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

ELA

1. List prioritized needs statements.

Mid Year PR: K 18% Of the Kinder students who took STAR Reading, they are all PR. Students who took early literacy are now at 18% PR which is 9% shy of the EOY goal 11% FY24 students finished kinder at 24% PR. Of the First students who took STAR Reading, 44% are PR which is above their goal of 40%. Students who took early literacy are 11% PR which is way below the goal of 40% PR 2 22% FY24 students finished First at 37% PR. All students took the STAR reading, students are at 22%, 16% shy of their goal. Starting at 15% PR in PM1, students increase 7% therefore, at this rate they will not meet their Goal of 38%. 3 26% FY24 students finished Second at 35% PR. Students are currently at 26% PR which is 19% shy of their goal. PM1 students were at 18%, if students continue to progress at this rate they will be very close to meeting their goal of 45%. 4 21% FY24 students finished Third at 42% PR. Students are currently at 21% PR which is 25% shy of their goal. PM1 students were at 19% PR, making less than adequate progress, only 2% increase 5 37% FY24 students finished Fourth at 42% PR. Students are currently at 37% PR which is 22% shy of their goal. PM1 students were at 27% PR. Our school is facing significant challenges in student learning and overall educational success due to: 1. Insufficient early preparation 2. Inconsistent support (testing pulls of support staff) 3. High student enrollment 4. Lack of sufficient, qualified staffing for open positions. These challenges are exacerbated by late arrivals, academic gaps, large class sizes, and inconsistent instructional support. These issues are hindering students' academic progress, particularly in English Language Arts (ELA).

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

1. For Timing and Preparation Issues Late student arrivals due to drop-off/breakfast timing. Lack of parent preparation the night before. No consequences for tardiness, leading to inconsistent attendance. 2. Academic Gaps: PM1 K= 3% PR Lack of preschool for many incoming kindergarten students. Insufficient mastery of previous grade-level skills. Testing on a year's worth of standards, but many students haven't been taught the foundational content. Inadequate reading and phonics skills for primary students transitioning to intermediate grades. Limited reading comprehension and vocabulary. PM1 4th: 19% PR Over-reliance on Good Cause/Mid-year promotions leading to behind students. 3. Inconsistent and Inadequate Support: Lack of sufficient, qualified support for ESE & ESOL students. Inconsistent delivery of services due to teachers being stretched thin with testing. ESOL teachers pulled for WIDA testing* PLCs are once every other week with no trained lead* Support staff lacking proper training and certifications. 4. Curriculum and Instructional Gaps: Curriculum not designed for students below grade level, requiring numerous modifications. Lack of literacy encouragement and practice at home. Lack of stamina and interest for long reading tasks. Inability to work independently without constant support. Large class sizes Too many required assessments. 5. High Student Enrollment: Overcrowded classrooms leading to strained teacher-student relationships. Mid year movements due to scores/targets/supports needed* Frequent class changes disrupting continuity. K students not coming in for their screening* Screening and leveling of students before assigning teachers not being done. 11 day count we earned various positions that have not been able to be filled* Insufficient number of teachers at the beginning of the school year.

3. Share possible solutions that address the root causes.

1. For Timing and Preparation Issues Implement clear policies and consequences for late arrivals to encourage better punctuality. Engage parents in a school-wide campaign to ensure proper preparation the night before school (e.g., preparing uniforms, packing backpacks). 2. For Academic Gaps: Offer access to preschool or early intervention programs to fill gaps before kindergarten. Implement summer school or remediation programs to address mastery issues. Provide targeted support in reading and phonics, especially in the primary grades. Introduce more formative assessments to identify skill gaps before formal testing. Provide additional support for vocabulary development and reading comprehension. Limit the use of Good Cause/Mid-year promotions and focus on ensuring readiness for promotion. 3. For Inconsistent and Inadequate Support: Increase staffing, especially for ESE & ESOL, with qualified and certified personnel. Create more dedicated time for teachers to focus on IEP goals for ESE students. Establish a system for consistent support across grades and subjects, prior to the year starting, minimizing schedule changes. 4. For Curriculum and Instructional Gaps: Revise the curriculum to accommodate students who are below grade level, with a focus on scaffolding from their current skill levels. Incorporate more reading instruction into other subjects, such as science, to enhance literacy skills. Reduce class sizes to allow for more personalized attention to students' individual needs. 6. For High Student Enrollment: Focusing on hiring additional teachers to reduce class sizes and improve teacher-student relationships. Ensure early screening of students and accurate leveling before assigning teachers. Limit the frequency of class changes to create more stability in the classroom environment.

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

- Communication

1. Regular Newsletters and Updates: The school will send regular newsletters and text/email updates to keep families informed about school events, important academic milestones, and ways they can support their child's learning at home. These updates will include practical tips for reinforcing skills in reading, math, and science. 2. Parent-Teacher Conferences: More frequent and structured parent-teacher conferences will be scheduled throughout the year to discuss student progress, address concerns, and provide actionable strategies for families to implement at home. These conferences will also focus on creating personalized action plans for students who are struggling academically. 4. Incentives for Punctuality: The school will implement a reward system for students with improved punctuality and preparedness. This could involve recognition at school events, certificates, or other positive reinforcement strategies.

- **Parent Training**

1. Family Literacy Nights: The school will host family literacy nights to engage parents in supporting their child's reading development. These events will include tips and strategies for parents to use at home to reinforce literacy skills, such as reading together and incorporating vocabulary-building activities. 2. Data and At Home Support: The school will teach parents how to track student data and target specific student needs through academic games/articles for reading. 3. Math and Science at Home: We will offer workshops for parents on supporting at home application of math and science in the real world.

