lack of robust PreK program

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

Additional PreK units will be advocated for, gen ed. Staggered start for K to establish better routines and expectations PDD around foundational skills for all teachers on phonics, class routines and behavior management Reworking parent engagement nights, meaningful parent strategies and trainings, not just on what's learned in class Parent volunteers increase will help with additional supervision and learning support SSCC to focus on 2nd & 3rd Grades Reducing T

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

### • Communication

Reworking parent engagement nights to focus on more meaningful parent strategies and trainings, not just school based activities to encourage more attendance and relationship building. Parent volunteers in the lunchroom and on field trips will be encouraged. PTA will be a push to establish again to involve parents.

- Parent Training

Parents will learn how to work with their students not necessarily on subject area material as this is way above means/ability when transferring to the home in most cases, parent trainings will focus on schools expectations, parent conferences and HOW to ensure student grades are up, what that should look like and how to keep their kids accountable.

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

- School

Provide teaching/learning in a structured classroom setting; parent partnership with behavior and homework support. • Assist teachers with strategies/classroom materials; weekly communication with parents. • Systems around instruction and resources in place; parent support at home with communication folders/planners. • Monitoring of student progress and updates to parents during conferences (2x/year).

- Students

Attend school every day and be seated in class by 8:00 am. • 20 minutes of reading every day with family supervision. • Follow the SWPBS PAWS matrix expectations in all areas of the school and bus. • Ask for assistance from staff when they need support.

- Parents

Make sure my child attends school every day and is seated in class by 8:00 am. • Schedule appointments after school hours, when possible, so that my child does not miss instructional time. • Attend parent engagement training 3X/year. • Schedule conferences with teachers at least 2X/year. • Check SIS and teacher-parent communication regarding grades, frequently to ensure they are knowledgeable on where their students sit, academically.

- Staff Training

• Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools). • FUNdations • Additional staff trained (Fine Arts, etc.) on interventions (LLI, etc.) to support with iii.

- Accessibility

Trainings and meetings are set at various times for all parents to attend when it is best for them (virtual option). • CLFs for Translation available at all meetings. • Provide sign language if needed upon request. • Provide use of elevator as needed.

## Math

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

### 1. List prioritized needs statements.

3-5 Math PM1 (55/235= 23%) PM2 (54/235= 23%) GOAL NOT MET 53% ESE Math PM1 (1/49= 2%) PM2 (4/49= 8% ) GOAL NOT MET 42% Basic math facts needing to be known prior to intermediate grades Resources at home to support math practice

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

- Vacant positions are covered by substitutes and resource staff (ESE/ELL who cannot then pull small groups).
- K-2 curriculum does not allow ample time for mastery of foundational skills.
- Students at all grade levels struggle with basic foundational skills, including math facts.
- Students at all grade levels struggle with base 10 number sense.
- Students at all grade levels struggle with procedural fluency.

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

IXL Math technology subscription • PLC Leader will plan with teachers for standards-based instruction. • Math SSCC will provide ongoing PD during pre-school, PLCs, after school, and on PDD days on effective teaching strategies. • Use iReady workbook to build foundational skills during small group and tutoring. • 1-5 tutorial program implemented. • Morning Khan Academy Tutorial implemented

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

- Communication

Continue weekly Student Newsletter, Parentlink, text messages • Continue communication folders grades K-2 • Utilize CLFs for conferences, meetings, and parent engagement trainings • Provide flyers to parents via carline and students via bus loop on days leading to and of events on campus

- Parent Training

Provide parents with tools to access student data as well as standard based practice activities to do at home. • Math/Science STEM night to provide hands-on opportunities to work around the Florida Sunshine State Standards. • Literacy/Multicultural night to provide exposure and practice on the integration of literacy in all forms. • The importance of parent-school communication/partnership will be addressed at each event; parent conference sign ups. • How to access SIS and check/read grades frequently

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

- School

Provide teaching/learning in a structured classroom setting; parent partnership with behavior and homework support. • Assist teachers with strategies/classroom materials ; weekly communication with parents. • Systems around instruction and resources in place; parent support at home with communication folders/planners. • Monitoring of student progress and updates to parents during conferences (2x/year).

- Students

Attend school every day and be seated in class by 8:00am. • 20 minutes of math fluency practice every day with family supervision. • Follow the SWPBS PAWS matrix expectations in all areas of school and bus. • Ask for assistance from staff when they need support.

- Parents

Make sure my child attends school every day and is seated in class by 8:00am. • Schedule appointments after school hours, when possible, so that my child does not miss instructional time. • Attend parent engagement training 3X/year. • Schedule conferences with teachers at least 2X/year. • Use the math materials from school to help my child at home weekly so they meet their goals.

