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**Title I Comprehensive Schoolwide Plan**  
**BOCA RATON ELEMENTARY SCHOOL (0951)**

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# ELA

## 1. List prioritized needs statements.

- 25% SWDs & 6% ELLs in grades 3-5 scored a Level 3+ on PM2 - 18% of SWDs & 10% of ELLs in grades K-2 scored a Level 3+ on PM2 - 52.9% of students in grades K-2 ELA Checkpoint 4 are predicted a Level 3+ on PM3 (Kg - 69.6%; 1st - 48.1%; 2nd - 43.6%) - 44.6% of students in grades 3-5 ELA Checkpoint 4 are predicted a Level 3+ on PM3 (3rd - 35.9%; 4th - 48.1%; 5th - 50.8%)

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

- Materials for support/push-in and/or intervention teachers - Materials are not engaging to students - Home-school connection - Small Group/Guided Reading training for all teachers - Lack of exposure to computer/technology-based practice for students and training for teachers

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

- Parent-Teacher Conference Nights - Purchase more hands-on resources & project-based learning - Consistent/routines for homework - Providing more engaging lesson plans for support teachers & collaboration with homeroom teachers - Community partners collaborations (Boys & Girls Club - use Heggerty for identified students) - More student and teacher practice and exposure to tech-enhanced programs and lessons

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

### • Communication

Multi-language flyers/messages, Parentlink (text/email), Class Dojo, school social media pages, school marquee, Conferences

### • Parent Training

- Literacy Night make-and-takes (to reinforce foundational literacy skills to practice at home - letter recognition, high-frequency words, letter sounds, etc.) - Curriculum Night - Family Reading Night

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

- **School**

- Build home-school connection - Provide high-quality curriculum and instruction - Hold parent-teacher conferences - Provide family engagement activities/trainings

- **Students**

- Use the tools & resources from school to practice & develop an understanding of grade level concepts - Be motivated to learn and persevere - Use academic vocabulary and notebooks/binders to record and retain concepts and skills

- **Parents**

- Attend meetings, trainings, and conferences - Encourage practice at home

- **Staff Training**

- Guided reading training - New reading series (SY27)

- **Accessibility**

Multi-language flyers/messages, offer translations & accommodations, SBT Meetings

## **Math**

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

- 19% SWDs & 6% ELLs in grades 3-5 scored a Level 3+ on PM2 - 32% of SWDs & 28% of ELLs in grades K-2 scored a Level 3+ on PM2 - 49.7% of students in grades K-2 Math Checkpoint 4 are predicted a Level 3+ on PM3 (Kg - 50%; 1st - 57.7%; 2nd - 41.8%) - 49.4% of students in grades 3-5 Math Checkpoint 4 are predicted a Level 3+ on PM3 (3rd - 46.9%; 4th - 57.8%; 5th - 46.2%)

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

- Lacking foundational math skills/fluency - More guided/hands-on small group lessons and resources for teachers to keep students engaged - Time to reteach/fill in the "gaps" - Home-school connection - Lack of practice and exposure to math questions with tech-enhanced features and training for teachers

3. Share possible solutions that address the root causes.

- More time built-in time to reteach/spiral math concepts - push-in/pull-out support - more math manipulatives for student and teacher use - fluency tests and practice for at-home use and parent guidance - grants to purchase supplementary materials for support and enrichment - Math tutoring (Reflex Math, IXL) & technology/adaptive programs - Math fluency competitions & practice at every opportunity (lunch, breakfast, home)

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

• Communication

Multi-language flyers/messages, Parentlink (text/email), Class Dojo, school social media pages, school marquee, Conferences

• Parent Training

- Curriculum night to review at-home resources with parents

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

• School

- Build home-school connection - Provide high-quality curriculum and instruction - Hold parent-teacher conferences - Provide family engagement activities/trainings

- **Students**

- Use the tools & resources from school to practice & develop an understanding of grade-level concepts - Be motivated to learn and persevere - Use academic vocabulary and notebooks/binders to record and retain concepts and skills