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

- **School**

1. Regular Communication: The school will send newsletters and updates to parents, informing them about ELA goals, upcoming events, and ways they can support their child's reading and language development at home. 2. Professional Development for Teachers: The school will provide ongoing professional development for teachers on best practices in literacy instruction and family engagement. This includes training on providing targeted support in reading and phonics, especially for students below grade level. 3. Parent-Teacher Conferences: The school will schedule regular parent-teacher conferences to discuss student progress in ELA, address concerns, and share actionable strategies for families to reinforce literacy skills at home. 4. Literacy-Focused School Events: The school will host family literacy nights and take-home reading programs to actively involve families in their children's reading development. These events will provide parents with strategies to support reading comprehension and vocabulary building. 5. Support for ELA at Home: The school will provide literacy resources, including reading guides, math word problem strategies, and other materials to help reinforce learning at home. The school will also offer workshops on how to establish routines that encourage reading and academic growth.

- **Students**

1. Commitment to Attendance and Punctuality: Students will be encouraged to arrive on time, participate actively in all ELA activities, and complete assignments as a way to foster a positive learning environment and improve their literacy skills. 2. Engagement in Reading: Students will be encouraged to read daily, both in class and at home, to improve their reading comprehension and vocabulary. They will participate in school literacy programs and work toward meeting their individual reading goals. Take home activities for real world application will be incentivized to complete. 3. Active Participation in Learning: Students will take ownership of their learning by setting personal ELA goals and working with teachers to track their progress.

- **Parents**

1. Supporting Homework and Reading at Home: Parents will support tutorial programs as well as ensure students are completing homework along with working collaboratively with their student(s) to complete "Outside the View" activities. 2. Establishing a Routine for School Preparation: Parents will help their children establish a consistent bedtime and morning routine to ensure they are prepared for school, including being punctual and having the necessary materials for reading and ELA activities. 3. Engaging in Literacy Activities: Parents will participate in school-hosted literacy nights and workshops to learn strategies they can use at home to support their child's reading development. They will also encourage reading outside of school, including discussing books, asking questions about reading materials, and sharing books with their children. 4. Collaborating with the School: Parents will attend parent-teacher conferences to discuss their child's progress, collaborate with teachers on strategies to improve ELA skills, and engage in ongoing communication about their child's academic growth in literacy.

- **Staff Training**

1. Teacher and Staff Professional Development on Family Engagement: Teachers will receive professional development on how to effectively engage families in the learning process. This will include training on maintaining regular communication with parents, involving them in academic goal setting, and creating an open, welcoming environment for family participation. 2. Training on Culturally Responsive Practices: Staff will undergo training to better understand and address the unique needs of families from diverse cultural backgrounds, including ESOL families, ensuring that communication and support systems are effective and inclusive. 3. Professional Development on AI to build activities for take home support: Staff will be trained on providing academic support at home, including ways to involve families in reinforcing reading, math, and science skills. This will also focus on how to empower families to create learning environments at home.

- **Accessibility**

Multilingual Communication and Support: To ensure that all families, particularly those of ESOL students, feel welcomed and supported, communication materials will be available in multiple languages. Additionally, bilingual staff will be available to assist families with navigating school procedures and engaging in their child's learning. 2. Targeted Outreach to Families with Chronic Absenteeism: Families of students with chronic absenteeism will be identified, and outreach will be conducted to address barriers to attendance. This could include providing transportation solutions, counseling, or connecting families with community resources. 3. Flexible Parent Meeting Times and Formats: To accommodate working families, the school will offer flexible meeting times (morning, afternoon, and evening) and virtual meeting options for parent-teacher conferences and workshops. This will ensure that all parents have the opportunity to participate, regardless of their schedules. When applicable provide support to identified migrant and homeless population.

Math

1. List prioritized needs statements.

Mid Year PR: K 22% Students overall are at 22% PR, 14% shy of their goal. Students grew 19% from PM1 to PM2 1 13% FY24 students finished kinder at 39% PR. Currently, students are 13% PR which is 47% shy of their goal of 60% PR. 2 24% FY24 students finished First at 47% PR. Currently, students are at 24% PR which is 36% shy of their goal of 60%. PM1, students were at 10% therefore increase 14%. 3 22% FY24 students finished Second at 38% PR. Students are currently at 22% PR which is 28% shy of their goal. PM1 students were at 8%, 4 8% FY24 students finished Third at 51% PR. Students are currently at 8% PR which is 56% shy of their goal. PM1 students were at 4% PR, making less than adequate progress, only 4% increase. 5 42% FY24 students finished Fourth at 60% PR. Students are currently at 42% PR which is 4% shy of their goal. PM1 students were at 17% PR, making more than average progress. If students continue to progress at this rate they will meet/surpass their goal of 46%. Students are entering the next grade below grade level, particularly in math, due to gaps in foundational skills, lack of preschool opportunities, and insufficient mastery of prior grade-level content. This is compounded by district policies that do not support retention, mid-year promotions that place students at a disadvantage, and a curriculum that is not adequately modified to meet the diverse needs of all learners. The students struggle with reading math word problems and require ongoing support to engage with tasks independently. Additionally, large class sizes and excessive assessments contribute to difficulties in meeting individual student needs.

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

1. Lack of Preschool Opportunities: Most students entering kindergarten have not attended preschool, leading to gaps in foundational skills required for success in later grades. K PR= 3% 2. Insufficient Mastery of Previous Year's Skills: Many students are promoted without having mastered essential skills from the previous grade, leading to cumulative academic gaps. 4th PR= 4% 3. Retention Policies: The district's policy of not supporting retention for students who are not progressing sufficiently means struggling students are often advanced without the necessary skills. *4 mid year promotions 4. Mid-Year Promotions: Students promoted mid-year face additional challenges in catching up, as they are significantly behind their peers. *Only three students retained 5. Lack of Math Word Problem Skills: Many students struggle with reading and comprehending math word problems, which impacts their ability to solve math problems. 4th ELA PR= 19% 6. Curriculum Design Issues: Assessments test the students on entire year content, most which has not been taught/students exposed... compound that with learning gaps, students are not successful on state assessments. 7. Large Class Sizes: Overcrowded classrooms make it challenging for teachers to provide individualized instruction and meet the specific needs of each student. 8. Too Many Assessments: The high volume of required assessments creates pressure and reduces time available for targeted instruction and interventions.

