
Title I Comprehensive Schoolwide Plan
BENOIST FARMS ELEMENTARY SCHOOL (2751)

ELA

1. List prioritized needs statements.

Students are below grade level in critical content area in fluency, automaticity, and comprehension. Based on PM2 Data: 21% of Students in Grades 3-5 are on grade level in Reading 22% of SWD show proficiency based on PM2 Data 25% of ELLs show proficiency based on PM2 Data

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

Classroom Instruction - Weak Foundational Skills Professional Development - In areas of Reading Components, Use of Curriculum in both Reading and Interventions Family Engagement - Ensuring Student Attendance, Partnering in Student Academics, and attending parent conferences and school events

3. Share possible solutions that address the root causes.

Classroom Instruction -DEAR – Drop Everything and Read embedded in Reading Block, Reading Incentives, Tutorial, Resources (print and/or online resources) Professional Development - Training in Reading Curriculum, PLCs, On-Campus and Off-Campus Trainings as needed Family Engagement - Parent attendance in Parent Trainings, Ongoing Communication via Parent Conferences and/or Class Dojo, Volunteering for Family Events, and partnering in at home learning

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

• Communication

Through communication with parents in all language reflective of our school population by the use of flyers, Class Dojo, Conferences, and through the use of CLFs.

• Parent Training

We will hold parent trainings and workshops with a focus on a Reading.

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

- **School**

Provide Parent Nights/Workshops that will bridge the school to home learning partnership.

- **Students**

Read more at home.

- **Parents**

Partner with the school in supporting students by checking work, attending parent workshops, ensuring students attend school.

- **Staff Training**

We will provide collaborative planning, PLCs, and off-campus training.

- **Accessibility**

We will ensure that we have areas of our campus that are accessible for those who may be physically impaired and translation for those who are hearing impaired. In addition we will ensure we use CLFs for language reflective of our population.

Math

1. List prioritized needs statements.

Based on PM2 Data: 15% of Students in Grades 3-5 are on grade level in Math. 18% of SWD overall show proficiency based on PM2 Data 28% of ELLs overall show proficiency based on PM2 Data

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

Classroom Instruction - Weak Foundational Skills, Math Fluency, and Math Vocabulary Professional Development - In areas of Math Content knowledge, Use of Math Curriculum and Interventions Family Engagement - Ensuring Student Attendance, Partnering in Student Academics, and attending parent conferences and school events Need for Professional Development

3. Share possible solutions that address the root causes.

Classroom Instruction -Math Fact Fluency and Vocabulary Challenge, Math Incentives, Tutorial, Resources (print and/or online resources), Print Rich School Environment Professional Development - Training in Math Curriculum, PLCs, On-Campus and Off-Campus Trainings as needed Family Engagement - Parent attendance in Parent Trainings, Ongoing Communication via Parent Conferences and/or Class Dojo, Volunteering for Family Events, and partnering in at home learning

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

• **Communication**

Through communication with parents in all language reflective of our school population by the use of flyers, Class Dojo, Conferences, and through the use of CLFs.

• **Parent Training**

We will hold parent trainings and workshops with a focus on a Math.

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

• **School**

Provide Parent Nights/Workshops that will bridge the school to home learning partnership.

- **Students**

Practice Math fluency skills at home

- **Parents**

Partner with the school in supporting students by checking work, attending parent workshops, ensuring students attend school.

- **Staff Training**

We will provide collaborative planning, PLCs, and off-campus training.

- **Accessibility**

We will ensure that we have areas of our campus that are accessible for those who may be physically impaired and translation for those who are hearing impaired. In addition we will ensure we use CLFs for language reflective of our population.