- **Parents**

- Attend meetings, trainings, conferences, and encourage practice at home - Work with teachers to build home-school connections & reinforce skills and behaviors at home - Monitor attendance and tardiness

- **Staff Training**

- Managing instructional time wisely - Using data to organize/plan for small groups

- **Accessibility**

Multi-language flyers/messages, offer translations & accommodations, SBT Meetings

## **Science**

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

- 38% of 5th grade students are predicted to score a Level 3+ on the Spring SSA - 31.6% of students in 5th grade Science Checkpoint 4 are predicted a Level 3+ on the Spring SSA

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

- Not enough allotted time in grades K-4 - 5th grade at home practice & exposure to more science question types - Hands-on science activities/material for teachers and training - especially in the primary grades - Programs to supplement and enrich the core science curriculum and address grades K-4 secondary benchmarks/annually assessed standards

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

- More opportunities to integrate with reading/math - Science content used in reading interventions - Health Science Choice Academy to focus on annually assessed benchmarks (New STEM/Health curriculum) - Technology program for students to access and practice in class and at home

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

#### • Communication

Multi-language flyers/messages, Parentlink (text/email), Class Dojo, school social media pages, school marquee, Conferences

#### • Parent Training

- Curriculum Night - Science night/Science fair (K-3 Class/4-5 Individual)

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

#### • School

- Build home-school connection - Provide high-quality curriculum and instruction - Hold parent-teacher conferences - Provide family engagement activities/trainings

#### • Students

- Use the tools & resources from school to practice & develop an understanding of grade level concepts - Be motivated to learn and persevere - Use academic vocabulary and notebooks/binders to record and retain concepts and skills

#### • Parents

- Attend meetings, trainings, conferences, and encourage practice at home - Work with teachers to build home-school connection & reinforce skills and behaviors at home - Monitor attendance and tardiness

- Staff Training

- McGraw Hill (science curriculum) training K-5 - Being creative & planning for science/experiments - New Health Science training for teacher

- Accessibility

Multi-language flyers/messages, offer translations & accommodations, SBT Meetings

## Action Step: Classroom Instruction

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

Budget Total: **\$39,399.06**

Acct Description	Description					
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Hi-Fi Headphones for student use during center, computer lab to support student learning K-5 (all content areas)	350	\$11.48	Original	\$4,018.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Shipping	1	\$0.07	General Supplies	Original	\$0.07
	Pack of Crayons	164	\$1.44	General Supplies	Original	\$236.16
	Dry erase markers	24	\$27.23	General Supplies	Original	\$653.52
	Copier Paper Case	50	\$44.61	General Supplies	Original	\$2,230.50

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Pack of Pencils	42	\$11.68	General Supplies			Original	\$490.56	
	Adjustment - benefits credit and final allocation	1	\$2,100.25	General Supplies			Other	\$2,100.25	
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>
	Morning and afternoon tutorials will begin in October 2025 for students in grades K-5 who scored a level 1 or level 2 in reading and/or math.	8	\$37.00	2	1.5	25	Certified	Original	\$22,200.00

## Action Step: Professional Learning

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

**Budget Total: \$93,731.00**

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will lead PLCs in grades K-5 reading & writing, providing support for new teachers, monitoring reading/writing data in grade K-5, and modeling small group reading lessons in grades K-2.

## Action Step: Parent Engagement

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

Budget Total: **\$8,651.44**

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Copy Paper	4	\$44.61	General Supplies			Original	\$178.44		
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Staff will assist parents in navigating school systems (e.g., how to access grades, sign up for conferences, etc.), support events like parent-teacher conferences, workshops, family nights, or school-wide initiatives, and ensure parents understand academic expectations, and available resources.	1	\$25.00	2	2	21	Certified	Original	\$2,100.00	
	CLF will assist parents in navigating school systems (e.g., how to access grades, sign up for conferences, etc.), help teachers better understand the needs and backgrounds of their students' families, organize or support events like parent-teacher conferences, workshops, family nights, or school-wide initiatives, help	1	\$27.00	2	2	21	Non-Certified	Original	\$2,226.00	

