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**Title I Comprehensive Schoolwide Plan**  
**BELVEDERE ELEMENTARY SCHOOL (0531)**

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# ELA

## 1. List prioritized needs statements.

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

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

- Large number of students needing remediation and intervention because standards are not mastered from previous grade level.
- Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction.
- More time for target small group instruction from resource teachers
- System for school wide student achievement recognition
- Students and staff growth mindset
- Teachers struggle implementing effective strategies for differentiating instruction for challenged readers
- Parents struggle helping students at home because they don't know effective reading strategies and the language barrier
- Additional resources for small group instruction during tutorial
- Lack of foundational skills (phonics, decoding strategies, vocabulary development)
- Lack of reading stamina and love of reading is not developed
- Lack of ability to think critically
- Lack of teacher knowledge of the reading process and standards
- Lack of use of engagement strategies
- Lack of time and personnel to provide additional interventions for students
- Lack of parent knowledge of how to support learning at home

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

- Provide staff to support school-wide reading professional development for teachers through the use of Reading/Writing resource/coach/SSCC.
- Provide PD opportunities through Collaborative Planning, training, Conferences
- Provide students with ELA instruction beyond school hours during after school tutorials (morning, during the day, afterschool, spring break, Saturday for struggling, at risk students)
- Provide tutorial for students in ELA after school hours
- Provide parent trainings in parent's native language on effective reading strategies. Provide resources and information to increase parent engagement.
- Provide student with reading incentives to promote reading inside and outside of the classroom
- Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. iReady Magnetic Readers, etc.)
- Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL for reading, etc.)

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

- **Communication**

• Use school-wide system to reach all parents in multiple languages such as ClassDojo, Parentlink (Tech and email), Language Facilitators and In-Person Parent Meetings Use Marquee to communicate with parents as well.

- **Parent Training**

• Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Provide trainings that focus on providing resources for families to support learning at home in the area phonic, phonemic awareness and vocabulary. • Parent trainings that provide training in parents' native language

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

- **School**

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

- **Students**

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

- **Parents**

• Parents will attend parent trainings, parent conferences and school events. Need to continue to work with parents to increase their attendance and engagement. During Meet the Teacher Day we will take time to discuss parent attendance to events/trainings/meetings to increase student achievement.

- **Staff Training**

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

- Accessibility

- Provide families a point of contact for parents that have needs for Physical Accessibility, Homelessness or Migrant - Will ensure key staff members are notified of needs of parents to support/meet needs of parents and students (McKinney-Vento and Migrant)

## Math

### 1. List prioritized needs statements.

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

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

- Large number of students needing remediation and intervention because standards are not mastered from previous grade level • Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction. • Additional resources to support new Math standards because teachers are unable to differentiate instruction • Additional resources to support new Math standards for small groups in tutorial • More time for target small group instruction beyond school hours because teachers are unable to differentiate instruction • System for school wide student achievement recognition to foster a love of math inside and outside the classroom • Students and staff growth mindset • Parents struggle helping students at home because they don't know effective math strategies and the language barrier - Lack of foundational skills (number sense, fluency, measurement) - Lack of math fluency (additional, subtraction, multiplication, and division facts) - Lack of ability to think critically and word problems and apply operations appropriately - Lack of teacher knowledge of math standards - Lack of use of engagement strategies - Lack of time and personnel to provide additional interventions for students - Lack of parent knowledge of how to support learning at home

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

- Strengthen core instruction with professional development in Math
- Provide teachers on-going professional development from a math specialist for teachers on pedagogy
- Provide teachers on-going professional development for new math standards
- Targeted students needing remediation and intervention with the use of resource teachers.
- Provide additional resources for Math that provide number sense, fluency and measurement and data opportunities
- Provide additional resources for Math tutorial and or after hours program
- Math resource/coach to provide small group instruction to support school-wide math deficiencies.
- Provide students math instruction beyond school hours during after school tutorials
- Provide parent trainings in parent's native language on effective math strategies
- Provide student with math incentives to promote reading inside and outside of the classroom
- Provide PD opportunities through Collaborative Planning, training, Conferences
- Provide students with math instruction beyond school hours during after school tutorials (morning, during the day, afterschool, spring break, Saturday for struggling, at risk students)
- Provide parent trainings in parent's native language on effective math skills/strategies. Provide resources and information to increase parent engagement.
- Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. manipulatives, white boards, markers, etc.)
- Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL for math, etc.)