3. Share possible solutions that address the root causes.

1. Increase Access to Preschool Programs: Expand access to high-quality preschool education for students entering kindergarten to help close early learning gaps and build foundational skills. 2. Review District Retention Policies: Advocate for policy changes that allow for strategic retention of students who have not mastered key skills, ensuring they are given the time and support needed to succeed. 3. Provide Support for Mid-Year Promotions: Offer additional instructional support for students who are promoted mid-year, ensuring they receive the necessary catch-up resources and individualized learning plans. 4th Math Mid Year PR= 8% 4. Math Word Problem Instruction: Introduce specialized math tutorials focused on reading and understanding math word problems. Provide explicit instruction on problem-solving strategies.

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

• Communication

1. Regular Updates on Student Progress: The school will provide frequent updates to parents about their child's progress in math, including areas of strength and areas that need improvement. This will include information on the skills students should have mastered at each grade level, so families can support their child's development at home. 2. Math Resources for Parents: The school will share practical resources with families, such as math games, word problem-solving strategies, and online math tools, to support their child's learning at home. These resources will be accessible in multiple languages to ensure all families can benefit. 3. Frequent Parent-Teacher Communication: Teachers will increase the frequency of communication with parents, scheduling regular check-ins to discuss academic progress and specific strategies to address any gaps in math skills. Communication will be made available via phone, email, or through school-based apps to accommodate different parent schedules.

• Parent Training

1. Math and Science Workshop: The school will host a family math and science night where parents can learn effective strategies to support math instruction at home as well as real world application of math in the house. These workshops will focus on foundational math skills, such as problem-solving and understanding word problems, and provide hands-on activities that parents can practice with their children. 2. Guides for Home Math Practice: Parents will be provided with "Outside the View" activities that offer step-by-step instructions for helping their child practice math at home. This may include activities for reinforcing basic math skills, such as practicing math facts, solving word problems, and applying math in real-world contexts (e.g., cooking, budgeting).

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

- **School**

1. Resource Sharing: The school will provide families with online resources, math activities, and suggested math apps to help reinforce what students are learning in class. These resources will be designed to be engaging and easy for parents to use at home with their children. 2. Regular Progress Monitoring and Feedback: Teachers will conduct frequent progress checks in math, providing parents with timely feedback on student achievement and growth. These assessments will guide further instructional adjustments and offer specific areas of focus for home practice.

- **Students**

1. Engage in Advanced Math Opportunities: Students will actively participate in advanced math challenges and projects designed to extend their learning beyond the standard curriculum ("Outside the View"). These opportunities will involve applying mathematical concepts to real-world problems, using higher-level problem-solving strategies, and exploring topics such as algebra, geometry, or statistics. 2. Set Personal Math Goals: Students will set challenging math goals for themselves and track their progress throughout the year. They will work on mastering advanced concepts, with support from teachers to guide their development and provide enrichment activities that deepen their understanding.

- **Parents**

1. Create a Math-Friendly Environment at Home: Parents will foster an environment that encourages math by engaging in math-related conversations, asking their child to explain math concepts, and using real-world scenarios to apply math. For example, discussing time, measurements, or budgets in day-to-day life will reinforce math learning. 2. Support Exploration of Advanced Math Topics: Parents will support their child's interest in exploring advanced math topics and encourage them to pursue independent learning in math-related fields. This can include suggesting extracurricular activities like math clubs, online courses, or math-related hobbies that complement school learning.

- **Staff Training**

1. Active Involvement in Academic Goal Setting: The school will work closely with students to set specific academic goals, especially for students who are struggling in math. Parent-teacher conferences will focus on creating a partnership to ensure each student receives the individualized support they need to succeed.

- Accessibility

1. Providing Flexible Meeting Times: The school will offer flexible times for meetings and workshops to ensure that all families, including those with busy schedules, can attend. This may include offering meetings in the mornings, afternoons, evenings, and through virtual platforms to accommodate diverse needs. 2. Multilingual Support: To ensure all parents can fully participate in family engagement activities, the school will provide translation services and materials in multiple languages. This will ensure that language barriers do not prevent any family from accessing important information or engaging in their child's math education. When applicable provide support to identified migrant and homeless population.

Science

1. List prioritized needs statements.

FY25 Mid year science diagnostic PR= 34% Students are currently at 34% PR which is 12% shy of their goal. If students continue to progress at this rate they will be close to meeting their goal of 46%. Students have limited exposure to science content and hands-on experiences prior to 5th grade, which negatively impacts their understanding and engagement with scientific concepts. In grades 3-5, science instruction is often compressed into a smaller timeframe due to time constraints, leading to insufficient coverage and lack of depth in scientific topics. Additionally, teachers need more professional development and training to effectively utilize science resources and conduct experiments, limiting the quality of science instruction.

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

1. Limited Early Exposure to Science: Science content is not consistently integrated into earlier grades (K-2), leading to gaps in foundational scientific knowledge and inquiry-based skills. Science is not prioritized in the curriculum in early grades, with a heavier focus on literacy and math, leaving students unprepared for the more rigorous science instruction in higher grades. 2. Compressed Science Instruction in Grades 3-5: Time constraints due to testing schedules and other academic demands (ELA, math) push science instruction to be compressed into a smaller portion of the school day, limiting the ability to cover all necessary topics thoroughly. Lack of dedicated science blocks or insufficient instructional time for hands-on learning and experiments. 3. Inadequate Teacher Training in Science Resources and Experiments: Teachers may lack proper training on how to effectively use available science resources and conduct engaging, hands-on experiments that reinforce scientific concepts. Teachers may not have sufficient access to professional development opportunities in science instruction.