Acct Description	Description									
	<b>Item</b> resolve misunderstandings or conflicts between teachers and families, help relay information between teachers and parents, especially if there are language barriers and ensure parents understand school policies, academic expectations, and available resources.	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Enrichment Contracts	<b>Item</b> Cox Science Museum - Family STEM Night - Science activities for grades K-5	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>				
Out-of-system Subs for Parent Conferences	<b>Item</b> Substitutes to cover classroom for parent conference days in grades 3-5 (1 in the Fall & 1 in the Spring)	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	

## Mission Statement

## 1. Mission Statement

The Parent Engagement Plan (PFEP) of Boca Raton Elementary School (BRES) promotes an ongoing relationship between the school and the community to ensure that every parent has the opportunity to utilize the numerous programs and resources that are available here at the school. BRES commits to using multiple vehicles of communication, including texts, phone calls, flyers, email, and social media to ensure families are well informed. BRES looks to continue a positive relationship with our stakeholders to empower our community, business partners, families, and children so that our students reach their full potential. Our parents are their children's first teacher. We must team together to ensure the success of every child. In short, our mission is: All members of our school community will work together as a team to ensure our students are supported and successful.

## Involvement of Stakeholders

Name	Title
Renee Elfe	Principal
Jobi Bailey	Assistant Principal
Jeanne Russell-Khan	SAC Chair/Choice Coordinator
Laura Vidueira	ELL Contact
Marceline Estiverne	SSCC
Shelly Warshawsky	ESE Contact

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

We decided to utilize the members of our leadership team who served in various roles throughout the school and those who collaborate with parents, teachers, staff, and students on a regular basis. Mrs. Elfe was chosen to oversee the implementation and provide guidance on the priorities and budget. Ms. Bailey was selected to coordinate the CNA process and support Mrs. Elfe in her work. Dr. Khan was selected because as the SAC Chair, she works hand in hand with parents. Mrs. Estiverne was included on the team because she deals directly with teachers and leads PLCs. Mrs. Vidueira was selected to ensure accessibility to our families who speak languages other than English. Mrs. Warshawsky was selected to help serve the needs of students with disabilities.

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

We held a Comprehensive Needs Assessment (CNA) Leadership Committee Meeting on January 27, 2025, at 8:30 a.m. We held a CNA Staff Meeting on February 5, 2025, at 2:15 p.m. We held our CNA Stakeholder Meeting on February 12, 2025, at 6:30 p.m. By hosting all three of these events, we were able to get input from all members of our school community. In our meetings, we discussed how data informs our Title I SWP and that through our school improvement plan process, we are able to use data to create goals and priorities that have a positive effect on both our SIP and our SWP. In each of the meetings, the leadership team reported current student performance data and proposed Title I allocations and programming. Stakeholders then individually shared thoughts and feedback in small groups and individually. The feedback was then recorded by the leadership team on meeting recording templates to inform the final SWP. Stakeholders also participate in the routine development and revision of the SWP by participating and providing feedback at our School Advisory Council (SAC) meetings that occur at least five times a year on the second Wednesday of the month at 6:00 p.m.

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

The stakeholders provided input through table talks and share outs. Parents felt that the tutorial program, and SSCC and Academic Tutors that we put into place were still a valuable way to spend our Title I funds. Parents are looking forward to having opportunities to come to school for in-person parent trainings. We prioritized these activities for inclusion in our final SWP.

Name	Title
Renee Elfe	Principal
Jobi Bailey	Assistant Principal
Marceline Estiverne	SSCC

## Annual Parent Meeting

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

We will be hosting a Title I Annual Meeting for stakeholders on September 3, 2025, at 5:30 pm in the Media Center.

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

Parents will be notified via ParentLink (email and text) and Class Dojo communication systems. We will also post the information on our school website, as well as through our school Twitter feed.

