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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.

Gr 3 proficiency projected to decline. FY22 was 36%. Diagnostics show a projected proficiency of 14%. • Students in K-2 still working on foundational skills such as phonics. • Teachers who are new to teaching continue to need training on effective teaching strategies (behavior management\*). • Benchmark resources for phonics have fallen short- additional resources needed. • ESE & ESOL teachers lack a systematic approach to teaching targeted students.

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

• Online learning/teaching was not as effective; large gap in foundational skills. • K-2 students are coming in lower than in previous years and having more behavioral/mental health needs. • Current ELA curriculum lacks rigorous phonics materials. • High teacher turnover/difficulty finding trained/qualified teachers to hire.

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

• Tutorial programs to fill gaps (K-5 targeted) • Additional phonics resources implemented into the ELA rotation. • PLC work with SSCC's and PLC leader to plan for rigorous instruction using student data. • SSCC will provide ongoing PD during pre-school, PLCs, after school, and on PDD days on effective teaching strategies. • Double down tutors to increase opportunities for small groups. • Opportunities to preplan in the summer for instruction.

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

• 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 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 8:00am. • 20 minutes of reading 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 reading materials from school to help my child at home weekly so they meet their goals.

- **Staff Training**

• Continue working on SEL Strategies for Building Student & Family Relationships. • School-wide training on Parentlink. • Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools). • SBT and data collection training for all staff members. • 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.**

Math is projected to decline in grades 3 and 4. FY22 for grade 3 was 42% on the FSA, the PM2 predicts 3rd will be 33% proficient. FY22 for grade 4 was 64%, and the PM2 predicts 4th will be 23% proficient.

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

- High teacher turnover/difficulty finding trained/qualified teachers to hire.
- 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.**

- Reflex Math technology subscription for grades 2-5 (fluency).
- 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.
- K-2 tutorial program implemented.
- Summer PD for teachers.

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

- **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 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

- Continue working on SEL Strategies for Building Student & Family Relationships.
- School-wide training on Parentlink.
- Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools).
- SBT and data collection training for all staff members.
- 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.

FY22 Science on the SSA was 39% proficiency. FY23 Goal was set at 50% proficiency. FY23 diagnostics only show a 3% increase to 42% proficiency.

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

- Students do not learn the standards in grades 3 and 4.
- Science time in grades 3 and 4 is often encroached on for ELA/Math remediation.
- High teacher turnover/difficulty finding trained/qualified teachers to hire.
- Vacant positions are covered by substitutes or resource staff (ESE/ELL) who can then not pull small groups.
- Students two or more grade levels below in reading.
- Students in grade 5 lack the academic vocabulary/background knowledge to be successful with high-complexity tasks.

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

- Implement J&J Science in grades 3 -5.
- 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**

• Continue working on SEL Strategies for Building Student & Family Relationships. • School-wide training on Parentlink. • Continued work around effective PBS Behavior Intervention Strategies to try before Consequences (Safe Schools). • SBT and data collection training for all staff members. • 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: \$110,458.09**

Acct Description	Description	Quantity	Rate	Type	Total
Online subscription	<b>Item</b>				
	BT 464441 Increasing Add to IXL ELA, math & Science 3-5 (\$1,575.00)	1	\$4,656.88	Budget Transfer	\$4,656.88



Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>						<b>Total</b>
	IXL - ELA - Grades 3-5	1	\$1,200.00	Original						\$1,200.00
	IXL - Math & Science - Grades 3-5	1	\$850.00	Original						\$850.00
Resource Teacher	Reading Resource Teacher to provide push-in and pull-out small group differentiated instruction and instructional support to targeted students (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.									
Out-of-system Tutors	<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>	
	Double Down Tutors - Out of system temp tutors will provide classroom push-in instructional support by leading small groups through targeted interventions and providing individualized student assistance within reading and math classes for at-risk students in grades 3, 4, and 5 - tentative start date August 10th	2	\$15.00	5	5	28	Non-Certified	Original	\$21,000.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>			
	Matter Activity Tub - Gr. 4-6	5	\$73.59	Manipulatives		Original	\$367.95			
	ERASER DRY ERASE MAGENTIC SCHOOL SMART (SS)	29	\$1.38	General Supplies		Original	\$40.02			
	LIGHT TABLE ACCESSORY KIT	5	\$53.08	Manipulatives		Original	\$265.40			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Maker Space Wooden Shapes Pack	10	\$27.59	Manipulatives	Original	\$275.90
	Student Planners	350	\$3.10	General Supplies	Original	\$1,085.00
	Book Baskets for Classroom Libraries/Dollar Tree	499	\$1.25	General Supplies	Original	\$623.75
	PEN PILOT FRIXION CLICKER GEL FINE BLUE PACK OF 12 PIL31451 (SS)	10	\$39.73	General Supplies	Original	\$397.30
	STUD. PLATFORM SCALE 5KG/11 LB CAPACITY	6	\$28.40	Original	\$170.40	
	Copy Paper White (SW)	35	\$44.61	General Supplies	Original	\$1,561.35
	Heavy-Duty Pocket Chart - Blue (Lakeshore)	12	\$25.75	General Supplies	Original	\$309.00
	ELECTROMAGNET SCIENCE KIT	6	\$21.05	Manipulatives	Original	\$126.30
	Message Post Colorful Table Spot White Board Marker Removable Vinyl Stickers Dot Wall Decals (walmart)	60	\$16.44	Manipulatives	Original	\$986.40
	Night Before Kindergarten Books	4	\$4.46	Classroom Libraries	Original	\$17.84
	Invest Force Motion Labinvest	5	\$126.83	Manipulatives	Original	\$634.15
	J & J Bootcamp Science 3-5	1	\$4,888.85	Instructional Materials	Original	\$4,888.85

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	PEN PILOT FRIXION CLICKER GEL FINE BLACK PACK OF 12 PIL31450 (SS)	4	\$39.73	General Supplies	Original	\$158.92
	Heggerty Phonics	1	\$1,313.00	Instructional Materials	Original	\$1,313.00
	Solar System Model	1	\$83.08	Instructional Materials	Original	\$83.08
	Shipping	1	\$276.54	General Supplies	Original	\$276.54
	08.01.23 - BT 464441 Removed SPIRE (\$7200.29) to add to J&J Bootcamp Science 3-5 (\$2,216.33) Add Scholastic Storyworks - Gr 3-5 \$3,081.88.	1	-\$4,983.96	Instructional Materials	Budget Transfer	-\$4,983.96
	MONEY BIG MAGNETIC COINS (SS)	20	\$47.51	Manipulatives	Original	\$950.20
	5.5X8.5 DIVIDERS 7-HOLE 5TAB (Staples)	100	\$1.16	General Supplies	Original	\$116.00
	3-D Geometric Shapes Tub (lakeshore)	25	\$27.59	Manipulatives	Original	\$689.75
	SPIRE	1	\$7,200.29	Instructional Materials	Original	\$7,200.29
	Office Depot Brand Pushpins, Round, 1/2in, Clear, Pack Of 200 (ODP Business Solutions)	60	\$3.49	General Supplies	Original	\$209.40
	Density Block Set W/hooks	10	\$27.64	Manipulatives	Original	\$276.40
	HIGHLIGHTER MAJOR ACCENT YELLOW PK/12 (SS)	20	\$10.03	General	Original	\$200.60

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies		
	Mineral Test Kit W/ 9 Samples	10	\$12.90	Instructional Materials	Original	\$129.00
	Roll & Race! Activity Ramp	5	\$64.39	Manipulatives	Original	\$321.95
	CLOCK LARGE JUDY DEMO	11	\$36.10	Manipulatives	Original	\$397.10
	COUNTERS TWO-COLOR MAGNETIC (SS)	15	\$17.62	Manipulatives	Original	\$264.30
	Meet the Standards Properties of Matter Kit - Gr. 5	5	\$55.19	Instructional Materials	Original	\$275.95
	PAPER EASEL POST IT 25X30 GRID RULED BLUE PK OF 4 (SS)	5	\$110.02	General Supplies	Original	\$550.10
	Learning Mats: Match, Trace & Write the Alphabet	20	\$11.25	Manipulatives	Original	\$225.00
	Learning Mats: Match, Trace & Write Numbers	17	\$11.24	Manipulatives	Original	\$191.08
	Maxwell HP200 Headphones (CDW Gov)	500	\$5.44	Technology	Original	\$2,720.00
	4X4 POST IT MIAMI 6PK (Staples)	10	\$6.78	General Supplies	Original	\$67.80
	Yellow Pencils, 72 CT (Staples)	100	\$3.82	General Supplies	Original	\$382.00
	PUNCH SINGLE HOLE 1/4IN SLVR- BSN62895	25	\$2.11	General Supplies	Original	\$52.75