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

#### • Communication

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

#### • Parent Training

- Parent Trainings that include Number Sense, Fluency, Measurement and Data Provide trainings that focus on providing resources for families to support learning at home in the area basic math skills ( Number Sense, Fluency, Measurement and Data)
- Provide parent trainings in parents' native language

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

#### • School

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

- **Students**

- Complete home learning tasks and attend school daily.

- **Parents**

- Provide parents with resources for home learning such as books, strategies and tasks. Parents will attend parent trainings, parent conferences and school events. Need to continue to work with parents to increase their attendance and engagement. During Meet the Teacher Day we will take time to discuss parent attendance to events/trainings/meetings to increase student achievement.

- **Staff Training**

- Provide professional development to staff that provide opportunities on how to develop hands out activities for students to share with families to support learning at home.

- **Accessibility**

- Provide parents with a point of contact in order to assist students and parents that may experience homelessness or migrant Will ensure key staff members are notified of needs of parents to support/meet needs of parents and students (McKinney-Vento and Migrant)

## **Science**

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

- 26% of students in grade 5 are predicted to score level 3 or above based on FY25 winter science diagnostic. • 42% of students in grade 5 are proficient in Earth and Space science based on FY25 winter science diagnostic. • 31% of students in grade 5 are proficient in Life Science based on FY25 winter science diagnostic.

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

- Large number of students needing science remediation and intervention because standards are not mastered from previous grade level.
- Large need for additional small group instruction beyond school hours because teachers are unable to differentiate instruction during core instruction.
- Students require reteach on previously taught science standards
- System for school wide student achievement recognition
- Teachers struggle implementing effective strategies for differentiating instruction for challenged readers
- Parents struggle helping students at home because they don't know effective science strategies and the language barrier
- Additional resources for science small group instruction during tutorial
- Lack of foundational skills (observation, prediction, vocabulary development, etc.)
- Lack of reading stamina and love of reading is not developed
- Lack of ability to think critically
- Lack of teacher knowledge of the science process and standards
- Lack of use of engagement strategies
- Lack of time and personnel to provide additional interventions for students
- Lack of parent knowledge of how to support learning at home

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

- Provide on-going professional development from a science specialist for teachers.
- STEM Resource teacher on the Fine Arts Wheel to provide school-wide science remediation and hands on activities
- STEM Day- Weekly science experiments planned
- Increase science content across subject areas
- Science resource/coach to support school-wide science deficiencies
- Science resource/coach to provide teachers professional development
- Provide students with science instruction beyond school hours during after school tutorials
- Provide parent trainings in parent's native language on effective science strategies
- Provide students with science incentives to promote reading inside and outside of the classroom
- Provide PD opportunities through Collaborative Planning, training, Conferences
- Provide parent trainings in parent's native language on the science process, scientific vocabulary. Provide resources and information to increase parent engagement.
- Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (i.e. materials to support labs, etc.)
- Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL for science, etc.)

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

### • Communication

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

- **Parent Training**

• Science and Literacy Nights Provide trainings that focus on providing resources for families to support learning at home in the area the science process, and science vocabulary. • Understanding standards-based report cards

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

- **School**

• We will continue to provide parents with resources for home learning such as books, strategies and tasks

- **Students**

• Complete home learning tasks and attend school daily

- **Parents**

• Attend parent trainings, parent conferences and school events During Meet the Teacher Day we will take time to discuss parent attendance to events/trainings/meetings to increase student achievement.

- **Staff Training**

• Training on how to plan hands on science experiments aligned to science standards to share with families to support learning at home.