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

An agenda, PowerPoint, and any additional handouts are provided in the Title I Annual Meeting resources. In the presentation, we will share: - What it means to be a Title I School - The school's Title I Schoolwide Plan - Parent and Family Engagement Plan, including the School-Parent Compact - Special programs such as Migrant Education and McKinney-Vento - Parent's Right-to-Know - Other opportunities for parents

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Meeting Students Needs

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

Teachers will be trained on the process to identify struggling students early and intervene quickly. The training will focus on the “whole child” and how to partner with parents/families to support academic growth, behavior, social, and emotional needs, and absenteeism.

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

Teachers and families will be able to partner together to explore strategies for proactively meeting the needs of students and families.

- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

October 2025

- Responsible Person(s)

Jobi Bailey & Marceline Estiverne & SBT/Guidance Team

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

- Name of Training

Communicating with Parents

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

Teachers will learn how to reach out when they need help with a student and what to say that doesn't put the family on the defensive, but is still able to have that honest conversation.

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

Teachers will develop and improve parent communication plans and understand how to better connect with parents and families as we approach the second half of the school year.

- What will teachers submit as evidence of implementation?

Parent Conference Notes

- Month of Training

January 2026

- Responsible Person(s)

Jobi Bailey & Marceline Estiverne

## Parent Trainings

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

- Name of Training

Family Curriculum Event

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

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

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

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

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

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

- Date of Training

September 2025

- Responsible Person(s)

Jobi Bailey, Marceline Estiverne, and classroom teachers

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

0.00

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

- Name of Training

Fall Family Literacy Event

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

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

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

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

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

It is expected that our students' literacy skills will improve and thus increase student achievement.

- Date of Training

October 2025

- Responsible Person(s)

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

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

0.00

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

- Name of Training

Family Science and Technology Event

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

To support student learning at home, parents will use strategies they learn at the STEM training to support real-life scientific thinking and experimentation at home.

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

Teachers will model how to use "think aloud" strategies with parents and give parents scientific thinking stems/ideas that parents can use at home with their children. Families will be able to explore Science/Technology Activities and view classroom/individual Science Fair Projects.

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

Parents will become more effective in supporting their child's science development.

- Date of Training

February 2026

- Responsible Person(s)

Admin & K-5 Teachers

- Resources and Materials

Cox Science Museum will be bringing 20 hands-on experiments for our families to do together.

- Amount (e.g. \$10.00)

578.00

## 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

Multicultural Department of the School District of Palm Beach County (SDPBC)

- Describe how agency/organization supports families.

This department works closely with our ELL department and CLFs to provide resources available to teachers and families, translations of any communications or documents, and available support staff needed to engage our ELL parent population.

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

- Emails between school and department - Pics of ELL parent trainings - Agendas of trainings provided to our staff

- Frequency

Monthly

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

Boca Raton Helping Hands provides food weekly in boxes for those students that receive Free and Reduced lunch. We were the first school in South Florida to begin the program about 12 years ago. Weekly BHH delivers food that is packed into boxes by school volunteers. Parents comment about how important this program is, as many students would go w/o meals over the weekend without this program.

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

- Emails between school and organization - End of year appreciation pictures - Pics of Food Deliveries

- Frequency

Weekly

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

- Name of Agency

Boys and Girls Club

- Describe how agency/organization supports families.

Boys and Girls Club provides free afterschool care to our students. This includes transportation from our school to their facility, homework help, snacks and dinner, and problem-based learning opportunities. The partnership with the Boys and Girls Club has supported our school's family engagement plan, by utilizing the organization as a supplemental support. The BGC has access to many of our students who may need support services for the students and families by complementing the academic curriculum with enrichment and access to resources, expertise, and support within the community.

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

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

- Frequency

Monthly

## Communication

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

- **Description**

Title 1 communications to families based on feedback will include flyers, texts, emails, Class Dojo, Google Classrooms, the school website, Twitter, and ParentLink. Also, the Title 1 Annual Meeting is a key factor in starting off the year, and parents knowing and understanding the rights and responsibilities of Title 1 for the school, students, and parents (Title 1 Compact). This meeting educates parents on Title 1 law and how the program benefits our families and students. This applies to all Parent trainings and any other meetings as well.