Science

1. List prioritized needs statements.

Based on Winter Diagnostic: 25% of Students in Grades 3-5 are on grade level in Science

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

Classroom Instruction - Resources for Grades 3-5 both digital and paper, Hands on experiments/labs in ALL grades, STEM on the Fine Arts Wheel.
and Science Vocabulary Professional Development - In areas of Science Content knowledge, On and Off Campus Trainings in Science, Science PLCs
Family Engagement - Ensuring Student Attendance, Partnering in Student Academics, and attending parent conferences and school events

3. Share possible solutions that address the root causes.

Classroom Instruction -Field trips to gain real world experience, Science on the Fine Arts Wheel (STEM), Tutorial/Science Camp, New Science Resources for Labs/Experiments, Digital and Paper Curriculum Professional Development -Science off Campus for ALL grades Family Engagement - Family STEM Nights, Family Field trips to Science Museums

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

- Communication

Through communication with parents in all language reflective of our school population by the use of flyers, Class Dojo, Conferences, and through the use of CLFs.

- Parent Training

We will hold parent trainings and workshops with a focus on a STEAM.

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

- School

Provide Parent Nights/Workshops that will bridge the school to home learning partnership.

- Students

Attend STEAM Nights with family and make school to home connection.

- Parents

Partner with the school in supporting students by checking work, attending parent workshops, ensuring students attend school.

- Staff Training

We will provide collaborative planning, PLCs, and off-campus training.

- Accessibility

We will ensure that we have areas of our campus that are accessible for those who may be physically impaired and translation for those who are hearing impaired. In addition we will ensure we use CLFs for language reflective of our population.

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: \$72,420.00

Acct Description	Description				
Social Service Facilitator	Social Service Facilitator will provide support to students in grades K-5, with life skill/character education, organizational strategies to be successful in class. (196 DD)				
Online subscription	Item	Quantity	Rate	Type	Total
	Top Score Writing to be used as resource for teachers in grades 2-5 ELA. Writing Supplemental materials for lessons.	1	\$3,017.00	Original	\$3,017.00
	iReady Toolbox ELA & Math: To be used as a supplemental resource to address learning gaps. K-5 (385) ELA/Math	1	\$3,017.50	Original	\$3,017.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	General supplies (colored paper, pen, dry erase markers, markers,)	1	\$1,599.75	General Supplies	Original	\$1,599.75
	Adjustment - benefits credit and final allocation	1	\$2,678.75	General Supplies	Other	\$2,678.75

Action Step: Professional Learning

Provide professional development opportunities to build teacher capacity to implement rigorous standards-based instruction, disaggregate data, plan for instructional needs, lead peer-observations instructional rounds, discuss best practices real time coaching, mentoring, co-teaching to impact student achievement.

Budget Total: \$105,615.00

Acct Description	Description								
Single School Culture Coordinator	Single School Culture Coordinator will help implement strong systems of support regarding academics by leading PLCs, implementing real time coaching/modeling, and conducting Professional Learning in all areas. (226 DD)								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	1st/2nd grade Teachers Provide our teachers opportunities to participate in collaborative planning and instruction.	6	\$25.00	3	6	1	Certified	Original	\$2,700.00

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: **\$32,084.00**

Acct Description	Description
Community Resource Person	Community Resource Person will build relationships with community agencies and link families as needed to services (PreK-5). They will identify eligible children for services and complete home visits as well as track attendance to ensure students are school ready. (6hr)

Mission Statement

1. Mission Statement

The mission of the Parent and Family Engagement is to bridge the gap between parent, school and community and improve relationships between home and school, which empowers families to become proactive in their children's education on a continuous basis. The program does this by providing information, training and assistance through family/parent education courses, activities and referral services.

Involvement of Stakeholders

Name	Title
Dr. Ruthann Miller	Principal
Hilary Hosford	SAI
Lakeytha Murray-Adin	Single School Culture Coordinator
Kiesha Haynes	Assistant Principal
Kim Webster	Teacher
Danielle Thomas	Boys and Girls Club
Chandra Thornton	Parent

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

Invitations are sent digitally to all families, business, and community partners. During the initial SAC meeting of the year the purpose of SAC is explained and the floor is open for nominations. Parents nominate and vote in parents, teachers/staff nominate and vote in teachers/staff and community partners nominate and vote in community partners.