- **Accessibility**

• Provide families a point of contact for parents that have needs for Physical Accessibility, Homelessness or Migrant - Will ensure key staff members are notified of needs of parents to support/meet needs of parents and students (McKinney-Vento and Migrant)

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## Action Step: Classroom Instruction

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

**Budget Total: \$92,362.51**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Black Pens (Pack of 24)	7	\$20.79	General Supplies	Original	\$145.53
	AVID dividers 5 Tabs	370	\$1.23	Program Supplies	Original	\$455.10
	Student Whiteboards (Pack of 12)	10	\$102.50	General Supplies	Original	\$1,025.00
	iReady Magnetic Readers (Reading) Gr. 4	50	\$12.75	Instructional Materials	Original	\$637.50
	White Copy Paper	71	\$34.69	General Supplies	Original	\$2,462.99
	Highlighters (Pack of 12)	40	\$10.20	General Supplies	Original	\$408.00
	Shipping	1	\$1.39	General Supplies	Original	\$1.39
	Dry Erase Markers (Pack of 12)	40	\$10.38	General Supplies	Original	\$415.20
	Mead Primary Journals (KG only)	70	\$2.39	General Supplies	Original	\$167.30
	Pre-Sharpended Pencils (pack of 480)	5	\$103.99	General Supplies	Original	\$519.95
	Sentence Strips (Pack of 100) (Marketplace)	34	\$7.06	General Supplies	Original	\$240.04
	Performance Coach Student Edition	1	\$57.92	General Supplies	Original	\$57.92
AVID Pencil Pouches (Pack of 12) (Market)	30	\$19.53	Program Supplies	Original	\$585.90	

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	iReady Magnetic Readers (Reading) Gr. 3	75	\$12.75	Instructional Materials	Original	\$956.25
	Dry Erase Erasers (Pack of 12) (Market)	40	\$10.65	General Supplies	Original	\$426.00
	iReady Magnetic Readers (Reading) Gr. 2	70	\$24.65	Instructional Materials	Original	\$1,725.5
	iReady Magnetic Readers (Reading) Gr. 5	65	\$12.75	Instructional Materials	Original	\$828.75
	Adjustment - benefits credit and final allocation	1	\$2,997.00	General Supplies	Other	\$2,997.0
	BT 516081- Reduced classroom supplies to cover the IXL price increase	-1	\$375.00	General Supplies	Budget Transfer	-\$375.00
	BT 517372- Reduced classroom supplies to purchase additional headphones	-1	\$599.75	General Supplies	Budget Transfer	-\$599.75
<b>Online subscription</b>	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Write Score - An online writing curriculum that provides target writing lessons for teachers and student coupled with assessments that will provide specific writing feedback. (School site license)		1	\$3,748.19	Original	\$3,748.1
	IXL- provides differentiated instruction with over 10,000 lessons in ELA, Science and Math to supplement core instruction for students in grades 3-5. (School site license - TCC approved)		1	\$5,500.00	Original	\$5,500.0
	BT 516081- Allocated additional funds to cover the IXL price increase		1	\$375.00	Budget Transfer	\$375.00

Acct Description	Description								
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>
	Fall Tutorial will begin in October 2025 for 8 weeks and end in December 2025 to support learning gains in math for students in grades 2-5.	8	\$37.00	2	2	8	Certified	Original	\$9,472.00
	Spring Tutorial will begin in February 2026 for 8 weeks and end in May 2026 to support learning gains in ELA, Math and Science for students in grades 3-5.	8	\$37.00	2	2	8	Certified	Original	\$9,472.00
	(Reduced) JER submitted to cover FY25 ERA excess tutorial expenses	-1	\$111.00	1	1	1	Certified	Other	-\$111.00
Resource Teacher	Reading Resource Teacher will provide support to at-risk students in grades K-5 through small group instruction.								
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>		
	Headphones for student use during center, computer lab to support student learning K-5 (all content areas)	100	\$7.24	Original			\$724.00		
	BT 517372-Allocated funds to purchase additional headphones	1	\$599.75	Budget Transfer			\$599.75		