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	ERASERS MAGNETIC WHITEBOARD 2 X 2 PACK OF 12 (SS)	20	\$9.83	General Supplies			Original	\$196.60		
	Dowling Magnets Hero Magnets, Big Push Pins, Set Of 30 (SS)	4	\$50.48	General Supplies			Original	\$201.92		
	Marker, Black - Sanford Expo-2 markers, 12/Box (SW)	50	\$8.06	General Supplies			Original	\$403.00		
	PEN BALLPOINT VELOCITY BOLD 1.6MM BLUE PACK OF 12 (SS)	10	\$9.76	General Supplies			Original	\$97.60		
	CLOCK - 4IN GEARED MINI S/6 (SS)	20	\$18.01	Manipulatives			Original	\$360.20		
	Blank Student Number Lines (School Specialty)	60	\$11.15	General Supplies			Original	\$669.00		
	PAPER EASEL POST IT 25X30 UNRULED WHITE PK OF 8 (SS)	3	\$169.81	General Supplies			Original	\$509.43		
	PEN BALLPOINT VELOCITY BOLD 1.6MM BLACK PACK OF 12 (SS)	10	\$9.76	General Supplies			Original	\$97.60		
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>	
	"Tutorial Math, Sci, Writing - Grades 3-5 - provided by certified teachers to 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.	5	\$37.00	3	1	16	Certified	Original	\$8,880.00	

Acct Description	Description									
	<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>	
	Tutorial Program Before School, After School, and Saturday School / ELA, math and science /" - Starts in October									

## Action Step: Parent Engagement

Engage Parents in learning about students goals, grades, data tracked over the year, and specific skills parents need to help students at home.

**Budget Total: \$19,997.17**

Acct Description	Description						
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>	
	Lexmark CS521dn Color Printer - Parent Engagement	1	\$524.81	Original		\$524.81	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	PAPER CARDSTOCK 8.5X11 LUNAR BLUE 65 LB 250 SHEETS (SS)	10	\$18.47	General Supplies	Original	\$184.70	
	PAPER COPY ASTROBRIGHTS 8.5X11 GAMMA GREEN 60T CASE OF 10 (SS)	3	\$108.70	General Supplies	Original	\$326.10	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	PAPER COPIER 8.5X11 24 LB ECLIPSE BLACK ASTROBRIGHT REAM (SS)	10	\$28.18	General Supplies	Original	\$281.80
	SHEET PRTCTR HVYWGHT 8.5X11 CLEAR PACK OF 200 (SS)	15	\$41.38	General Supplies	Original	\$620.70
	Kindergarten Round-up Magnetic Letters	125	\$10.99	Program Supplies	Original	\$1,373.7
	PAPER COPY ASTROBRIGHTS 8.5X11 PULSAR PINK 60T CASE OF 10 (SS)	3	\$108.70	General Supplies	Original	\$326.10
	RING BOOK NCKL 2 IN PK/50 - (SS)	25	\$9.23	General Supplies	Original	\$230.75
	Hefty Slider Jumbo Food Storage Bags, 2.5 Gallon Size, 12 Count (WALMART)	10	\$14.99	Manipulatives	Original	\$149.90
	Neenah Astrobrights Bright Colored Copy Paper, Letter Size (8 1/2in x 11in), 24 Lb, Assorted Colors, Ream Of 500 Sheets (ODP Business Solutions)	10	\$14.11	General Supplies	Original	\$141.10
	Astrobrights Colored Multi-Use Print & Copy Paper, Letter Size (8 1/2in x 11in), 24 Lb, Blast-Off Blue, Ream Of 500 Sheets	10	\$11.09	General Supplies	Original	\$110.90
	Astrobrights Premium Color Paper, 8-1/2 X 11 Inches, Cosmic Orange, 500 Sheets (SS)	10	\$18.47	General Supplies	Original	\$184.70
	Envelope Kraft Clasp 11.5 × 14.5 (SS) box of 100	15	\$21.11	General Supplies	Original	\$316.65