3. Share possible solutions that address the root causes.

1. Increase Early Exposure to Science: Integrate science concepts into early-grade curricula (K-2) through cross-disciplinary lessons that tie science into literacy, math, and social studies. This can include basic scientific concepts, such as observation, measurement, and simple experiments, to build foundational skills. Introduce inquiry-based learning and STEM (Science, Technology, Engineering, and Math) activities in the primary grades to build student curiosity and problem-solving abilities. 2. Provide Dedicated Science Time in Grades 3-5: Allocate specific, uninterrupted time for science instruction in grades 3-5 to ensure it is not squeezed into the final part of the day or collapsed with other subjects. 3. Increase Professional Development for Teachers: Offer targeted professional development on using science resources effectively, including digital tools, kits, and experiment-based learning. Provide training on inquiry-based teaching methods, including hands-on experiments and project-based learning, to improve teachers' ability to engage students in the scientific process. Ensure teachers have access to ongoing support and coaching for science instruction, including mentoring or collaboration with science specialists.

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

• Communication

1. Regular Updates on Science Curriculum: The school will send regular newsletters or digital updates to parents about the science topics being taught in each grade level. These updates will include key concepts, important dates for science projects, and ways parents can reinforce learning at home. 2. Math and Science Integration: Information will be shared on how families can integrate science and math at home, encouraging activities that reinforce scientific concepts, such as cooking (measuring ingredients), gardening (understanding plant life cycles), or using everyday materials for experiments. 3. Digital Platforms for Family Involvement: The school will utilize digital platforms to share science resources, videos, and interactive content that parents can access to help support their child's science learning at home.

• Parent Training

1. Host Family Science Night: The school will organize family science nights, where parents and students can engage in hands-on experiments and explore scientific concepts together. These events will help parents understand the science curriculum, give them tools to support their child's learning, and make science fun and accessible. 2. Virtual Science Events and Resources: For families who cannot attend in-person events, the school will offer online resources on how to engage in science education at home, making it accessible to all families regardless of their schedule or availability. 3. Online Science Learning Portals: Parents will be provided with access to online platforms where they can view lesson plans, videos, and tutorials that align with what students are learning in class. These resources will help parents feel more confident in supporting their child's science education at home. 4. Support Science-Based Family Projects: Families will be encouraged to complete science projects together at home, which can later be shared with the class.

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

• School

1. Curriculum and Instruction: Integrate science across other subjects, such as math and language arts, to reinforce scientific learning and make connections to real-world contexts. 2. Family Engagement: Host a family science night, workshops, and events where parents and students can participate in hands-on experiments together.

• Students

1. Sharing Learning with Families: Share science learning with parents through discussions, projects, or presentations, encouraging further conversations and inquiries at home.

• Parents

1. Attending Science Events and Workshops: Actively participate in family science nights, parent workshops, and science-related events hosted by the school to deepen understanding of the science curriculum and how to support their child's learning. Work collaboratively with students on "Outside the View" activities to strengthen math/science/ELA skills.

• Staff Training

1. Science Integration Across Subjects: Staff will receive professional development on how to integrate science instruction into other subjects, like math, reading, and writing. By showing teachers how to weave science into cross-curricular activities, they can model its relevance to students' everyday lives and enhance family engagement with science topics at home. 2. Hosting Family Science Nights and Workshops: Staff will receive training on how to organize and lead engaging family science nights and workshops. This includes understanding how to design hands-on, age-appropriate experiments that parents and children can do together, as well as how to guide parents in supporting science learning outside of the school environment.

- Accessibility

1. Language Support: Teachers and staff will receive training on how to provide communication in multiple languages to accommodate non-English speaking families. This includes translating newsletters, event invitations, and science updates, as well as using interpreters at parent meetings or science workshops. 2. Providing Online Resources: The school will make science learning resources, guides, and videos available online for families to access at their convenience. These resources will be designed to be user-friendly and accessible on a variety of devices (smartphones, computers, tablets). When applicable provide support to identified migrant and homeless population.

Action Step: Classroom Instruction

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

Budget Total: \$209,917.34

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Koss UR10 On-Ear Headphones; Intended Use: For online learning and small group instructions	778	\$8.59	Original	\$6,683.00
FFE; non-cap	Item	Quantity	Rate	Type	Total
	Carts for resource staff; to transport instructional materials for the various lessons they teach all over the school	15	\$89.24	Original	\$1,338.60
	BT 515486 Increased budget line for cost increase for carts	1	\$35.14	Budget Transfer	\$35.14