## Action Step: Parent & Family Engagement

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

Budget Total: **\$3,237.09**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	White Envelopes Box of 500	1	\$73.38	General Supplies	Original	\$73.38
	Student Planners (Primary) CooleSchool Full Price	245	\$4.31	General Supplies	Original	\$1,055.9
	Colored Paper	11	\$8.25	General Supplies	Original	\$90.75
	Yellow Envelopes Box of 100	2	\$12.15	General Supplies	Original	\$24.30
	Nickys Folder (Spanish/Bilingual Yellow)	500	\$1.71	General Supplies	Original	\$855.00
	Student Planners (Intermediate) CooleSchool Full Price	241	\$4.31	General Supplies	Original	\$1,038.7
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Smore -SWP used to parent and community newsletters. Parent communication in an engaging format with options for translation in native languages.	1	\$99.00	Original	\$99.0	

## Action Step: Professional Learning

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

Budget Total: **\$161,853.90**

Acct Description	Description																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="443 175 1020 248">Item</th> <th data-bbox="1020 175 1167 248">Quantity</th> <th data-bbox="1167 175 1289 248">Rate</th> <th data-bbox="1289 175 1388 248">Days</th> <th data-bbox="1388 175 1501 248">Hours</th> <th data-bbox="1501 175 1623 248">Weeks</th> <th data-bbox="1623 175 1772 248">Certified</th> <th data-bbox="1772 175 1902 248">Type</th> <th data-bbox="1902 175 2024 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	<p>Team Leaders and Resource Teachers will engage in collaborative planning one time per year at the beginning of the school year around differentiated instruction, implementation and pacing of lessons for ELA, Math and Science. Date: July 30, 2025 *Vision *Mission *Classroom Schedules *First week lesson plans * Planning with new teachers and staff</p>	10	\$25.00	1	5	1	Certified	Original	\$1,250.00									
<p>K-5 Teachers, ESE and ESOL Teachers will engage in collaborative planning two times to plan for the annual parent meeting focusing on BEST Standards, FAST Assessments, differentiated instruction, implementation and pacing of lessons for ELA, Math and Science.</p>	20	\$25.00	2	5	1	Certified	Original	\$5,000.00										
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="443 1002 1470 1075">Item</th> <th data-bbox="1470 1002 1612 1075">Quantity</th> <th data-bbox="1612 1002 1772 1075">Rate</th> <th data-bbox="1772 1002 1902 1075">Type</th> <th data-bbox="1902 1002 2024 1075">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total												
	Item	Quantity	Rate	Type	Total													
<p>In June 2026, participants in the Instructional Empowerment: Building Expertise (Marzano Conference) being held in Orlando, FL will gain opportunities to connect with educators nationwide as we delve into strategies for cultivating learner-driven classrooms that empower every student and equip educators with cutting-edge strategies that empower students to take charge of their learning. The expenses for the Instructional Empowerment: Building Expertise (Marzano Conference) are as follow :  Registration: \$999; Transportation: \$100; Lodging: \$4,950.00; Per Diem: \$115; Number of participants: 2</p>	2	\$2,164.00	Original	\$4,328.00														

Acct Description	Description																	
Single School Culture Coordinator	Single School Culture Coordinator will provide professional learning, coaching, modeling in all content areas instructional staff in grades K-5. Additionally, the position will support the MTSS process by leading SBT, monitoring interventions and progress monitoring. (226 DD)																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="443 342 1024 418">Item</th> <th data-bbox="1024 342 1226 418">Quantity</th> <th data-bbox="1226 342 1373 418">Rate</th> <th data-bbox="1373 342 1715 418">Supply Type</th> <th data-bbox="1715 342 1896 418">Type</th> <th data-bbox="1896 342 2024 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 418 1024 495">Card Stock (White and Colors)</td> <td data-bbox="1024 418 1226 495">10</td> <td data-bbox="1226 418 1373 495">\$9.99</td> <td data-bbox="1373 418 1715 495">General Supplies</td> <td data-bbox="1715 418 1896 495">Original</td> <td data-bbox="1896 418 2024 495">\$99.90</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Card Stock (White and Colors)	10	\$9.99	General Supplies	Original	\$99.90
Item	Quantity	Rate	Supply Type	Type	Total													
Card Stock (White and Colors)	10	\$9.99	General Supplies	Original	\$99.90													
Coach	Reading Coach will build teacher capacity of instructional delivery and assessment by facilitating professional learning communities (PLC), modeling best instructional practices (at both the department and individual levels), and implementing the full instructional coaching cycle with all Kindergarten (K) through fifth (5th) grade Reading teachers.																	