- Staff Training

• Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools). • Additional staff trained (Fine Arts, etc.) on interventions to support with tutorial/pull groups.

- Accessibility

Trainings and meetings are set at various times for all parents to attend when it is best for them (virtual option). • CLFs for Translation available at all meetings. • Provide sign language if needed upon request. • Provide use of elevator as needed.

## Science

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

### 1. List prioritized needs statements.

5th SCI Diag (33/65=51%) GOAL NOT MET 59% Need of science instruction in all grade levels

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

Students do not learn the standards in grades 3. • Science time in grades 3 and 4 is often encroached on for ELA/Math remediation. • Students two or more grade levels below in reading.

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

Implement J&J Science in grades 3-5. • Add/keep a 4th grade Science teacher to ensure students are moving into 5th grade prepared. • Increase hands-on labs weekly in order to build background knowledge and connect vocabulary. • Rewrite the scope of learning to increase fair game benchmark instruction during PLCs with Science SSCC. • Provide training/PD for effective instruction to teachers during pre-school, on PDD days, after school, etc. • Add Math and Science Parent Engagement training around standards/provide at home activities to support Benchmarks. • Targeted small group instruction throughout the school year.

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

- Communication

Continue weekly Student Newsletter, Parentlink, text messages • Continue communication folders grades K-2 • Continue agendas/planners for grades 3-5 • Utilize CLFs for conferences, meetings, and parent engagement trainings • Provide flyers to parents via carline and students via bus loop on days leading to and of events on campus

- Parent Training

Provide parents with tools to access student data as well as standard based practice activities to do at home. • Math/Science STEM night to provide hands-on opportunities to work around the Florida Sunshine State Standards. • Literacy/Multicultural night to provide exposure and practice on the integration of literacy in all forms. • Importance of parent-school communication/partnership will be addressed at each event; parent conference sign ups.

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

- School

Provide teaching/learning in a structured classroom setting; parent partnership with behavior and homework support. • Assist teachers with strategies/classroom materials ; weekly communication with parents. • Systems around instruction and resources in place; parent support at home with communication folders/planners. • Monitoring of student progress and updates to parents during conferences (2x/year).

- Students

Attend school every day and be seated in class by 8:00am. • 20 minutes of math fluency practice every day with family supervision. • Follow the SWPBS PAWS matrix expectations in all areas of school and bus. • Ask for assistance from staff when they need support.

- Parents

Make sure my child attends school every day and is seated in class by 8:00am. • Schedule appointments after school hours, when possible, so that my child does not miss instructional time. • Attend parent engagement training 3X/year. • Schedule conferences with teachers at least 2X/year. • Use the Science materials from school to help my child at home weekly so they meet their goals.

- Staff Training

• ELA strategies/PLCs added for both the 4th and 5th grade science teachers to help support integrating science and ela. • Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools). • Additional staff trained (Fine Arts, etc.) on interventions to support with tutorial/pull groups.

- Accessibility

Trainings and meetings are set at various times for all parents to attend when it is best for them (virtual option). • CLFs for Translation available at all meetings. • Provide sign language if needed upon request. • Provide use of elevator as needed.

## Action Step: Classroom Instruction

Engage all students in rigorous, standards based, differentiated and meaningful instruction.

**Budget Total: \$128,810.47**

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non Certified Out of System Tutors will provide Double Down support in Grades 3-5 ELA & Math classrooms via a Push-in model targeting lower 25% and ESE students for remediation.	2	\$15.00	5	5	28	Non-Certified	Original	\$21,000.00