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	PAPER CARDSTOCK 8.5X11 MARTIAN GREEN 65 LB 250 SHEETS (SS)	10	\$18.47	General Supplies	Original	\$184.70
	Shipping	1	\$0.54	General Supplies	Original	\$0.54
	HP CF411X, 410X High Yield Compatible Toner- Cyan (Ink & Toner)	2	\$34.79	Technology	Original	\$69.58
	PAPER CARDSTOCK 8.5X11 TERRESTIAL TEAL 65 LB 250 SHEETS (SS)	10	\$18.47	General Supplies	Original	\$184.70
	08.01 BT 464441 increasing line for 7 ink/toner and additional supplies currently listed in SWP	1	\$327.08	Technology	Budget Transfer	\$327.08
	HP CF413X, 410X High Yield Compatible Toner- Magenta (Ink & Toner)	2	\$43.12	Technology	Original	\$86.24
	Copy Paper White (SW)	30	\$44.61	General Supplies	Original	\$1,338.30
	PAPER CARDSTOCK 8.5X11 PULSAR PINK 65 LB 250 SHEETS (SS)	10	\$18.47	General Supplies	Original	\$184.70
	Kindergarten Round-up Book	125	\$4.46	Program Supplies	Original	\$557.50
	PAPER CARDSTOCK 8.5X11 LIFT-OFF LEMON 65 LB 250 SHEETS (SS)	10	\$18.47	General Supplies	Original	\$184.70
	Match It numbers	10	\$11.58	Manipulatives	Original	\$115.80



Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	PAPER COPY ASTROBRIGHTS 8.5X11 LUNAR BLUE 60T CASE OF 10 (SS)	3	\$108.70	General Supplies	Original	\$326.10
	Refreshments (3 PFEP Trainings)	100	\$3.00	Program Supplies	Original	\$300.00
	PAPER COPIER 8.5X11 24 LB VENUS VIOLET ASTROBRIGHT REAM (SS)	10	\$18.47	General Supplies	Original	\$184.70
	Nicky Communication Folders	500	\$1.45	General Supplies	Original	\$725.00
	Ten frame playing cards (Learning Advantage)	120	\$6.60	Manipulatives	Original	\$792.00
	PAPER COPY ASTROBRIGHTS 8.5X11 SOLAR YELLOW 60T CASE OF 10 (SS)	3	\$108.70	General Supplies	Original	\$326.10
	HP CF410X, 410X High Yield Compatible Toner- Black (Ink & Toner)	4	\$46.06	Technology	Original	\$184.24
	HP CF412X, 410X High Yield Compatible Toner- Yellow (Ink & Toner)	2	\$43.12	Technology	Original	\$86.24
	CARDSTOCK INDEX 8.5X11 WHITE 90 LB 250 SHTS (SS)	10	\$19.33	General Supplies	Original	\$193.30
	BAG STORAGE 1 GAL ZIPLOC, Box Of 38 Bags (ODP)	15	\$4.79	Manipulatives	Original	\$71.85
	Hefty Slider Storage Bags, Quart Size, 75 Count (Walmart)	17	\$7.52	Manipulatives	Original	\$127.84

<b>Acct Description</b>	<b>Description</b>									
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 to families, FE documentation, planning for FE events, collecting documentation.	1	\$15.00	5	2	36	Non-Certified	Original	\$5,400.00	
Enrichment Contracts	<b>Item</b>		<b>Quantity</b>		<b>Rate</b>		<b>Type</b>		<b>Total</b>	
	Cox Science Center - STEM Night		1		\$500.00		Original		\$500.00	
Printing	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Color Printing from Office Depot - Posters and flyers for FE events and info sent home for families					1	\$1,000.00	Original	\$1,000.00	

## 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: \$195,884.74**

<b>Acct Description</b>	<b>Description</b>
Single School Culture	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, participat