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

We will document this information was shared by screenshots of our school website, Class Dojo posts, and ParentLink analytics. Also, we will use pictures of our marquee and copies of our translated flyers and ParentLink messages.

- **Description**

Teachers will meet with parents during virtual/phone and face-to-face parent conferences to share specific information regarding their child's current proficiency levels. We will also hold a Parent Curriculum Night that shares each grade level's proficiency expectations and the curriculum that is in place to support students in reaching those proficiency levels. We will also train our parents so they know where they can find all of their child's data on the student portal.

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

Copies of Parent Conference Notes Flyers (Translated) for Curriculum Night Screenshots of the school's website, and ParentLink messages PP/Materials used in the training

- **Description**

Teachers will meet with parents during virtual and face-to-face parent conferences to share student progression towards grade level mastery and how they will be assessed both by District common assessments and by the state assessment. We will also hold a Parent Curriculum Night that shares each grade level's proficiency expectations and the curriculum that is in place to support students in reaching those proficiency levels. Parents will see examples of FSQs and USAs that students are taking, and even get to take part in a mock FAST assessment themselves.

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

Copies of Parent Conference Notes Flyers (Translated) for Curriculum Night Screenshots of the school's website, and Parent Link messages PP/Materials used in the training

- Description

During our "Meet the Teacher" all of the classrooms will have a slide that shares the purpose of our SAC committee and the benefit of joining this team. We also encourage all parents to attend through our communication plan. (Twitter, ParentLink emails/texts, Flyers, Google Classrooms, Class Dojo, Websites, parent newsletters). Parents are also encouraged to join our PTA in the same manner.

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

Screenshots of the school website ParentLink messages & analytics Twitter & Class Dojo posts Translated flyers

- Description

Our school will offer flexible meeting dates and times. Families have the opportunity to schedule conferences during the day on scheduled conference days with teachers. We will also offer an opportunity for families to attend a morning SAC meeting/parent training. The Title I Annual Meeting Presentation will be posted on the school website to give parents & families the option to review the meeting/training information on demand. We also will continue to utilize our Parent Liaison resource to reach out to the Pearl City neighborhood, the Boys and Girls Club, and Florence Fuller Community Center. The Liaison works with the Director at each site and speaks with the families that use these centers for their children. Flyers are placed there, and home visits are also part of the outreach.

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

Screenshots of our school website Weekly parent newsletters via ParentLink ParentLink messages & analytics Translated flyers

## Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

For parents with Limited English proficiency, all trainings will have a staff member present that speaks the represented parental language. Our English to Speakers of Other Languages (ELL) contact, who is bilingual in Spanish and English, attends all meetings, as needed. At all morning functions our Community Language Facilitators (CLFs) begin duty at 7:15 a.m. and attend night events, as needed. All information that goes home in writing from the school is sent in English and Spanish.

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

CLF Schedules, translated documents (flyers, agendas, Parentlink messages)

- **Description**

Notations within communications (such as flyers, emails, and ParentLink messages) encourage parents and family members with disabilities to notify the school to plan for welcoming accommodations. Once notified, we ensure that parents and family members with disabilities receive the support they need (sign-language support, hearing impaired). On all communications, we specify a contact, Jobi Bailey (Assistant Principal), that the parent can reach out to if they are in need of any accommodation. Our school has handicapped parking in front and back of the building. The front of the school also has a ramp.

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

Flyers/Parentlink messages, and emails are sent that make sure parents are aware that they can contact a person at school for needed accommodations. Also, copies of documents filled out to acquire special services will be documented as needed.

- Description

Currently, we are prepared when families engaged in migratory work enroll students, including providing supplies or uniforms. Boca Helping Hands provides boxes full of food for families on a perpetual basis. We have free breakfast and lunch here on campus. We immediately meet with parents to assess their needs and then contact the correct District department for any other assistance they may need. Our teachers make accommodations for families engaged in migratory work, by providing flexibility in meeting times (including a virtual, phone, and/or face-to-face option).