Acct Description	Description											
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="422 217 1377 293">Item</th> <th data-bbox="1377 217 1526 293">Quantity</th> <th data-bbox="1526 217 1667 293">Rate</th> <th data-bbox="1667 217 1902 293">Type</th> <th data-bbox="1902 217 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	Koss UR10 On-Ear Headphones - Using academic technology (ex.iReady)	750	\$8.63	Original	\$6,472.50							
	Maxell Budget Stereo Earbuds - Using academic technology (ex.iReady)	450	\$1.83	Original	\$823.50							
BT 493038 Increasing line for headphones	1	\$365.40	Budget Transfer	\$365.40								
Resource Teacher	Reading Resource Teacher to provide push-in and pull-out small group differentiated instruction and instructional support to targeted students performing below grade level expectations throughout the year in all grade levels with a first priority set to service 3rd through 5th grade and a second priority for other grade levels as schedule allows.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 849 1127 925">Item</th> <th data-bbox="1127 849 1274 925">Quantity</th> <th data-bbox="1274 849 1440 925">Rate</th> <th data-bbox="1440 849 1707 925">Supply Type</th> <th data-bbox="1707 849 1902 925">Type</th> <th data-bbox="1902 849 2024 925">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	PEN PILOT FRIXION CLICKER GEL FINE BLUE PACK OF 12 PIL31451 (SS)	5	\$39.73	General Supplies	Original	\$198.65						
	Storyworks - ELA readers - Grades 3-5	1	\$4,379.39	Instructional Materials	Original	\$4,379.39						
	CARDS DECODABLE ADVANCED PHONICS CONCEPTS GRADES 1-3	22	\$30.88	Manipulatives	Original	\$679.36						
	3 hole graph paper	1003	\$1.51	General Supplies	Original	\$1,514.51						
	Pre-Sharpended Pencils (48)	100	\$2.91	General Supplies	Original	\$291.00						
Dry Erase Markers	150	\$16.02	General Supplies	Original	\$2,403.00							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	BOOKS LAUGH-A-LOT PHONICS BLENDS AND DIGRAPHS CLASS SET GRADES K-2	22	\$63.09	Instructional Materials	Original	\$1,387.98
	Copy Paper White	40	\$44.61	General Supplies	Original	\$1,784.40
	J & J Bootcamp Science 3-5	1	\$7,000.03	Instructional Materials	Original	\$7,000.03
	Wipebook Erasable Chart Paper/Books	1	\$4,000.00	General Supplies	Original	\$4,000.00
	Zip Lock Bags - Gallon	10	\$22.99	General Supplies	Original	\$229.90
	Zip Lock Bags - Quart	10	\$21.99	General Supplies	Original	\$219.90
	FUNdations Consumables	1	\$5,170.94	Instructional Materials	Original	\$5,170.94
	Bar Magnets - For math/science	25	\$7.00	Manipulatives	Original	\$175.00
	SCALE COMPACT DIGITAL SCALE WITH BOWL 2KG	12	\$36.16	Manipulatives	Original	\$433.92
	KNIFE SWITCHES PKG/6	12	\$12.01	Manipulatives	Original	\$144.12
	DRY ERASE MARKERS EXPO LOW ODOR ULTRA FINE BLACK PACK OF 12	10	\$17.15	General Supplies	Original	\$171.50
	48 Packs Plastic Folders	15	\$39.99	General Supplies	Original	\$599.85
	BT 493038 Decreased line to increase Computer HW non-cap	1	-\$365.40	General Supplies	Budget Transfer	-\$365.40

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 217 1024 293">Item</th> <th data-bbox="1024 217 1171 293">Quantity</th> <th data-bbox="1171 217 1289 293">Rate</th> <th data-bbox="1289 217 1388 293">Days</th> <th data-bbox="1388 217 1505 293">Hours</th> <th data-bbox="1505 217 1623 293">Weeks</th> <th data-bbox="1623 217 1772 293">Certified</th> <th data-bbox="1772 217 1900 293">Type</th> <th data-bbox="1900 217 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 293 1024 732">Certified Teachers will provide tutoring in Math, Science, Writing to students in Grades 3-5 for underperforming students in grades 3 through 5 who fall among the Lowest 25% and/or levels 1 and 2 on formative, summative, and diagnostic assessments. Tutorial Program Before School, After School, and Saturday School- ELA, Math and Science /October/November &amp; February/March</td> <td data-bbox="1024 293 1171 732">5</td> <td data-bbox="1171 293 1289 732">\$37.00</td> <td data-bbox="1289 293 1388 732">3</td> <td data-bbox="1388 293 1505 732">1</td> <td data-bbox="1505 293 1623 732">20</td> <td data-bbox="1623 293 1772 732">Certified</td> <td data-bbox="1772 293 1900 732">Original</td> <td data-bbox="1900 293 2024 732">\$11,100.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers will provide tutoring in Math, Science, Writing to students in Grades 3-5 for underperforming students in grades 3 through 5 who fall among the Lowest 25% and/or levels 1 and 2 on formative, summative, and diagnostic assessments. Tutorial Program Before School, After School, and Saturday School- ELA, Math and Science /October/November & February/March	5	\$37.00	3	1	20	Certified	Original	\$11,100.00								
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
Certified Teachers will provide tutoring in Math, Science, Writing to students in Grades 3-5 for underperforming students in grades 3 through 5 who fall among the Lowest 25% and/or levels 1 and 2 on formative, summative, and diagnostic assessments. Tutorial Program Before School, After School, and Saturday School- ELA, Math and Science /October/November & February/March	5	\$37.00	3	1	20	Certified	Original	\$11,100.00																			
Online subscription	Item			Quantity	Rate	Type		Total																			
IXL - ELA, Math & Science. Grades 3,4 and 5.				1	\$7,525.00	Original		\$7,525.00																			
BT 490726 Reducing line (IXL) review notes for information				1	-\$537.00	Budget Transfer		-\$537.00																			

## Action Step: Professional Development

Engage teachers in professional development, PLC learning, development through the coaching cycle, and training in specific skills for reading, writing, math, and science.