Acct Description	Description																																							
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="415 217 997 293">Item</th> <th data-bbox="997 217 1142 293">Quantity</th> <th data-bbox="1142 217 1262 293">Rate</th> <th data-bbox="1262 217 1360 293">Days</th> <th data-bbox="1360 217 1472 293">Hours</th> <th data-bbox="1472 217 1596 293">Weeks</th> <th data-bbox="1596 217 1759 293">Certified</th> <th data-bbox="1759 217 1892 293">Type</th> <th colspan="2" data-bbox="1892 217 2026 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 293 997 490">The non-certified day tutor will provide services in K-5 ELA, math and science areas starting September 2025- March 27, 2026.</td> <td data-bbox="997 293 1142 490">1</td> <td data-bbox="1142 293 1262 490">\$15.00</td> <td data-bbox="1262 293 1360 490">5</td> <td data-bbox="1360 293 1472 490">5</td> <td data-bbox="1472 293 1596 490">28</td> <td data-bbox="1596 293 1759 490">Non-Certified</td> <td data-bbox="1759 293 1892 490">Original</td> <td colspan="2" data-bbox="1892 293 2026 490">\$10,500.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		The non-certified day tutor will provide services in K-5 ELA, math and science areas starting September 2025- March 27, 2026.	1	\$15.00	5	5	28	Non-Certified	Original	\$10,500.00											
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Resource Teacher	The K-5 Math/Science Resource Teacher will work with identified students through push-in/pull-out model.																																							
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="415 651 1423 727">Item</th> <th data-bbox="1423 651 1568 727">Quantity</th> <th data-bbox="1568 651 1724 727">Rate</th> <th colspan="2" data-bbox="1724 651 1892 727">Type</th> <th colspan="2" data-bbox="1892 651 2026 727">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 727 1423 803">IXL/Student fluency practice, small groups/ ELA and math/ Grades 2-4</td> <td data-bbox="1423 727 1568 803">300</td> <td data-bbox="1568 727 1724 803">\$18.75</td> <td colspan="2" data-bbox="1724 727 1892 803">Original</td> <td colspan="2" data-bbox="1892 727 2026 803">\$5,625.00</td> </tr> <tr> <td data-bbox="415 803 1423 912">IXL/Student fluency practice, small groups/ ELA, math and science/ 5th Grade</td> <td data-bbox="1423 803 1568 912">100</td> <td data-bbox="1568 803 1724 912">\$22.75</td> <td colspan="2" data-bbox="1724 803 1892 912">Original</td> <td colspan="2" data-bbox="1892 803 2026 912">\$2,275.00</td> </tr> <tr> <td data-bbox="415 912 1423 1068">BT 518194 Increasing line for: -- new online subscriptions (no PD component) called Scholastic Literacy Pro (K-5) and additional IXL Math (online subscription) for 1st grade.</td> <td data-bbox="1423 912 1568 1068">1</td> <td data-bbox="1568 912 1724 1068">\$5,173.00</td> <td colspan="2" data-bbox="1724 912 1892 1068">Budget Transfer</td> <td colspan="2" data-bbox="1892 912 2026 1068">\$5,173.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type		Total		IXL/Student fluency practice, small groups/ ELA and math/ Grades 2-4	300	\$18.75	Original		\$5,625.00		IXL/Student fluency practice, small groups/ ELA, math and science/ 5th Grade	100	\$22.75	Original		\$2,275.00		BT 518194 Increasing line for: -- new online subscriptions (no PD component) called Scholastic Literacy Pro (K-5) and additional IXL Math (online subscription) for 1st grade.	1	\$5,173.00	Budget Transfer		\$5,173.00			
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IXL/Student fluency practice, small groups/ ELA, math and science/ 5th Grade	100	\$22.75	Original		\$2,275.00																																			
BT 518194 Increasing line for: -- new online subscriptions (no PD component) called Scholastic Literacy Pro (K-5) and additional IXL Math (online subscription) for 1st grade.	1	\$5,173.00	Budget Transfer		\$5,173.00																																			
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="415 1101 1016 1177">Item</th> <th data-bbox="1016 1101 1161 1177">Quantity</th> <th data-bbox="1161 1101 1281 1177">Rate</th> <th data-bbox="1281 1101 1379 1177">Days</th> <th data-bbox="1379 1101 1491 1177">Hours</th> <th data-bbox="1491 1101 1610 1177">Weeks</th> <th data-bbox="1610 1101 1766 1177">Certified</th> <th data-bbox="1766 1101 1898 1177">Type</th> <th colspan="2" data-bbox="1898 1101 2026 1177">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 1177 1016 1414">The certified teachers in K-5 math and science will provide after school tutoring for remediation/enrichment during these sessions: Session 1: Oct 6-Dec 15, 2025 and Session 2: March 30- April 27, 2026</td> <td data-bbox="1016 1177 1161 1414">7</td> <td data-bbox="1161 1177 1281 1414">\$37.00</td> <td data-bbox="1281 1177 1379 1414">2</td> <td data-bbox="1379 1177 1491 1414">1.5</td> <td data-bbox="1491 1177 1610 1414">15</td> <td data-bbox="1610 1177 1766 1414">Certified</td> <td data-bbox="1766 1177 1898 1414">Original</td> <td colspan="2" data-bbox="1898 1177 2026 1414">\$11,655.00</td> </tr> <tr> <td data-bbox="415 1414 1016 1539">The certified teachers in K-5 ELA, math and science will provide morning tutoring for</td> <td data-bbox="1016 1414 1161 1539">2</td> <td data-bbox="1161 1414 1281 1539">\$37.00</td> <td data-bbox="1281 1414 1379 1539">4</td> <td data-bbox="1379 1414 1491 1539">1</td> <td data-bbox="1491 1414 1610 1539">15</td> <td data-bbox="1610 1414 1766 1539">Certified</td> <td data-bbox="1766 1414 1898 1539">Original</td> <td colspan="2" data-bbox="1898 1414 2026 1539">\$4,440.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		The certified teachers in K-5 math and science will provide after school tutoring for remediation/enrichment during these sessions: Session 1: Oct 6-Dec 15, 2025 and Session 2: March 30- April 27, 2026	7	\$37.00	2	1.5	15	Certified	Original	\$11,655.00		The certified teachers in K-5 ELA, math and science will provide morning tutoring for	2	\$37.00	4	1	15	Certified	Original	\$4,440.00	
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Acct Description	Description									
	Item remediation/enrichment during these sessions: Session 1: Oct 6-Dec 15, 2025 and Session 2: March 30- April 27, 2026	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Supplies	Item Crayola(r) Take Note!(tm) Chisel Tip Dry-Erase Markers - Set of 12 UFLI Manuals Shipping Storyworks Ink - Magenta Creative Teaching Press Grammar Minutes, Grade 5-Workbook Ink- Cyan Ink - Yellow Color Toner for Classroom Activities and ESE Boards Flipside Dry Erase Boards Classroom Set with Erasers and Assorted Markers, 9 × 12 Inches, Set of 36 Pieces UFLI Manuals - TE	Quantity	Rate	Supply Type	Type	Total				
		80	\$14.07	General Supplies	Original	\$1,125.60				
		1	\$36.75	Instructional Materials	Original	\$36.75				
		590	\$7.88	Instructional Materials	Original	\$4,649.20				
		6	\$90.00	Technology	Original	\$540.00				
		3	\$18.84	Instructional Materials	Original	\$56.52				
		6	\$90.00	Technology	Original	\$540.00				
		6	\$90.00	Technology	Original	\$540.00				
		6	\$110.00	Technology	Original	\$660.00				
		15	\$68.44	General Supplies	Original	\$1,026.60				
		15	\$70.00	Instructional Materials	Original	\$1,050.00				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper	50	\$34.69	General Supplies	Original	\$1,734.50
	Scholastic 100 Task Cards in a Box: Figurative Language	5	\$30.67	Instructional Materials	Original	\$153.35
	Creative Teaching Press Grammar Minutes, Grade 4 - Work Book; additional intervention	4	\$18.84	Instructional Materials	Original	\$75.36
	STUDENT DRY ERASE MARKERS	45	\$25.91	General Supplies	Original	\$1,165.95
	KleenSlate Rectangular Dry Erase Boards with Dry Erase Markers, Two-Sided, Lined/Plain, Assorted Colors, Pack of 10	12	\$83.39	Instructional Materials	Original	\$1,000.68
	Shell Education Go Figure! Exploring Figurative Language, Levels 5-8 - See scholastics....	3	\$25.80	Instructional Materials	Original	\$77.40
	Top Score Manuals (6 @ 1st grade and 1@ 2nd grade)	1	\$1,100.00	Instructional Materials	Original	\$1,100.00
	iReady Magnetic Readers 2nd, 3rd, and 5th (ELA)	1	\$5,915.15	Instructional Materials	Original	\$5,915.15
	Scholastic 100 Task Cards in a Box: Context Clues	5	\$30.67	Instructional Materials	Original	\$153.35
	Storyworks Shipping	1	\$464.92	Instructional Materials	Original	\$464.92