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

Photos of supplies given, lists of supplies given, copies of forms to sign up for Blessings in a Backpack

- Description

In the last few years, we have averaged 2-3 families experiencing homelessness that have enrolled students at our school. We follow all District protocols. Students are given supplies they need (such as backpacks, notebooks, pens, pencils, pencil boxes, and notebook paper), and uniforms. School staff assists families experiencing homelessness in completing the McKinney/Vento documentation for additional support. Our school counselor also reaches out and provides families experiencing homelessness with information regarding other available services. Our teachers make accommodations for families experiencing homelessness, by providing flexibility in meeting times (including a virtual, phone, and/or face-to-face option) and aid with transportation to and from school for students through the district support resources/staff.

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

Photos of supplies given, lists of supplies given, conference notes from the school counselor

## Other Activities

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

## 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

At Boca Raton Elementary School we strive to build skills outside of academic areas in the following ways: - We have a school counselor, a behavioral health professional, and a co-located counselor who meets with groups of students, teaches classes that enhance our students' skills for life and learning, and counsels individual students when appropriate. Our school counselor and therapists work with district and community stakeholders to create content that helps students with mental health issues. Student groups based on student needs are created and when outside support is needed, our counselor coordinates that support. Counselor support group topics include social skills, anger management, children of divorce, loss of parent, etc. Our counselor(s) conduct class lessons weekly - scheduling time on their monthly calendars and meeting with a few grades per month. Lessons include bullying and Character Counts pillars. Each homeroom teacher names a student of the month each month based upon one of the pillars of character such as trustworthiness, honesty, etc. - We have many activities that build non-academic skills: Science & Health Exploration, Robotics, Art Club, Yearbook/Photography Club, Recycling Club, and Band (4th & 5th Grade). Along with each club's specialty, our teachers also work with students on character development such as cooperation, collaboration, responsibility, and self-efficacy. - Everyone on our leadership team mentors a group of students in need of support. Mentors meet with the students regularly to discuss any issues that students experience and provide continuous encouragement to their mentees throughout the year. They may meet at lunch or at any time that can be made available. - We are a part of the Resiliency Palm Beach Initiative here in the School District of Palm Beach County; we regularly discuss with our students what it means to possess positive character traits (What it looks like and sounds like in a classroom and beyond). - We have fully implemented a Positive Behavior Support system. Students are taught expectations of how to act and interact in all school settings. Boca Raton Elementary Teachers all use CHAMPS (A classroom positive behavior support system), and for our school-wide PBIS we utilize 'Eagle EYES'. EYES stands for Engaging respectfully, You are responsible, Enthusiastic learner, and Stay safe. Students who follow Eagle EYES rules in class, hallways, and in the cafeteria may receive the Eagle Eye Award of the Day from their teacher. At the end of the week, teachers place all the winner slips in a tub in the main office. On Monday mornings, 2 or 3 students are chosen from each classroom to Spin the "Wheel of Wii". Students may win "Wii with their principal or assistant principal" on Friday during recess. Students also may win a prize from the treasure box. Good news, such as being named "Eagle Eye" of the day, is shared with parents by teachers either by phone, email, or Class Dojo - a communication system that all classroom teachers utilize. Dojo has been very successful and loved by both parents and teachers as a way to communicate.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Our leadership team monitors school data and provides teacher support to analyze their classroom data for all subjects. The data is used to determine small group structuring and to brainstorm strategies and resources available to address each student's individual academic needs. Teachers are provided with professional development in all areas to ensure they are trained in best practices to structure their class and delivery methods of teaching to obtain proficiency in learning in their classroom for all students. Small group and Individual needs SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI) - SAI classes are conducted by a certified classroom teacher who meets with small groups of select students from grades 2-4 on a daily basis to assist with developing targeted reading competencies. This highly qualified classroom teacher has been specifically trained by district personnel to assist students who have been identified by their teachers through district and state assessments as having a deficit in one or more areas of reading. Students meet with the teacher in individualized groups of 3-6 in order to receive more individualized assistance in a smaller setting. Additionally, supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade-level expectations in reading and ultimately school success. Instruction is provided daily by all teachers on staff who are not homeroom teachers, fine arts, all