**Budget Total: \$210,255.30**

<b>Acct Description</b>	<b>Description</b>									
Single School Culture Coordinator	Single School Culture Coordinator will work with teachers and administration to build systems of support in academics, behavior and climate to further student achievement. SSCC will provide PLC support, participate in SBT/MTSS processes, monitor instruction and deliver literacy PD									
Out-of-system PD Subs	<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>	
	Sub Days for Teacher PD with iReady, Fast bridge, Cross Grade Level Planning, etc...	10	\$19.00	1	6.5	1	Non-Certified	Original	\$1,235.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Lexmark Printer Ink	1	\$1,940.00	Technology			Original	\$1,940.00		
	Copy Paper	30	\$44.61	General Supplies			Original	\$1,338.30		
	Flip Chart Markers	100	\$4.10	General Supplies			Original	\$410.00		
Teacher Collaboration	<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>	
	K-5 - Teacher leaders working on lesson plans in July/early August.	40	\$25.00	1	6	1	Certified	Original	\$6,000.00	
Single School Culture Coordinator	Single School Culture Coordinator (Math/Science) will work with teachers and administration to build system of support in academics, behavior and climate to further student achievement. SSCC will provide PLC support, participate in SBT/MTSS processes, monitor instruction and deliver Math/Science PD.									

## 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: \$18,829.23**

<b>Acct Description</b>	<b>Description</b>					
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	COX Science Center (STEAM Night) - December/January	1	\$500.00	Original	\$500.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Student Planners (shipping)	1	\$151.97	General Supplies	Original	\$151.97
	144 PIECE DRUM OF DICE	3	\$43.22	Manipulatives	Original	\$129.66
	RING BOOK NCKL 2 IN PK/50 - SCHOOL SMART	25	\$10.55	General Supplies	Original	\$263.75
	Copy Paper	20	\$40.61	General Supplies	Original	\$812.20
	Student Planners	330	\$3.10	General Supplies	Original	\$1,023.00
	HP Printer Ink	1	\$3,509.64	Technology	Original	\$3,509.64
	Refreshments (3 PFEP Trainings)	3	\$100.00	Program Supplies	Original	\$300.00
	Kindergarten Step-up Magnetic Letters	79	\$10.44	Manipulatives	Original	\$824.76
	Nicky Communication Folders	1000	\$1.45	General Supplies	Original	\$1,450.00
Flash Cards (Addition, Subtraction, Multiplication, Division)	900	\$1.05	Manipulatives	Original	\$945.00	

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Night Before Kindergarten Books	125	\$5.99	Program Supplies			Original	\$748.75	
	PHONICS FIRST LITTLE READERS PARENT PACK	50	\$17.99	Program Supplies			Original	\$899.50	
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>
	Part-time Parent Liaison - Sending out flyers, family engagement documentation/planning, making phone calls	1	\$15.00	5	2	36	Non-Certified	Original	\$5,400.00

## 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

Orchard View Elementary School believes that all students can learn and all families are dedicated to raising productive children. We believe that families must be involved in their children's education in both academic and social settings in order to truly understand their academic and social/emotional growth over time. The purpose of the Parent Involvement Program is to strategically communicate and increase active parent involvement in school events, such as our Parent and Family Engagement Nights, monthly SAC meetings, Title I parent meetings, ESOL Parent Leadership meetings, and student programs where we all can celebrate growth in social and academic achievement.

## 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
Danielle Garcia	Principal
Samantha Leyendecker-Estupinan	Assistant Principal, Title I Contact
Alysha Mejia	SSCC/Literacy Coach
Matthew Cousins	SSCC/Math/Science Coach
Mario Basilone	School Business Partner
Andrei Itkis	Parent, SAC Member
Brenda Molina	Parent, SAC Member
May Ha Itkis	Parent, SAC Member
Ted Hoskinson	School Business Partner

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

All staff, parents, and community members were invited to attend the annual meeting. A call out on Parent Link and email to all parents and community members on SAC went out. Teachers were notified via email. Everyone in attendance was able to nominate someone/themselves for positions. A vote for each position takes/took place with majority of votes earned was given to said person/position. Everyone was provided the opportunity to contribute ideas at the Annual Meeting and CNA Meeting. SAC members, Leadership Team, and teachers provided input regarding each academic area. Anyone who attended the meetings was considered a stakeholder and was provided with the opportunity to participate. We enlist stakeholders who are similar to our school demographics. ALL are welcome to attend and be a part of our SAC.