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

Benoist Farms will hold a Stakeholders Input Meeting to get feedback on the most pressing needs of the school and strategies that stakeholders feel could be used to improve. Information gathered from parents will be used and collected to form the Comprehensive Needs Assessment (CNA). The CNA was then used to develop the SWP and PFEP. During the first SAC meeting of the year scheduled for August 28, 2025 at 5:30 p.m. the SWP and PFEP will be shared with families for additional input. Specific details of both plans will be shared with families. Conversations will be held around each section and parents will be provided the opportunity make additions, corrections, and/or deletions during that meeting. Updates will be made at that time and if the SAC committee is in agreement they will be voted on and added to plan(s).

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

During the CNA process held in February of 2025 parents were provided with the opportunity to give feedback and share ideas about how Title I funding will be used to support parent and family engagement. During this meeting school needs were identified, resources and strategies outlined to meet the needs, and ideas were generated for ways in which parents and families can be supported to improve student outcomes. The outcomes included family nights where parents can see and learn about their child's progress. In addition, they suggested nights where they could learn about ways that they could support students at home for reading and math. This information will be shared with families during the first SAC meeting of the year scheduled for August 28, 2025 so that parents can provide additional input.

Name	Title
Dr. Ruthann Miller	Principal
Kiesha Haynes	Assistant Principal
Lakeytha Murray-Adin	Single School Culture Coordinator

Annual Parent Meeting

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

The Annual Title I Parent meeting will be held in September 18 of 2025 at 6:00 pm. The meeting will be held 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.).

Benoist Farms Elementary will notify parents of the Annual Title I meeting using Parent Link call out in all applicable languages, Parent Newsletters in all applicable languages, flyers sent in backpacks in all applicable languages, marquee, and Class Dojo.

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

To hold the annual meeting the following items will be needed: -Annual Meeting PowerPoint that explains what it means to be a Title I school, the Schoolwide Plan, Parent and Family Engagement, The School-Parent Compact, Special programs, Parent's Right to Know and other informational that is unique to Benoist Farms. An invitation will be created to send to parents. An agenda will be provided to all stakeholders in attendance. Attendance will be collected as parents arrive on campus. -Evaluations

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- **Name of Training**

Holding Effective Parent Conferences

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

Teachers will be able to learn effective strategies to meet with families and hold effective parent conferences to share student progress and ways to support students at home.

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

Families will receive information during a parent conference about their child's academic performance and receive strategies that can be used at home to support the students progress.

- **What will teachers submit as evidence of implementation?**

Teachers will submit a sampling of Parent Conference Forms (Form 1051).

- Month of Training

September

- Responsible Person(s)

Assistant Principal

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging Students and Families in at home Literacy Strategies

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

Teachers will be able to learn new and easy strategies that they can send home with students so that families can support students with Literacy.

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

Families will learn how to support literacy instruction at home and they will be given resources to do so.

- What will teachers submit as evidence of implementation?

Teachers will submit literacy activities sent home with families.

- Month of Training

January

- Responsible Person(s)

Assistant Principal

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

To support students learning at home parents will learn about the standards that students are working through this year. They will hear the current level of students and ways to support the student with activities at home.

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

Parents will rotate throughout the cafeteria, media center and classrooms in order to learn how to utilize SIS Gateway (with guidance from presenters, parents will log into SIS Gateway and navigate through important screens for their student), develop an overview of the timetable, routine and curriculum breakdown of what will be covered this year. Parents will be able to make take home artifacts which will allow them to work and support students at home with reading and math based on their current levels.

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

As a result of this training, student achievement will improve for Reading and Math.

- Date of Training

September

- **Responsible Person(s)**

Assistant Principal

- **Resources and Materials**

Flyer/Invitations Agenda Sign in Sheet Teacher Presentations Evaluations

- **Amount (e.g. \$10.00)**

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Fall into Family Fun Night

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

To support students learning at home, parents will be able to learn about Literacy and Math using hands-on strategies and games.