Acct Description	Description											
Coordinator	in SBT/MTSS processes, monitor instruction and deliver literacy PD											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="462 235 1260 308">Item</th> <th data-bbox="1270 235 1417 308">Quantity</th> <th data-bbox="1417 235 1543 308">Rate</th> <th data-bbox="1543 235 1774 308">Supply Type</th> <th data-bbox="1774 235 1900 308">Type</th> <th data-bbox="1900 235 2026 308">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	White Copy Paper (SW)	30	\$44.61	General Supplies	Original	\$1,338.30						
	Flip Chart Markers (Staples)	100	\$4.08	General Supplies	Original	\$408.00						
	POST-IT NOTE 4X6 LINED CAPETOWN PACK OF 3 (SS)	15	\$11.87	General Supplies	Original	\$178.05						
	POST-IT NOTE SUPER STICKY 3 X 3 RIO DE JANIERO PACK OF 24 (SS)	4	\$26.46	General Supplies	Original	\$105.84						
	HIGHLIGHTER MAJOR ACCENT YELLOW PK/12 (SS)	5	\$10.03	General Supplies	Original	\$50.15						
	HP CF411X, 410X High Yield Compatible Toner- Cyan (Ink & Toner)	3	\$34.79	Technology	Original	\$104.37						
	HP CF410X, 410X High Yield Compatible Toner- Black (Ink & Toner)	5	\$46.06	Technology	Original	\$230.30						
	HP CF413X, 410X High Yield Compatible Toner- Magenta (Ink & Toner)	3	\$43.12	Technology	Original	\$129.36						
	HP CF412X, 410X High Yield Compatible Toner- Yellow (Ink & Toner)	3	\$43.12	Technology	Original	\$129.36						
Lexmark Magenta Extra High Yield Return (Connection)	6	\$70.00	Technology	Original	\$420.00							
Lexmark Yellow Extra High Yield Return P (Connection)	6	\$70.00	Technology	Original	\$420.00							

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Lexmark Cyan Extra High Yield Return Pro (Connection)	6	\$70.00	Technology	Original	\$420.00
	Lexmark Black Extra High Yield Return Pr (Connection)	6	\$85.00	Technology	Original	\$510.00
	File Folder, Manila, Letter, 1/3 Cut, 100/Box (SW)	10	\$7.09	General Supplies	Original	\$70.90
	Dividers Table of contents (8) School Specialty	20	\$2.96	General Supplies	Original	\$59.20
	Dividers Table of contents (26) School Specialty	10	\$5.67	General Supplies	Original	\$56.70
	Dividers Table of contents (12) School Specialty	20	\$4.15	General Supplies	Original	\$83.00
	Dividers Table of contents (8) School Specialty	20	\$3.62	General Supplies	Original	\$72.40
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Lexmark CS521dn Color Printer - SSCC PD	1	\$524.81	Original	\$524.81	
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.					

## 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 Severin	SSCC/Literacy Coach
Nikki Christensen	SAC Chair/SSCC/Math/Science Coach
Patrick Albano	Non-Instructional Employee/SAC Member
Mario Basilone	School Business Partner
Andrei Itkis	Parent, SAC Member
Brenda Molina	Parent, SAC Member
Nicole LeMay	PLC Leader
Dana Verbeist	Acceleration Coach
May Ha Itkis	Parent, SAC Member

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 and in Faculty meeting. 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.

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

On February 22, 2023, the CNA meeting took place at 5:00 p.m. 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 10, 2023, at 5:00 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 FY24 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 Severi	SSCC/Literacy Coach
Nikki Christensen	SSCC/Math/Science Coach
Nicole LeMay	PLC Leader
Dana Verbeist	Acceleration 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?

Wednesday, September 20th, 2023, at 5:00 p.m. in the Orchard View Elementary School Cafeteria

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 flyers, emails, call-outs, and a marquee posting in English, Spanish, and Haitian Creole.

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: PowerPoint with updated school data, PFEP in 3 languages, School-Parent Compact in 3 languages, Community Language Facilitator (CLF) coverage for the evening.

## 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

Sailing Through the Zones of Regulation

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

The tool “Zones of Regulation” involves four phases of alertness and emotion- Blue, Green, Yellow, and Red. Most teachers who use this tool have a poster for each color in their classroom, with a small picture and label for different emotions that students can use to identify how they feel. The goal of The Zones is to help students develop social, emotional, and sensory regulation, different internal emotions, sensory needs, and thinking patterns that result in each student shifting from one zone to another.

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

Teachers will be more equipped to discuss solutions to challenges within their classroom and at home with parents as well as provide interventions and strategies for parents to use at home, as well especially those that are working within the classroom. We will also tie in this training with our parent nights.

- What will teachers submit as evidence of implementation?

Completed ZONES of regulation posters, evidence of use during walk throughs and classroom visits, evidence of lower classroom behavior challenges as a result of use in the classroom.

- Month of Training

August, 2023

- Responsible Person(s)

Alysha Severin, Danielle Garcia

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Zones of Regulation

- Number of Participants

TBD

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

TBD

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

on

- 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

Traveling from School to Home Communication

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

Teachers and Admin will work through what home/school communication should look like and sound. We will walk through what parent conferences should look and sound like. We will role play and provide sample conference notes. We will also discuss and provide examples of good parent communication as well as express expectations that all staff promote ALL events to help improve our parent and family involvement.