coordinators, and all available certified teachers. Each small group meets 5 times a week, utilizing guided reading, Voyager, and other research-based materials approved by the district. Tier 2 intervention, small-group instruction, is performed by the teachers in the classroom for identified students. Beyond the 90-minute reading block, students are provided 30 minutes for supplemental instruction. Interventions can include Spire, Sounds Sensible, guided reading, Voyager, or another District-approved research-based strategy. Tier 3 interventions are provided by ESE teachers and other support personnel for identified students. Students are also pulled for an additional 30 minutes outside of the 90-minute reading block, and probes are done on a regular basis. Spire and other research-based instructional strategies are also used for Tier 3 interventions. The School-Based Team (SBT) meets every Tuesday to discuss student progress with regard to the tiered interventions and adapt as necessary.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Fine Arts provides opportunities for students to grow in the arts. Students in art study drawing, painting, artists of various periods, and those artists' contributions to the art world. Students utilize several media in learning. In Media, the students learn to research and grow in technology skills, such as coding. In physical education classes, students learn about their bodies, specifically how to keep their bodies healthy and strong through exercise and healthy eating. Students learn sports as well as sportsmanship for their appropriate grade level. Music students experience the enjoyment of playing a myriad of musical instruments from around the world and learning to read music. They sing and study the history of songs and musicians. Students in band learn the basics of reading music and learning to play an instrument. Health and science exploration is a class where students explore the state-required health and science standards with practical, hands-on activities. We have opportunities for students to participate in clubs for enrichment, such as STEM/Robotics, Future Educators, Yearbook, Dance, Band, and Art clubs. Our students participate in clubs both during and after school. In order for our students to be successful in life, we provide these opportunities. Our students need access and exposure to different career paths and to grow various talents they may possess. The goal of our clubs is to give students access/exposure. Academically, we provide opportunities for students to extend learning time through our tutorial program. We have sessions in the morning, Monday through Friday, and on Monday through Thursday afternoons. Our tutorial program is standards-based. We analyze data from District and State assessments to reteach standards that are needed for each group of students throughout tutorial. During our Professional Learning Communities (PLCs), we determine the core instructional needs for our students. We review each course's scope and sequence, as well as aligned resources and assessments. Then we plan our unit instruction. We also review data from District and State assessments, in addition to iReady to determine the strengths and weaknesses of our students. We consider this information when planning core instruction. We ensure instruction is aligned to the standards by following the steps outlined below in our PLC meetings: 1. Identify the level of the standard. 2. Identify the level of the work being produced by the student. 3. Determining if the talk of the teacher and/or student is aligned to the target. Our Guidance Counselor and/or Title I Parent Liaison make home visits. School Advisory Council (SAC) meetings are held at least five times a year. Cultural Diversity is recognized through Hispanic Heritage, lessons, class projects, and Black History Studies. Our school infuses the content required by Florida Statute 1003.43(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: \* History of Holocaust - Lesson plans for grades 3-5 and a story read to K-2 with a follow-up lesson. \* History of Africans and African Americans - during the month of February, students present during the morning news on accomplishments and milestones. Throughout the year, literacy is infused. \* Hispanic Contributions - literacy is embedded throughout the year of important contributions \* Women's Contributions - literacy is embedded throughout the year of important contributions \* Sacrifices of Veterans - students write letters for soldiers during Veteran's Day, Memorial Day, and holidays to show support. Teachers and students read books about the sacrifices of soldiers.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Boca Raton Elementary School partners with many businesses in the area, including banks, city workers, restaurants, etc. These business partners come in from time to time to speak to classes about their business and what college or career training is necessary for jobs within their industries. We also provide a career day in the Spring where city, county, and local businesses and professionals come to the school and speak about their careers and what education is necessary. Due to our location, we have a great relationship with the City of Boca Raton, the Mayor, and the City Council. Various City Council members and community leaders come to the school several times per year to read to children, participate in special events, etc. We also offer qualifying students, starting in Grade 3, an accelerated math course. The Accelerated Mathematics Plan (AMP) provides a pathway for the highest achieving students in grades 3, 4, or 5 that meet certain criteria for success. This plan helps to personalize learning for these students, who will work in an accelerated, rigorous mathematics classroom.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