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

Parents will rotate through various stations in the cafeteria and learn from teachers how to do reading and math activities with their child(ren) at home that build fluency and automaticity. Parents will take what they learn at the rotations and have an opportunity to create a make and take of the activity to take home and practice how it can be used to support at home learning and enhance literacy and math skills.

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

As a result of this training, families will learn about Literacy and Math activities that will improve ELA and Math outcomes for students.

- **Date of Training**

October

- **Responsible Person(s)**

Assistant Principal

- **Resources and Materials**

Flyer/Invitations Agenda Sign in Sheet Teacher Presentations or Sample of Activity shared with families Evaluations

- **Amount (e.g. \$10.00)**

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Literacy Night

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

To support students learning at home parents will be able to learn strategies to help students use reading in real-world situations.

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

Parents will be able to move to different stations in the cafeteria in which parents and teachers conduct read-alouds and engage in hands-on games and learning activities that can be used to enhance literacy skills.

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

As a result of this training, families will learn about literacy skills and strengthen their ability to work with their children on skills and standards being assessed.

- Date of Training

February

- Responsible Person(s)

Assistant Principal

- Resources and Materials

Flyer/Invitations Agenda Sign in Sheet Teacher Presentations or Sample of Activity shared with families. Evaluations

- Amount (e.g. \$10.00)

N/A

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

Department of Multicultural Education

- Describe how agency/organization supports families.

The ELL and Multicultural departments support and provide the school with resources to share with families to promote and support student achievement for ELL students. Monthly trainings are held for ELL contacts and services are provided for new families via the welcome center.

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

-Follow-up emails from the departments - Agenda's from trainings that were provided -Flyers from welcome center and resources available.

- Frequency

Ongoing as needed

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

- Name of Agency

Rotary Club

- Describe how agency/organization supports families.

The Rotary Club provides backpacks and uniforms to our families that need them. They adopt 100 families and provided essentials during the holidays, They provided a buddy bench to support being a buddy and not a bully. They provide dictionaries annually to our third grade students.

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

- Pictures from interactions with the organization when they are on campus providing support and donations. - Thank you letters written to the Rotary Club. - Emails

- Frequency

Rotary club donations are received about 3 times per year.

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

- Name of Agency

Community Outreach Program of West Palm Beach & Keller Williams (Neil Picart)

- Describe how agency/organization supports families.

The Community Outreach Program of West Palm Beach & Keller Williams (Neil Picart) provides school supplies, teaching materials, gifts for the holidays. The school supplies support our families with providing needed materials to fulfill academic requirements as well as to support the fulfillment of homework and at home learning with parents that builds their academic skills. The teaching supplies provides opportunities for our educators to enrich their lessons and classroom environment to support productive and efficient learning that is impactful to students. Lastly, the gifts for the holidays provides opportunities for our students and families to overcome financial obstacles and to build and promote positive social-emotional support. All together these various measures will encourage our families to be more engaged in their student's academic success as it alleviates some of the economic and emotional obstacles that they can incur in a school year.

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

-Pictures from interactions with the organization when they are on campus providing support and donations. -Thank you letters written to the organizations that Mr. Neil Picart represents. - Emails

- Frequency

As needed.

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

Benoist Farms Elementary provides families with timely information about Title I programs, meetings and other activities by using translated newsletters and flyers shared through email and class dojo. The school also uses the marquee, flyers, the school website and parent link to provide parents with information.

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

Evidences will include -Flyers/Invitations -Conference notes -Parent Link Reports and or Class Dojo Posts

- Description

Benoist Farms Elementary will provide parents with information about the curriculum and proficiency levels students are expected to meet through Curriculum Night, parent teacher conferences, IEP meetings, ELL meetings, progress reports, and report cards.

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

Evidences will include agenda/sign in sheets from events, parent invitation flyer/letter, and a sampling of student of progress reports or report cards.