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

On February 7, 2024 the stakeholder SAC meeting took place at 4:00pm, February 14, 2024, the leadership CNA meeting took place at 9:00am and then the staff meeting at 2:30pm. Input was received utilizing the Title I Recording Templates with stakeholders comprised of parents and community members. The data was presented and ideas were shared. It was recorded by the Title I Contact on the recording templates. Additional meetings were held to gather input from the Leadership Team and from the teachers. A Google doc was shared with teachers to compile ideas during the meeting and these ideas were entered into the recording forms by the Title I Contact. Leadership then took all of the information gathered from the meetings and charted it to look for common input and set priorities. SAC will review the draft on May 8, 2024, at 4:00 p.m. to make suggestions for changes and/or improvements before SAC votes to approve the CNA, PFEP, and SWP for the FY24 school year.

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

The items on the current budget were discussed in detail as to how they would benefit the teaching and learning of the students at our school, as well as provide materials for parent and family engagement events. There was consensus among stakeholders to include the items in the budget as written. The process was as follows: The principal explained how the SSCC's and coaches impact academic achievement; She then discussed how math fluency continues to be a schoolwide concern and this was why it was again included as a priority in the FY25 Title I SWP; she then articulated the materials needed to focus upon this content area and their use for teaching and learning. The BEST standards were explained along with the need to purchase newly aligned materials to use for small group instruction. The stakeholders in attendance had the opportunity to ask questions. They affirmed the principal's recommendations.

Name	Title
Danielle Garcia	Principal
Samantha Leyendecker-Estupinan	Assistant Principal
Alysha Mejia	SSCC/Literacy Coach
Matthew Cousins	SSCC/Math/Science Coach

## 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?

On Wednesday, September 25, 2024 the Title I Annual Meeting will be held, virtually, at 5:30pm.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will notify parents through flyer invitations with agenda posted, flyer reminder, parent-link, and a marquee posting in English, Spanish, and Haitian Creole. Parents will receive upon arrival: agenda, sign-in sheets, and complete evaluations.

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

For the Title I Annual Meeting, we will prepare the following resources: Slides with updated school data, PFEP in 3 languages, School-Parent Compact in 3 languages, Community Language Facilitator (CLF). We will use folders, paper, pens, slides, free books for families to take home, snacks and water for parents who attend.

## 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

Streamlining Teacher-Family Communication

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

Teachers will learn how to use various communication platforms to keep an open line of contact with families in order to increase school-wide participation in student success/academics/events.

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

Increased understanding on how to communicate more frequently with families regarding important issues and academics.

- What will teachers submit as evidence of implementation?

Teachers will submit an example of a form of communication they have with families for a weekly basis.

- Month of Training

September

- Responsible Person(s)

Leyendecker-Estupinan, training and monitoring of evidence. All academic staff, implementation.

### 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Teachers current knowledge of various communication platforms, their new knowledge of various communication platforms and their perception of family engagement will be evaluated.

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Review, Analysis and Communication

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

Teachers will be able to review data from PM1 and iReady testing and learn how to communicate results of strengths and weaknesses with parents.

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

Teachers will learn how and where to pull important data reports and share these reports with families.

- What will teachers submit as evidence of implementation?

Communication to families that data is collected and going on along with evidence of parent meetings with data discussion reflected in the notes will be collected as evidence of implementation.

- Month of Training

October

- Responsible Person(s)

Alysha Mejia will conduct the staff training and Leyendecker-Estupinan will monitor evidence/implementation.

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Teachers will submit their prior knowledge on reports available and analysis of such as well as their new knowledge of reports and analysis.

- Number of Participants

TBA

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

TBA

- How do you know?

TBA

- What went well with the training

TBA

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

TBA

## 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

Diving into Data

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

Families will receive student initial FY25 data and teachers will explain how to go through each section including how to log into SIS for daily updates. Families will learn how to access a variety of different platforms to support student learning and target student weaknesses.

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

Families will be given a computer to log in with their student and access/navigate the various platforms/activities available to support student learning at home.

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

Families should leave with a better understanding of where students stand academically from viewing initial data reports and how to support progress with at home learning, accessing various digital platforms.

- Date of Training

Wednesday, October 9, 2024

- Responsible Person(s)

Leyendecker-Estupinan

- Resources and Materials

Chromebook carts, updated student data, SIS student access codes

- Amount (e.g. \$10.00)

\$100 Refreshments

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

- **Name of Training**

Science in the Sunshine State

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

Families will learn how to apply current, grade level science and math skills into real world activities with their students.

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

COX Science center will set up various breakout tables where teachers will volunteer and parents will travel through with their student working on physical science, nature of science, life science, etc.