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	iReady Shipping	1	\$532.39	Instructional Materials	Original	\$532.39
	Top Score Shipping	1	\$88.00	Instructional Materials	Original	\$88.00
	Adjustment - benefits credit and final allocation.	1	\$3,690.00	General Supplies	Other	\$3,690.00
	BT 515486 Reduced line in order to increase FFE non cap for carts	1	-\$35.14	General Supplies	Budget Transfer	-\$35.14
	BT 518194 Reducing line* review notes from 08.25 for information	1	-\$1,200.00	General Supplies	Budget Transfer	-\$1,200.00
Resource Teacher	The Reading Resource Teacher/SAI/Interventionist will provide push-in and pull-out small group differentiated instruction and instructional support to identified students performing below grade level expectations throughout the year in all grade levels with a first priority set to service 2nd through 5th grade and a second priority for other grade levels as schedule allows.					

Action Step: Professional Learning

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

Budget Total: \$117,301.40

Acct Description	Description									
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	The Professional Learning substitutes will allow K-5 teachers to attend grade level PD and do instructional rounds (ELA, math and science). The tentative start date is December, 2025.	6	\$21.00	1	6.5	5	Non-Certified	Original	\$3,998.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Ink - Magenta	2	\$205.00	Technology	Original	\$410.00				
	Ink - Yellow	2	\$205.00	Technology	Original	\$410.00				
	Ink - Cyan	2	\$205.00	Technology	Original	\$410.00				
	BIC Glide Bold Retractable Ballpoint Pens, 1.6 mm, Blue, Pack of 36	2	\$35.45	General Supplies	Original	\$70.90				
	FRIXION ERASABLE GEL RT BLUE	12	\$11.49	General Supplies	Original	\$137.88				
	Copy paper	40	\$34.69	General Supplies	Original	\$1,387.60				
	Expanding File Pockets	7	\$22.95	General Supplies	Original	\$160.65				
	File Folders	10	\$29.42	General Supplies	Original	\$294.20				
	Color Toner for flyers and materials for Professional learning/PLCs (Black)	3	\$127.83	Technology	Original	\$383.49				

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	Sharpie Flip Chart Markers, Bullet Tip, Assorted Colors, Set of 8	100	\$8.77	General Supplies	Original	\$877.00				
	FRIXION ERASABLE GEL RT BLK	12	\$11.49	General Supplies	Original	\$137.88				
	PILOT FRIXION GEL PEN ASST 8PK	20	\$7.19	General Supplies	Original	\$143.80				
Consultants	Item	Quantity	Rate	Type	Total					
	Top Score - for training of 1st and 2nd grades staff; Description of Service: 1/2 Day of Top Score Training with 1st and 2nd grade teachers; Target Date: Preschool- August 2025	1	\$1,500.00	Original	\$1,500.00					
	DISSOLVED BUDGT LINE *review notes for information	1	-\$1,500.00	Budget Transfer	-\$1,500.00					
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) will work with teachers and administration to build systems of support in academics, and climate to further student achievement. The SSCC will provide PLC support, participate in SBT/MTSS processes, monitor instruction and deliver literacy PD.									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	The K-5 teachers in ELA, math and science will collaborate and analyze data and do appropriate placement of students. The target dates are: Preschool- Aug. 2025 and when PM 2 data is available (around January 2026)	33	\$25.00	1	4	2	Certified	Original	\$6,600.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 518194 Reducing line - review notes for information	1	-\$1,850.00	1	1	1	Certified	Budget Transfer	-\$1,850.00