## Mission Statement

### 1. Mission Statement

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

## Involvement of Stakeholders

<b>Name</b>	<b>Title</b>
Amy Lopez	Principal
Scott Gayle	Assistant Principal
Crisna Collins	Single School Culture Coordinator
Erin Miller	ESE Contact/ SAC Chair
Adilen Dull	ESOL Contact
Mario Portill	ESE Teacher/ SAC Chair
Jennifer Ballard	Reading Coach
Cynthia Morelos-Rodriguez	PTA President/ SAC Member/ Parent
Brisela Valdez	Parent
Nick Dull	Community Member
Nicolas Curley	Community Member
Natalia Ramirez	Parent

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

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

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

After a thorough analysis by the leadership team of the school's critical needs, the staff and faculty are engaged in the process of root cause analysis to determine possible solutions, opportunities, and parent/family engagement, as well as provide input on the School-Parent Compact. Faculty will be divided into teams representing different grade levels and departments to brainstorm on a specific area of focus such as Math or Reading, and then results are shared out. SAC members are also divided into groups with a member of the leadership team to go through a similar process. All feedback will be recorded for consideration into the draft version of the SWP. The CNA process is conducted in phases by gathering input from internal and external stakeholders to assess the needs of the school. The first step is a meeting with the school's leadership team that takes place in January 24, 2025. During this meeting the school's leadership team will review the school's achievement data and determine the school's root causes. Then, school leaders met on February 10, 2025 with the school's faculty and staff review the school's achievement data and determine the school's root causes and solutions. Finally, school leaders met with parents and community members in January 28, 2025 to review the school's achievement data and determine the school's root causes and develop solutions. Once all responses are collected and recorded in the recording template the assistant principal will compile the the school's data, root causes and solutions to develop the school's Schoolwide Plan.

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

Staff, faculty, and SAC members were able to provide input on how to spend Title I funding to support parent and family engagement during previously described round-table discussions. Suggestions included spending funds for supplies for parent nights, and materials to support communication efforts (student planners, Nicky folders and online subscription )to support school-home communication.

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

## **Annual Parent Meeting**

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

The annual meeting will take place on August 26, 2025 at 7:30am in the school's Media Center.

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

Parents will be notified using the school's marquee, flyers sent home in backpacks, classdojo post and Parentlink.

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

Invitation Agenda Sign-in sheets PowerPoint presentation Parent evaluation PFEP Summary Compact Meeting minutes checklist Verification of Title I Annual Meeting Supplies: Paper

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Creating Newsletters and Flyers using Canva

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

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

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

September 2025

- Responsible Person(s)

Jennifer Ballard, Reading Coach

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

- Name of Training

Math Fluency Strategies

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

Number Talks Strategy: A short, daily routine (5–15 minutes) where students mentally solve math problems and discuss their thinking.

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

Teachers will provide parents with math strategies to help students at home.

- What will teachers submit as evidence of implementation?

Agenda Sign in sheet Presentation Evaluation Pictures of training Pictures showing math fluency strategy being used Conference notes from teacher detailing the strategy with parents

- Month of Training

February 3, 2026

- Responsible Person(s)

Crisna Collins, SSCC

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Reading and Math Strategy Night

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

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

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

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

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

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

- Date of Training

September 11, 2025

- Responsible Person(s)

Jennifer Ballard & Crisna Collins

- Resources and Materials

Paper, pencil, manipulatives and markers.

- Amount (e.g. \$10.00)

0.00

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

- Name of Training

Science Experiment and Exploration Night

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

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

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

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

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

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

- Date of Training

January 15, 2026

- Responsible Person(s)

Scott Gayle, Crisna Collins, Jennifer Ballard

- Resources and Materials

Paper

- Amount (e.g. \$10.00)

0.00

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

- Name of Training

Third Grade ELA Benchmarks, Strategies and Assessments

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

Third grade teachers will provide an overview of the BEST ELA benchmarks in third grade, strategies on key ELA benchmarks and take home books with reading question stems for parents to use. Teachers will teach parents how to use the chunking strategy to better comprehend texts.