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

Students will be able to build background knowledge on science standards and develop real world connection thus increasing relatability and achievement on standardized science assessment(s).

- **Date of Training**

December 13, 2024

- **Responsible Person(s)**

Matthew Cousins, COX Science Center

- **Resources and Materials**

Copies of Sci Diag. data for 5th grade only. Science Stations, copies of K-5 Sci standards, folders, highlighters, pens, paper, baggies



- Amount (e.g. \$10.00)

\$100

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

- Name of Training

Academic Games- Testing Review

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

Families will understand the composition of the grade level content (PM3) and be able to implement academic reviews leading up to the final assessment.

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

Families will participate in academic review games following a brief education on the breakdown of each assessment students are taking.

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

Families should be able to review with students prior to assessments equipped with the understanding of grade level expectations.

- Date of Training

March 19, 2025

- Responsible Person(s)

Mejia and Cousins

- Resources and Materials

Testing blueprint for ELA, Math, SCI. Practice test questions for K-5, all subject areas. Game platform for students/parents to participate in.

- Amount (e.g. \$10.00)

\$100

## 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

Safe Schools

- Describe how agency/organization supports families.

Safe Schools assists families experiencing homelessness with finding housing, securing transportation, and obtaining clothing and school supplies through McKinney-Vento Act.

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

Emails between school counselors and the school with Safe Schools Log of services from Safe Schools Flyers sent home to students/families with information RE services

- Frequency

Twice per year.

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Roots and Wings, a local non-profit organization, sponsors Project Uplift, which will provide free after-school tutoring in Reading to grades 1-5 students whose families cannot afford to pay for tutoring services.

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

Attendance rosters from tutorial will be provided (specifically notating "Roots and Wings") Lesson plans Student permission slip/invitation for Project Uplift

- Frequency

Once per semester

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

- Name of Agency

Greater Delray Beach Chamber of Commerce

- Describe how agency/organization supports families.

This organization donates financially to the school, which utilizes them to supply families with learning materials and supplies that can be used to purchase school supplies for students in the classroom.

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

Photos Student thank you notes Email communication RE donations/partnership

- Frequency

Annually

## 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

A weekly newsletter is composed and sent out to staff and parents. Flyers and invitations to Title I programs, meetings, and other activities is sent out and is also translated into our parents' native languages. Communication includes emails and text messages. Title I updates are provided at our monthly SAC meetings.

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

Copies of newsletters Copies of flyers/invitations SAC agenda

- Description

Family Engagement Nights and weekly newsletters will address curriculum and proficiency levels, teacher-parent meetings will address individual student levels

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

Newsletters, Flyers, Agendas, and Slide Presentations

- Description

Weekly newsletters will go home to staff and families to share current academic targets in all grade levels and progress towards our school goals. Parent conferences are mandated for teachers to have with all families and review of individual academic assessment data and student progress will be discussed. Family Engagement nights will be used to provide brief updates on current school achievement in all areas.

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

Newsletters Flyers Agendas

- Description

Weekly newsletters Flyers Parentlink

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

Newsletters, Flyers, Agendas, Parentlink, and pictures of our Marquee

- Description

The meetings will be held at pickup time from SACC and 21st Century child care, a time when many parents are already on campus to pick up their children, to make it convenient for them. Virtual options are available for parent conferences and other various meetings for the school year.

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

Flyers Attendance Sheets Parentlink

## **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**

Translated letters, flyers, and parentlink: the use of CLFs and district translators at parent conferences and school-based events; the use of other school-based personnel to assist with translation at school-based events.

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

Copies of letters, flyers, parentlink, and conference notes

- **Description**

Parents and families with disabilities are encouraged to participate in their child's learning by receiving phone calls or personal invitations from their child's teacher. Dependent upon the disability, accommodations are made to ensure they are able to actively participate in their child's learning, such as assigning staff members to operate the elevator during school events (key necessary), requesting a sign language interpreter as needed, ensuring clear access to handicapped entrance to sidewalks. We will enlist the support from Title I and the ESE departments should we have a unique situation that we need assistance with to ensure that a family member with a disability is completely included. An adult bathroom in the office as well as our hall student restrooms have recently renovated to be ADA compliant.

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

Photos of the ramp, elevator and handicap parking.

- **Description**

Our ESOL Guidance Counselor will provide assistance as needed with applying for public assistance, such as Medicaid. We will provide families with resources based on need, such as local food banks, Adult Education opportunities, and other resources located throughout our community, including local churches and businesses.