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: **\$9,166.76**

Acct Description	Description					
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	ARG-TX900M2 Transmitter with ARG-MP13 Headset PFEP Training	2	\$600.00	Original	\$1,200.00	
	900MHz Mini Receiver with Magnetic Charging- PFEP Training	1	\$140.00	\$140.00		
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Color paper	60	\$10.53	General Supplies	Original	\$631.80
	Laminating Pouches, 3mil, 9 × 11-1/2 Inches, Pack of 200, Clear- parent activities	5	\$31.00	General Supplies	Original	\$155.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Laminating Pouches, 5 Mil, 9 × 11-1/2 Inches, Clear, Pack of 100 - parent activities	5	\$29.11	General Supplies	Original	\$145.55
	Ink - Yellow	3	\$205.00	Technology	Original	\$615.00
	CLIPBOARD LETTER SIZE LOW PROF	100	\$1.55	General Supplies	Original	\$155.00
	Zip Bags 1-liter Quart 100/pk - activities to go home to parents	10	\$8.88	General Supplies	Original	\$88.80
	1 Gallon Ziploc Bag, 500ct -activities to go home to parents	2	\$75.00	General Supplies	Original	\$150.00
	Card Stock	20	\$13.00	General Supplies	Original	\$260.00
	Color Toner for flyers and materials for Parent trainings (Black)	3	\$127.83	Technology	Original	\$383.49
	Home/School Communication Planners - no customization	450	\$1.75	General Supplies	Original	\$787.50
	Outdoor Clipboards - Set of 3	5	\$24.86	General Supplies	Original	\$124.30
	Ink- Cyan	3	\$205.00	Technology	Original	\$615.00
	Ink - Magenta	3	\$205.00	Technology	Original	\$615.00
	Nikki Parent Communication Folders	1000	\$1.60	General Supplies	Original	\$1,600.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	28	\$34.69	General Supplies	Original	\$971.32
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	COX Science Center; Description of Service: Science STEM Family Engagement Night/ Math and Science application in real world activities and strengthen school to home connection; Target Date:12/10/2025	1	\$529.00	Original	\$529.00	

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

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

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

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

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

On January 17, 2025, a Leadership CNA committee meeting took place. On January 22, 2025, a CNA staff meeting took place. On March 12, 2025, a SAC CNA Stakeholders meeting took place. Notes and data were analyzed by the Leadership CNA committee and presented to the staff at the January 22, 2025 meeting and then staff input was received utilizing the Title I Recording Templates from all teams. Trends were analyzed again by the Leadership CNA committee and presented to the stakeholders at the March 12, 2025 SAC meeting. It was recorded by the SAC secretary on the recording templates. SAC will review the draft which encompasses all input on May 14, 2025, to make suggestions for changes and/or improvements before SAC votes to approve the CNA, PFEP, and SWP for the FY26 school year.

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

The items on the current budget were discussed in detail with a focus on how they will continue to support teaching and learning for students, as well as enhance parent and family engagement opportunities. Stakeholders reached consensus on including the items in the budget as proposed. The process was as follows: The Title 1 contact presented updated data that demonstrates the ongoing need to repurchase key positions that support parent engagement, resource creation, and expanded after-school tutorial programs. She noted a significant increase in parent participation at events and meetings, as well as improved communication between home and school, which has contributed to a notable decrease in student discipline incidents this school year. Stakeholders were given the opportunity to ask questions and voiced their agreement with the principal's recommendations. For FY26, Title will fund supplies, computer hardware and enrichment activities for parent engagements.

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

Annual Parent Meeting

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

The Title I Annual Meeting will be held on September 3, 2025, at 5:30 PM via Google Meet. All parents and families are invited and encouraged to attend to learn about the school's Title I programs, requirements, and parent rights.

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, teachers, and the community will be notified of the Annual Meeting through multiple communication methods, including the school marquee, Parentlink call-outs, the school newsletter, and flyers sent home with students.

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

Resources prepared for the Annual Meeting will include a Google Slides presentation outlining Title I information, school data, planned events, and available parent/student resources provided by the school and the School District of Palm Beach County (PBCSD). To participate, parents will need access to a cell phone or computer with voice or video calling capabilities.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Ways to Engage with Families

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

Teachers will receive professional development on how to effectively engage families in the learning process. This will include training on maintaining regular communication with parents, involving them in academic goal setting, and creating an open, welcoming environment for family participation.

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

The expected impact of this training on family engagement is an increase in meaningful parent involvement in the learning process. Teachers will be better equipped to maintain consistent communication with families, actively involve them in academic goal setting, and foster a welcoming school environment that encourages ongoing family participation and support.

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit updated comment logs in SIS and documentation of communication efforts through Parentlink.

- Month of Training

September

- Responsible Person(s)

Samantha Leyendecker-Estupinan

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Culturally Responsive Practices

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

Staff will undergo training to better understand and address the unique needs of families from diverse cultural backgrounds, including ESOL families, ensuring that communication and support systems are effective and inclusive.

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

The expected impact of this training is improved communication and stronger relationships between school staff and families from diverse cultural backgrounds, including ESOL families. By fostering a more inclusive and supportive environment, the training aims to increase family engagement, trust, and participation in school activities and their children's education.

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit a student reflection detailing how they plan to further connect with and understand their cultural background, along with documentation showing the teacher's effort to engage and communicate with that student's family.

- Month of Training

November

- Responsible Person(s)

Samantha Leyendecker-Estupinan

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Data and At Home Support

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

Parents will learn how to effectively track their child's academic progress by reviewing student data and identifying specific areas of need. They will be taught how to support these areas at home using targeted strategies, including engaging academic games and reading articles designed to build comprehension and fluency. This approach empowers parents to become active partners in their child's learning by reinforcing classroom instruction in a fun and meaningful way.

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

The interactive, hands-on component of the training will guide parents through the process of creating online accounts on key platforms such as SIS and the Florida testing portal. Parents will receive step-by-step instruction on how to navigate these systems, locate their child's academic data, and interpret the information to better support learning at home. Additionally, parents will explore free online learning games available through their student's portal, with live demonstrations on how to access and use these resources effectively.

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

The expected impact of this training on student achievement is that parents will be better equipped to support their child's learning at home by gaining a deeper understanding of the programs and resources available. With increased knowledge of how grading and student scores are tracked and reflected in the systems, parents will be able to monitor their child's progress more effectively. This enhanced awareness will allow them to provide targeted support, address areas of need promptly, and foster a more collaborative approach to their child's academic success.