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

Parents will learn the chunking strategy and use question stems to elicit responses from students when reading at home.

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

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

- Date of Training

February 19, 2026

- Responsible Person(s)

Third grade teachers under the direction of Ms. Jennifer Ballard

- Resources and Materials

Paper

- Amount (e.g. \$10.00)

0.00

## Coordination and Integration

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

- Name of Agency

SDPBC Migrant Department / Multicultural

- Describe how agency/organization supports families.

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

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

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

- Frequency

1 x a year

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

- Name of Agency

Center of Child Counseling

- Describe how agency/organization supports families.

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

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

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

- Frequency

2 x a year

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

The support parents by providing uniforms for students that parents do not need to purchase.

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

Email communication, list of students, thank you letters,

- Frequency

1x a year

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

SAC agendas, sign-in sheets, LEP meeting notes and sign-in sheets, and IEP meeting notes, sign-in sheets, Parent-teacher conference notes, Curriculum Night sign in sheets and agendas. progress reports, report cards, assessment results, SAC agendas, LEP/IEP meetings

- **Description**

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

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

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

- **Description**

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

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

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

## **Accessibility**

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

## **Other Activities**

### **1. Activity #1**

- **Name of Activity**

Coffee with the Principals

- **Brief Description**

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

### **2. Activity #2**

- **Name of Activity**

- Brief Description

### 3. Activity #3

- Name of Activity

- Brief Description

## **Building Non-Academic Skills**

## 1. Building Students' Non-Academic Skills

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

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

**Tier 1 Implementation:** The core instruction at Belvedere is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Benchmark Advance or Benchmark Adelante, students participate in iReady program for reading and Savaas for math. In order to ensure a positive learning environment students are expected to adhere to the "Be A S.T.A.R" expectations (Stay Safe, Try your Best, Act Responsibly, Respect Others).

**Tier 2 Implementation:** Some students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention through a push-in model daily. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At Belvedere, some Tier 2 interventions for reading are: -FastBridge - LLI (Leveled Literacy Intervention) (Grades K-5) - Voyager (Grades K-5) - Small group intervention using Benchmark (Grades K-5) SPIRE (Grades K-5) Tier 2 Interventions for math: -Small group instruction using models and manipulatives -Envision Math intervention

**Tier 3 Implementation:** Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. An additional 30 minutes of intense intervention is provided typically through a pull-out setting daily. - narrow focus on identified barrier - sometimes includes additional time using the specific intervention Belvedere uses the Problem Solving Model in order to identify, intervene, and monitor. The four steps of the Problem Solving Model are: Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating Members of the MTSS/RtI Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal, Assistant Principal, School Based Team (SBT) Leader, School Psychologist, Speech and Language Pathologist, School Counselor, ESOL Coordinator, and ESE Coordinator. Support is provided to students experiencing difficulty with social-emotional (behavior) issues. They are addressed in a similar manner as academic concerns. Students receive Tier 2 and Tier 3 support as needed. The SBT team works collaboratively with the central region ESE, ESOL and Behavioral teams when additional personnel support is needed.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)]. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified and highly qualified teachers. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), media, and guidance. Students rotate through the fine arts each 5 days. Music, Art, PE and Media are taught using a district approved curriculum by a certified teacher in that content area. Our guidance rotation offers explicit instruction on social and emotional skills. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, & MTSS. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Students can participate in extracurricular activities on campus such as honor choir, art club, and yearbook club which help them integrate academic skills into another discipline. AVID Elementary, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus. AVID's Writing, Inquiry, Collaboration, Organization, and Reading strategies are used school-wide to guide students to understanding increasingly complex concepts in preparation for the rigors of middle school and beyond. Belvedere offers various extended learning opportunities through the year. Students in grades 3-5 are invited to after school tutorial for reading, math, science, and/or writing. Also, the Summer Swing program invites students to receive 6 weeks of extended learning in reading and math. Students in the After School Program participating in STEAM academic and enrichment activities as well.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

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

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

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

## Professional Development

## 1. Professional Development

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

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

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