- Description

Benoist Farms Elementary will provide parents with information about assessments as well as the proficiency levels students are expected to meet through Curriculum Night, parent teacher conferences, IEP meetings, ELL meetings, progress reports, and report cards.

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

Evidences will include: -sampling of student report cards, - progress reports and/or PMPs. -Conference notes

- Description

Benoist Farms Elementary will provide families with information about opportunities for them to participate in decision making related to their child's education through translated newsletters and flyers, school marquee, call outs, SAC meetings, and during parent trainings. In addition notes will be sent home inviting parents to IEP and LEP meetings.

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

Evidences will include agenda/sign in sheets at events, parent invitation flyer, and a sampling of letters sent to families to attend meetings.

- Description

Benoist Farms Elementary will offer parent meetings both virtual and in person. The school will also conduct home visits if needed to share information with parents. All IEP/LEP/SBT meetings are scheduled with parent input that reflects a time that is convenient for families to attend.

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

Evidences will include agenda/sign in sheets at events, parent invitation flyer, a sampling of home visit notices and IEP/LEP/SBT meetings.

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

In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. All school communication is translated in the appropriate languages for families.

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

-Parent communication flyers translated in the appropriate languages for families. -CLF/sign language facilitator sign-in sheets. -translated compacts

- Description

In order to provide parents and families with disabilities accommodations the school building is ADA accessible. Wheelchair accessible entrances and seating will be offered as requested. School will utilize audio enhancement equipment upon request to support families who may have a hearing impairment. If necessary, Benoist Farms Elementary will contact the district office for support.

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

photos of the ramp, elevator and handicap parking.

- Description

Administration and the Guidance counselor will meet with families to ensure that they feel welcomed and to let them know we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families with the migrant program in the district.

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

Evidences to include screenshots of SIS report identifying migrant families, flyer for migrant office/services, Annual Title I Meeting Slides with listed migrant services provided, and comments log documenting conversations with families.

- Description

Benoist Farms Elementary will provide accommodations for families experiencing homelessness by meeting with families and ensuring that they feel welcomed and offer to provide assistance and support in any way that we can. The school will provide accommodations to families experiencing homelessness by helping parents fill out the Student Residency Questionnaire. The school will provide the students with uniforms and supplies. The school will assist families and connect them for support with transportation as needed. School personnel will assist families in setting them up with the McKinney-Vento program if needed.

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

Evidences to include screenshots of SIS report identifying homeless families, MVP flier, and comments log documenting conversations with families.