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

Teachers will be better equipped on how to have conferences, reach out to parents, get more of their families involved in their children's education, classroom, and school.

- What will teachers submit as evidence of implementation?

Conference notes, evidence of teacher emails inviting parents in, Parent link emails, flyers

- Month of Training

September

- Responsible Person(s)

Admin/Leadership Team Including ESE/ESOL

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

- Name and Brief Description

Traveling from School to Home Communication

- Number of Participants

TBD

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

TBD

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

on

- 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

Diving into ELA Data

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

Parents will receive student initial data and teachers will explain how to go through each section including how to log into SIS for daily updates. Based on grade level skills, parents will go to various breakout groups and learn how to practice said skill needed for end of the year proficiency at home with students. Breakout rooms will be determined based on FY24 initial baseline iReady/PM1 data.

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

Parents will be broken into specific skill groups where they will be given make and take activities to assist their children at home with grade level skills in ELA. <https://titleiswp.palmbeachschools.org/section/6/36>

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

Students will be practicing targeted work at school as well as following through and doing it at home- this will close the achievement gap.

- Date of Training

October 4, 2023

- Responsible Person(s)

ELA SSCC, HR Teachers and ESE/ESOL Teachers

- Resources and Materials

Hard copies of iReady/PM1 data for parents to review. Three activities (breakout)- ELA passages, questions, vocabulary. Paper, folders, student chromebooks (SIS access).

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$100

## 2. Reflection/Evaluation of Training #1

- Name of Training

Diving into ELA Data

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Science in the Sunshine State

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

Parents will learn what the science standards are, what they target and how they are assessed. Parents will participate in various breakout activities which they will perform real world applications of the standards. Learning to apply science standards with everyday activities parents will be able to implement skills into everyday life with their student.

- 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, 2023

- Responsible Person(s)

Nikki Christensen SSCC, Teachers (volunteers), 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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$100

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

- Name of Training

Science in the Sunshine State



- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

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

- Name of Training

Let's Take a "Bite" Out of Math

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

Parents will learn how to analyze PM2 Data and use the data to apply make and take activities to home learning.

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

Students and parents will complete make and take activities based on standards identified in our PM2 data

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

Through the identification of remediation skills parents will be able to work with their students at home on such skills which will increase the math proficiency K-5

- Date of Training

February 21, 2023

- Responsible Person(s)

Nikki Christensen, Leadership Team

- Resources and Materials

Hard copies of iReady/PM2 data for parents to review.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$100

## 6. Reflection/Evaluation of Training #3

- Name of Training

Let's Take a "Bite" Out of Math

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## Coordination and Integration

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

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

• Name of Agency

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 Title IX (McKinney-Vento Act).

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

Emails between guidance counselor/school and Safe Schools, log of services from Safe Schools

• 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"), 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, thank you notes

- 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

We will conduct Data Chats with parents 3 times a year, hold a Curriculum Night, and a Parent Information Evening (PIE Night) about state testing.

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

Newsletters, Flyers, Agendas, and Slide Presentations

- Description

We will conduct Data Dive with parents twice this year through parent trainings. 1 additional time will be with the teacher. We will also hold a Curriculum Night. Weekly newsletters will go home to staff and families to share current academic targets in all grade levels and progress towards our school goals.

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

Newsletters, Flyers, Agendas, and Slides Presentations

- Description

We send weekly newsletters and will send out flyers, make call-outs, sent emails, invitations, post invitations to events on the marquee, specifically notating "this is an opportunity to participate in decision-making about your child's education."

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

Newsletters, Flyers, Invites, Agendas, Parent link callouts, 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.

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

Copies of invitations, flyers, RSVPs

# 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, invitations, and callouts: 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, invitations, parent link callouts, 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 ramps. 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.

Request form for an interpreter or other unique accommodation; Photographs, Google Meet Invitation and Agenda

- 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.

Services log, Copies of emails

- 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

STEM Night with S. FL. Science Museum

- Brief Description

Students and families will participate in a STEM Night where they rotate around café working through various Math and Science lessons/activities.

### 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 in the Schools organization, which offers social-emotional learning 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 in 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;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

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

- 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
- 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 Roundup each Spring to introduce incoming Kindergarten students and their families to our school. At Kindergarten 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
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- 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 FY24. 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, GoGuardian, 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)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale



- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

RECRUITMENT Administration, along with members of our Leadership Team, attends the district Job Fair to select 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.