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

Sharing organization flyers, slides during the Title I Annual Meeting, brochures from migrant office

- Description

Our ESOL Guidance Counselor serves as our Homeless Contact and works with our district McKinney Vinto Case Manager. Each week she sends home a weekend food pantry basket. She assists families with locating local shelters and food banks in the area. They also determine if there are any immediate needs for the family and put out an email for staff donations if specific items are requested. Phone calls to local agencies, such as The Red Cross, will be made if the family experienced homelessness due to an extreme hardship in seek of assistance and temporary housing. District Mckinney Vinto personnel will be contacted for further assistance.

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

Services Provided List from SDPBC, Roster of Boca Helping Hands-serviced students, emails with Safe Schools

## 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

Literacy Night

- Brief Description

Families will come to participate in various rotation activities to see how literacy is not only utilized across our ELA classrooms but incorporated in ALL classrooms/subject areas on campus. We will also have our Scholastic Book Fair here this week for parents to purchase books for their children to read at home.

### 2. Activity #2



• Name of Activity

Family Literacy Night

• Brief Description

Families will come in with their children to learn about how to extend literacy opportunities into the home as well as listen to various staff read stories from their favorite books. We will also have our Scholastic Book Fair here this week for parents to purchase books for their children to read at home.

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

Our school has multiple programs available to support students' social-emotional health skills and needs. All students benefit from our Single School Culture program/School-wide Positive Behavior Plan (SwPBS), with which we have curriculum, assemblies, posters throughout campus, daily reward certificates throughout the day, and weekly drawings for prizes on our school news station. Our school is also a part of the school district's social-emotional learning program and we provide lessons through our Guidance classes. We are conducting "Morning Meetings" school-wide in all of our classrooms. The Morning Meeting provides our Pre-k - 5th-grade students with daily messages and modeling about positive social behavior and interaction. Grade Levels participate in age-appropriate programming with the Living Skills (Skills for Learning and Life) in the Schools organization, which offers social-emotional learning and coping lessons in substance abuse prevention. We have a continuum of behavioral and mental health services available for our students. Teachers, staff members, or parents can request services for a student from our Mental Health Team. The student is matched to the mental health professional best suited to meet their needs. In addition to our Guidance Counselor, and ESOL Guidance Counselor, who meet with students one on one or in small groups on topics such as family changes, friendship, or anger management, to name a few, we have other professionals on our campus to meet our students' needs. We have a bilingual Behavioral Health Professional, who provides check ins with students, 1:1 sessions, and small group sessions, including "lunch bunch". We also have a co-located therapist at our school full time. Students who need private or request individual counseling are referred to our own, on campus co-located therapist from the Faulk Center. All students in crisis will be seen immediately by the members of our Mental Health Team. Students or families who request regular sessions, either 1:1 or group, require parent permission for participation. Our team works with our CLFs as necessary to communicate with parents. Students are recognized monthly at our Character Education Student of the Month Lunches and monthly drawings for a boy's and girl's bike are conducted for everyone who has perfect attendance each month.

## 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

Tier 1 Implementation - All students receive focused instruction on grade level, subject area standards in whole group and small group settings. Data is reviewed in PLCs and in Data Chats with administration to monitor fidelity of instruction and identify students who are struggling and in need of intervention. Every student also has a person goal each trimester for attendance, behavior, and academics, and goal attainment is rewarded by community partner, Kiwanis. Tier 2 Implementation - Student-centered data is used to identify groups of students who share similar academic or behavior needs and to put applicable interventions and monitoring pieces in place. - Supplemental Academic Instruction (SAI) teacher will provide small group Tier 2 to reading students. - ESSER funded K-2 SAI teacher will be in place FY23 - ESSER funded Reading Recovery teacher will be place FY23. -Title I funded .5 Reading Intervention teacher to provide additional Tier 2 support for SBT/MTSS implementation Tier 3 Implementation - Students who have the greatest barriers to their learning received additional remediation time daily in their area of deficiency. Typically this intervention is 1:1 or 1:2.

## 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

Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, and Media. In Music, students participate in a variety of activities such as chorus, musical theater, and instruments. In Physical Education, students participate in an annual Field Day, Jump Rope for Heart, the PACER test, the Drowning Prevention program, and the Pedestrian/Bike Safety Program. Our E.S.E students with physical limitations receive adaptive P.E. We have added an amazing multicultural Music program. Kindness Matters has joined our school as a club and our students are embracing the kindness within themselves and finding ways they can show kindness at our school. The Recycling Club meets twice a week to market the school-wide recycling initiative and collect recycled paper, plastic, and aluminum throughout the school. The yearbook club prepares the school memory book for the academic school year. The library club keeps the library organized by checking in books, shelving books, and preparing for upcoming literacy events. The Studio Club produces the morning news on campus each day. The Art Club beautifies the campus by creating displays or painting murals. The Green Club works in our raised plant beds and plans our next green initiatives. Data is analyzed to place students into needs-based tier 2 and tier 3 reading instruction based on their reading level. Double-down tutors, ESOL teachers, ESE teachers, resource teachers (SAI, Reading Recovery), and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including Leveled Literacy Intervention (LLI), FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. Binders with tracking sheets are kept and used to monitor student progress regularly. The SSCC and PLC Leader provide ongoing support and training and administration completes regular walkthroughs and gives feedback. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students are provided with adaptive technology in reading and math in order to work at individual levels for remediation or enrichment. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data. - Students participate in hands-on math and hands-on science activities. - Double down tutors, push in/pull out ESE, and ESOL teachers increase the number of small groups taking place to increase the amount of individual academic attention students receive. -The SSCC/Math/Science Coach monitors data, completes walkthroughs, and provides feedback, modeling, and coaching to instructional personnel.