Other Activities

1. Activity #1

- Name of Activity

none

- Brief Description

none

2. Activity #2

- Name of Activity

none

- Brief Description

none

3. Activity #3

- Name of Activity

none

- Brief Description

none

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Benoist Farms Elementary is implementing a school wide positive behavior mentoring program where students meet with mentors on campus and learn about following the Bulldog Way and being positive citizens. Students meet in small groups and/or individually to discuss and model how to make appropriate choices in certain situations. The goal of these small groups is to show students that other students are going through the same things that they are and there are people who can help. Mentors also work with students on how to communicate effectively. Benoist Farms has participated in the PSELI grant provided by the district. The purpose is to provide students with lessons regarding Skills for Learning and Life (SLL). The program provides teachers with a set of tools to develop stronger social connections among students, and foster positive peer relationships that will enable students to thrive at school, at home, and as they grow into adulthood. Our Pre-K and VPK programs use Conscious Discipline which is a life changing, research based classroom management system and skills for learning and life program for early childhood and elementary schools. The staff continuously participates in professional development for innovative and effective strategies to incorporate into their teaching. As part of the school districts five year plan supporting the initiative of ensuring a comprehensive "Single School Culture" in every school with a positive and supportive school climate theme, the Bulldog Way has been implemented school wide. This system focuses on the expectations of the Benoist Farms community at school and outlines procedures for students to follow. There is a Bulldog Way Matrix for the classroom, hallways, cafeteria, bus, restroom, stairs, and the playground. The program is part of the Positive Behavior System (PBS) that has been established at the school by the staff, students, and community. The school's Social Worker and Community Resource Person are the communication link for the staff when parent contact is a barrier due to lack of parental support, transportation, or non-working phone numbers. This is a key source that aids in parent participation. The Community Resource Person takes on the role of contacting and connecting with Business Partners and Volunteers. She has taken on the responsibility of making connections with several business partnerships with local businesses in our area. The Business Partners have donated items such as school supplies, uniforms, undergarments, shoes, socks, and food for some of our Parent Engagement Activities. Our restaurants that participate during our "Family Fun Nights" give 20% of sales back to our school. Also, we are fortunate to have business partners with two organizations, the Jewish Coalition of Palm Beach and The Foster Grandparents Program. These organizations provide our school with trained reading volunteers. These volunteers pair up with students in classrooms to provide additional remediation in reading supporting our school district imitative of increasing reading on grade level by third grade to 75%. School Based team meetings are held weekly to discuss students with barriers to academic and social success. Students who are identified with concerns have mentors assigned to them. A Check in/Check out system is utilized with students in need of positive adult interactions and positive feedback throughout the school day. With this engagement of identified staff, we provide a differentiated delivery of services which focuses on the student. We utilize data-based decision making to close academic, college career equity gaps by connecting all students with the services they need. For students who need a more intensive type of intervention, we connect the families to agencies who have Cooperative Agreements with the district or are on our campus.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The Bulldog Way is the basis for all behavior on the school campus. There are expectations for behavior in the classroom, hallway, cafeteria and on field trips. In the classroom there are school wide behavior procedures in place as well. There are many interventions in place to help redirect the student to increase time on task. Frequent parent contact is also highly suggested and monitored. The Beaming Bulldog is part of the school wide positive behavior program that incorporates positive character traits into the school wide students of the week. It recognizes good character throughout our school. Students exhibiting the highlighted character trait is honored with a certificate presented by administration and is given the role of student of the week. The Guidance Counselor, Social Service Facilitator and mentors meet with targeted students that have a high need. Many students are referred to outside counseling agencies to meet their specific needs. The early warning system for behavior focuses on low attendance and students with one or more suspensions from the previous school year. Based on the data mentor and guidance groups have been set up to help work with those students from day one of the school year. The school uses members on the leadership team in conjunction with the data processor to pull attendance data regularly and identify students with more than 3 absences within a 30 day period. The counselor then meets with the families to create an attendance plan and assist with getting the student to school however possible. The early warning system for academics focuses on students who were a level 1 or 2 on the previous year's FSA, and, students who show an ND in ELA and/or math. These students are identified and pulled into small group sessions during class to work on re-teach material. The goal is to show growth from these students and get them on grade level. The lowest 25% are identified in each class and work in a small group setting with the teacher for both reading and math. Benoist Farms will implement effective multi-disciplinary teams in place to problem solve and create action plans. Tier 2 action plans include planned discussions and goal setting for identified students, notification procedures for parents, agency, and community outreach, implementation of a comprehensive school counseling program (Student Development Plan), development and implementation of small group intensive instruction, Supplemental Academic Instruction, and additional 30 minutes of instruction daily. Tier 3 action plans include tutorials, Language Literacy Intervention Programs, and Functional Behavior Plans. Students receive addition interventions of small group or individual support as needed. Student data is tracked and monitored. The SBT team meets as a team to determine which students need to be reviewed. Then, meetings are set with the teacher to gather data that has been collected since the last meeting. Discussions are held to determine if the current level of support is sufficient or if students need additional support.