The preschool to elementary transition program is coordinated by the Certified School Counselor along with the kindergarten team, and Choice Coordinator. During the year, the local preschool programs receive educational materials from the Boca Raton Elementary Kindergarten team. Preschool students and their parents participate in our Kindergarten Kick-Off program where upcoming Kindergartners get an opportunity to meet with staff members and tour the school while parents receive training and resources to help prepare their children to be ready for Kindergarten in August. Kindergarten Kick-Off is advertised on our school website. Information is sent to local feeder preschools in our boundaries. Flyers are sent home with current students. Information also is posted on our school marquee. Boca Raton Elementary School does not utilize a staggered start to Kindergarten.

## Professional Development

## 1. Professional Development

The District's Strategic Plan focuses on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready, we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by shared discipline areas. Research-based protocols are utilized to focus the meetings on students' academic needs and student assessment strategies and formats. Student improvement is monitored and instruction is modified as needed based upon decisions made through collaboration. Our PLC teams meet weekly with their grade levels or common content area with PLC Facilitators and administration. Research-based protocols are utilized to focus the meetings on students' academic needs and instructional strategies to meet those needs. Teachers also attend common grade level planning. PLC agendas are determined by teachers' professional development needs. Teachers on all grade levels attend district training when possible. Teachers have attended Core Benchmark & Phonics Training - we brought in a coach from the District to work with our K-2 teachers in implementing the new Benchmark system. There are monthly meetings our Choice Coordinator must attend, as well as SAI Teachers etc. Our leadership team meets regularly with our regional instructional support team, to learn how to roll out math and English Language Arts (ELA) units in our PLCs. Our school behavior health professional also serves as the internal coach for PBS, so she attends those meetings to learn how to improve and grow our PBS initiative. In addition, our teachers attend trainings on reading assessment, implementation of our math series, utilizing iReady to plan instructional groupings, science leadership academy, CHAMPs, Tough Kids Classroom Management trainings, and training on best practices for the daily reading and math block. This year our school focus for professional development is developing efficacy in strategies to achieve our school improvement goals. We prioritize strategies to train our teachers how to aggressively monitor their students. We differentiate our PD by having sessions from which teachers can choose to best meet their needs (that also correspond with our SIP goals).

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Boca Raton Elementary has always worked to attract and retain the "Best and Brightest" teachers available not only throughout the district, but also the state and world. We have continued to hire many teachers that may have started out here as student teachers, After-School Counselors, etc. These teachers know, love and understand the demands of teaching in a Title I School. While these staff members are at Boca Raton Elementary School, they are provided with opportunities to grow through coaching and mentoring, resources regarding positions (so they know if they are interested), and opportunities to participate in the same professional learning sessions that are provided to full-time teachers. In order to keep morale high, we encourage students and staff alike to give "Special Thanks" shout-outs on the morning announcements. These shout-outs are read on the morning announcements by our student-led news staff. We also use a prize bowl to give prizes to teachers during faculty meetings. Our Principal works with the regional office and human resources when we are in need of a certain specialty. Many of our best teachers come by way of recommendation from other teachers, staff and even parents at the school. Many teachers at Boca Raton Elementary School have spent More than twenty (20) years at the school. Once our new teachers/staff come on board, they are immediately supported through our collaborative planning process so we can ensure that each new member of our staff is successful. The small family type atmosphere is important and builds a strong team! In the spring, the district holds a job fair for recent college graduates and others seeking positions. All school principals are there to interview on the spot for positions they may have available. New teachers are given mentor teachers to guide them through their first year of teaching the standards and curriculum. Teachers are able to observe veteran teachers in action, to glean ideas.