## 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

Through community partnerships we have the fire department and police department come to present to students and invite them into their vehicles to preview. We host volunteer readers from community organizations that share their knowledge in their career as well as read to/tutor students. Through after school partnerships, we have community members come in to work with our students in 21st C as well as tutorial students on cooking, science, marine biology- teaching them about the career as well as offering fun activities to participate in learning about it. We have Gifted/Enrichment classes in grades Kindergarten through Fifth Grade (based on the needs of students). We also have Accelerated Math Placement (AMP) in grade 3, 4th and 5th grades. Our Gifted Accelerated classrooms provide enrichment through Project Based Learning and virtual learning.

## 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 Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

#### 1. Transition to Elementary School

We have two Voluntary Pre-Kindergarten (VPK) units on our campus. One is a split ESE/VPK room and one is all general education students. We have Kindergarten Kickoff (Roundup) each Spring to introduce incoming Kindergarten students and their families to our school. At Kindergarten Kickoff (Roundup), the parents and future kindergarten students meet our K teachers, tour a K classroom, and learn about what it will be like to be a Kindergarten student. At Kindergarten Roundup, a Kindergarten Readiness Packet will be provided and explained. It will contain activities parents can work on with incoming Kindergarten students to help prepare them for the start of school. Incoming Kindergarten students have a brief academic screening the week before school starts to help balance classes. Kindergarten begins with a staggered start to ease students into the routine. Half of the students come on the first day, the second half comes on the second day, and then everyone comes on the third day. Kindergarten students and parents will find out the name and room number of the teacher at Meet the Teacher, which is the Friday before school starts.

## 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

Professional Learning Communities (PLCs) take place M-Th on a nine day rotation for 90 minutes starting at 7:30am. PLCs are led by our K-2 PLC leader, ELA SSCC and Math/Science SSCC. Fridays are left for optional/as needed PLCs for specific instructional subject. Committees will be community building, and will meet once per month. Our committees include Literacy, School-Wide Positive Behavior, Green School, and Multi-Cultural, Math & Science, and Hospitality. Teachers will come to school for Professional Development for 4 hours in the summer before the first day they return to work for FY25. Training will be around Benchmark Curriculum and standards. 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 their capacity. All Faculty receive PD from our SSCCs on classroom setup- "Conditions for Learning," technology use- Smartboard training, Go Guardian, Aggressive Monitoring- Data collection, Whole Group Instruction & Small Group Instruction.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

### Retention:

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

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

RECRUITMENT Administration, along with members of our Leadership Team, attends the district Job Fair to select certified candidates for vacant positions. We have also worked with Florida Atlantic University's Accelerated Induction into Teaching (AIT) program to interview teachers who are ready to begin teaching. We conducted interviews via Google Meets in order to continue the interview/hiring process during no visitors on campus. We work closely and collaborate with HR and our Regional Office to ensure that paperwork, certification checks, fingerprinting, etc. is completed smoothly so that the candidate is on board as soon as possible. We conduct daily walk throughs in our classrooms, including Google Classrooms via Google Meets, and at times notice talent that has led to the recruitment of substitutes and tutors that have worked on campus. We maintain regular contact with District Recruiter to communicate our specific needs and receive assistance with locating candidates who best match what we are looking for on our campus

RETENTION We provide an Orientation for our new teachers before the start of the school year and give them a tour of the school. Each teacher receives both a Mentor and a Buddy Teacher. Their Mentor will help them through the ESP process and do observations, and their Buddy is just a go-to person for anything they need. We have Team Leaders and Instructional Coaches, in addition to our Single School Culture Coordinator, who provide instructional support with planning, materials, classroom management, etc. Additional supports include PLCs and Common Planning weekly. There are ESP Beginning teacher meetings monthly and both administrators have an Open Door Policy. There are opportunities for part time pay such as after school tutoring and Saturday tutorial.