Provision of a Well-Rounded Education

1. Well-Rounded Education

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students-Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the *History of the Holocaust *History of African Americans *Study of the contributions of Hispanics and Women to the US, and *Sacrifices of Veterans in serving our county. Benoist Farms Elementary uses the district provided ELA curriculum (Benchmark Advanced) to ensure instruction clearly embeds the content and curriculum related to 1003.42. The fine arts team incorporates the study of the various cultures. Morning meetings incorporate texts & displays of the cultures. Morning announcements highlight different individuals and /or cultures to ensure students can value and respect the diversity within our school & our world. Our teachers are responsible for incorporating teachings regarding diversity and students are motivated to create art work, projects, and /or essays towards their studies. Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful, being a peacemaker and being prepared to learn. The team analyzes data to ensure student success. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. Our Behavior Health Professional supports students in one-on-one and/or small group sessions where they learn strategies and activities to cope with possible issues/concerns prior to them becoming a full blown concern. Weekly behavior leadership meetings are held to analyze data and determine supports necessary for the student prior to an Rtl referral. We offer a variety of academic and social clubs to support student involvement and develop self-esteem and camaraderie with each other. Some of the clubs include: The Art club allows students express themselves through visual arts. Students meet to develop projects and enhance their creativity through art. Chess club- students will be able to learn chess skills and strategies in a digital format during the recess block if a child desires (fifth grade). We also offer chess club after school for all grade levels. The chess club enhances critical thinking and math skills. Book club - students read the Sunshine State book collections. Students meet to hold book discussions and engage in projects related to the books. Book club supports the amount of independent reading students do and enhances reading achievement. Boys Club and Girls Clubs - students will be able to learn life skills and etiquette. Students at Benoist Farms experience Fine Arts classes including Music, Physical Education, Art, and Media. The students go to these classes on a rotation every five days during the school day. During Music, the students learn songs, how to read music, and play musical instruments. During Physical Education, the students learn different types of sports such as dribbling a basketball, then playing a game. During game time, students learn how to work together as a team and also supporting/cheering on the students for their accomplishments as well as their efforts. In Art, students learn about colors, creating objects in Two and Three D models, and work with clay to create pottery. Media is a class where students learn how to do research for projects or information, about different types of technology, and enjoying choosing/reading a great book! The Beaming Bulldog is a school wide positive behavior program that incorporates positive character traits into the school wide students of the week. It recognizes good character throughout our school. Students exhibiting the highlighted character trait is honored with a certificate presented by administration and is given the role of student of the week.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Benoist Farms hosts a Career Day for all students on campus. Business Partners as well as Community Partners join us for a day to present to our students. During the presentations, the students gain knowledge of various types of job opportunities as well as college opportunities available to them. The presenters share what qualifications are needed in order to apply for the positions in their field. These professions include Publix employees, Librarians, Authors, Nurses, Doctors, Lawyers, Judges, Firemen, Electricians, Engineers, Banks, Bus Drivers, Martial Arts Instructors, Dancers, Scientists, and Chief Operating Officer from 5 Guys. During Green Week at Benoist Farms Elementary, students are involved in activities promoting all green week themes. The first day the students and staff wear GREEN. Green represents life, growth, environment, healing, money, safety, relaxation and freshness. It is also the representation for recycling glass products. On the second day, students and staff wear WHITE. White represents freshness, hope, goodness, light, purity, cleanliness, simplicity and coolness. This day represents clean air day. On the third day, the students and staff wear RED. Red represents passion, danger, daring, romance, style, excitement, urgency and begin energetic. Red is represented for recycling plastic products. On the fourth day, students and staff wear YELLOW. Yellow represents joy, cheerfulness, friendliness, intellect, energy, warmth, caution and cowardice. This day is energy conservation day. On the last day, the students and staff wear BLUE. Blue represents peace, stability, calmness, confidence, tranquility, sincerity, affection and integrity. The focus on this day is water conservation. Benoist Farms Elementary has also started the Accelerated Math Program (AMP) with all of 3rd grade students.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Benoist Farms offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Benoist Farms, we engage in the following kindergarten transition activities: Holding open house for families of incoming kindergarten children (Kindergarten Round Up), scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher. During our Kindergarten Round Up for parents of incoming kindergarten children, the parents go into a kindergarten classroom. During this visit, a kindergarten teacher shares information on "A day in the life of a kindergarten student" with the parents walking them through the schedule of a typical day. At that time, all academic standards, expectations, and the grading system are shared with the families. At the end of the session, the families are given a packet to register their child for the next school year, are given/shown activities which can assist in kindergarten readiness over the summer, along with a question/answer any of the families may have for the kindergarten teacher. To assist with the transition of school based and community children into the kindergarten program at Benoist Farms, we engage in kindergarten transition activities such as holding an open house for families of incoming kindergarten children. Scheduling opportunities are provided for preschool children to visit a kindergarten class for the day to experience a day in kindergarten. Plans are made for preschool children to practice kindergarten routines such as carrying a lunch tray in the lunch room. Families are invited to parent training's throughout the school year to learn ways to support student learning at home. During these nights, teachers share activities with the families making the home-school connection. Families are involved in a make and take activity to do at home.

Professional Development

1. Professional Development

We provide our teachers and staff opportunities to participate in collaborative planning and instruction. Teachers are encouraged to work together and meet weekly in Professional Learning Communities (PLC). During PLCs teachers are strengthening their content knowledge around guided reading, developing content knowledge of the standards as it relates to reading, data analysis to plan lessons and instruction to meet the needs of their individual students for the upcoming week. One venue for encouraging positive working relationships with teachers is participation in PLC's. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. New teachers are paired with effective teachers either on the same grade level or in the same subject area. This provides them to have the same PLC schedule which allows them to plan and reflect on their classroom effectiveness together. Teachers on the same grade level will have common issues that can be discussed. This also allows for new teachers to observe their mentors in a relevant scenario such as the same grade or subject. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Other Professional Development Opportunities for the staff include Peer Observations. Teachers are provided coverage for their classrooms in order to observe in a peer teachers classroom. This is done monthly on campus in addition to a teachers request. The academic coaches on campus provide professional learning opportunities using the coaching model to facilitate teacher growth in a particular area of need. This cycle begins with observation, pre-conferencing with the teacher, modeling for the teacher, co-planning lessons, co-teaching, and a final observation and debrief session. Through this process teachers are able to develop their skills in an area. At the end of the session the teacher and the coach determine if additional support is needed in that area. Teachers participate in front loading of lessons during planning sessions three times per year. At these training sessions, teachers map out the scope and sequence of lessons to be taught, assign lessons to particular days, and include days when they will assess students. Teachers select professional development opportunities that best meet their needs. In addition, administration will recommend professional development opportunities to support teacher in developing their craft.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

In order to recruit effective educators, the school has a team that reviews resumes for positions which are advertised. The Team decides who will be scheduled for an interview, creates questions for the interview, attend the interview, then recommends their candidate for the position. In addition, the Principal works with the Human Resources Manager from the district office on potential candidates who are certified in the area of need for the school. The Principal and Assistant Principal attend District held job fairs as a recruiting measure for positions available at the school. To retain teachers, new teachers are provided with orientation. They come in and learn about the different processes that our school uses along with a review of the staff handbook. Teachers work with their team leaders and content area coaches to plan lessons and problem solve areas of concern. The content area coaches on campus provide support for teachers with analyzing data and planning differentiated materials for teaching. Teachers are given opportunities to earn extra pay by tutoring after school, sponsoring a club, or becoming team leader. Teachers are involved in decision making processes on campus including how funds are spent, which academic programs are implemented, procedures taking place at the school site, and giving feedback on school wide events on campus. To increase morale of teachers, they are highlighted weekly for academic, social, and emotional successes of their children in email, Monday Memo, and during morning announcements. Highlights of successful strategies used by teachers in the classroom are shared at faculty meetings twice per month. Teachers are entered into drawings monthly for different criteria that highlights success. The administrative team at Benoist Farms has an open door policy. Teachers can come in share concerns as well as problem solve ideas with the administrative team.