- Date of Training

October 1, 2025

- Responsible Person(s)

Samantha Leyendecker-Estupinan

- Resources and Materials

Resources and materials needed for the event include student access codes for SIS, Chromebooks for parents to use during the training, and translators (CLFs) to ensure effective communication and support for all families, particularly those from diverse language backgrounds.

- Amount (e.g. \$10.00)

See SWP on parent engagement

3. Parent and Family Capacity Building Training #2

- Name of Training

Outside the View: Math & Science at Home

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

At the math and science event, parents will learn strategies to help their children apply real-world problem-solving skills to math and science tasks at home. They will gain insight into how to guide their children in connecting classroom concepts to everyday situations, encouraging critical thinking and practical application. Parents will also be introduced to activities and resources that reinforce these skills, allowing them to support their child's learning through engaging, hands-on experiences at home.

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

The interactive, hands-on component of the training will feature over 20 stations, each offering a variety of manipulatives, puzzles, challenges, and races designed to reinforce math and science concepts. Parents will have the opportunity to engage in activities such as coding exercises, robotics tasks, and science experiments using real-world materials. These stations are designed to provide parents with practical tools and strategies to support their children's abstract thinking, problem-solving, and application of math and science principles at home.

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

The expected impact of this training on student achievement is that parents will gain the skills and resources to support their children's learning in math and science through hands-on, real-world applications. By engaging in interactive activities such as coding, robotics, and problem-solving challenges, parents will not only enhance their child's background knowledge but also help improve their abstract thinking skills. This increased parent involvement will reinforce classroom learning, foster critical thinking, and deepen their child's understanding of complex concepts. Ultimately, this will lead to improved student engagement, higher achievement, and enhanced problem-solving abilities in both math and science.

- **Date of Training**

November 19, 2025

- **Responsible Person(s)**

Matthew Cousins

- **Resources and Materials**

Resources and materials needed for the event include the COX Science Center, 20 tables to set up the various stations, and volunteers to oversee each station. Additionally, there will be standard and "I can" statements provided for each center, helping to create a clear connection between the math and science concepts being taught and their real-world applications through hands-on activities.

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

See SWP on parent engagement

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?**

At the family literacy night, parents and students will learn strategies to engage with reading in a variety of ways, extending beyond traditional books. They will explore how to incorporate reading into different aspects of life, such as through art, music, and print. Parents will be provided with tips for connecting reading to these diverse mediums, helping to enhance comprehension and vocabulary development while making literacy a more integrated part of daily experiences. These strategies will encourage children to see reading as a versatile and enjoyable activity in all areas of the world around them.

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

The interactive, hands-on component of the training will allow parents and students to rotate through various activities designed to foster print literacy across different mediums. In the music station, participants will play instruments and follow along to written songs and notes, connecting music with reading and comprehension. In the art station, parents and children will tell a story through images, exploring how visual art can enhance narrative skills. Finally, in the print station, families will engage with leveled books, practicing reading strategies and selecting books to take home for continued practice. These activities will highlight the different ways literacy can be experienced and enjoyed in everyday life.

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

The expected impact of this training on student achievement is that parents will gain the tools to connect reading to everyday situations, making literacy a natural part of daily life. By engaging in activities that incorporate reading through music, art, and print, parents will help their children see the value of reading beyond the classroom. This real-world application will enhance their child's comprehension, vocabulary, and overall engagement with reading. As a result, students will develop stronger literacy skills, improve academic performance, and cultivate a lifelong love for learning.

- Date of Training

February 4, 2026

- Responsible Person(s)

Alysha Mejia

- Resources and Materials

Resources and materials for this training will include Google Slides that connect literacy to the real world and emphasize creating a print-literate environment. Additionally, the training will utilize instruments and the music room for the music station, where participants will engage in reading through music. Art materials and the art room will be used for the storytelling through images activity. Finally, leveled take-home books will be provided in the media center to encourage continued practice at home. These resources will help reinforce the connection between literacy and various aspects of daily life, making learning both enjoyable and practical.

- Amount (e.g. \$10.00)

See SWP on parent engagement

Coordination and Integration

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

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

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

Emails between school counselors and Safe Schools- McKinney Vento A log of services provided by Safe Schools Flyers sent home to students and families with information regarding available services

- Frequency

Twice per year.

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

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

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

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

- Frequency

Twice per year

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

- Name of Agency

Greater Delray Beach Chamber of Commerce

- Describe how agency/organization supports families.

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

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

Photos Email communication RE donations/partnership

- Frequency

Annually

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

The school will provide parents and families with timely information about Title I programs, meetings, and other activities through multiple communication channels to ensure accessibility. A weekly newsletter is sent to both staff and parents, keeping everyone informed about upcoming Title I programs, such as tutoring, mentoring, and parent/family training sessions. Flyers and invitations for Title I events are distributed and translated into the native languages of our parents, ensuring the information is accessible to all families. Additionally, Title I updates are shared during monthly staff meetings and School Advisory Council (SAC) meetings to keep the school community informed. These efforts ensure that parents are well-informed and able to participate in their child's education.

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

Copies of newsletters Copies of flyers/invitations SAC agenda

- **Description**

The school will inform parents about the curriculum and the proficiency levels students are expected to meet through various communication methods. Weekly newsletters provide an overview of the school's performance, including updates after state assessments have been completed. Parents will receive detailed information during parent nights, where updates are shared regarding curriculum expectations and student progress. Teachers will send home test scores after each assessment, ensuring parents are kept informed of their child's performance. Additionally, parents have access to SIS, with account information provided during the first parent meeting for full access to their child's academic progress. Parent-teacher meetings also occur twice a year to discuss and update parents on student achievement, ensuring ongoing communication about academic expectations and progress.

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

Weekly newsletters Google Slides presentations from parent engagement nights, including data sharing Parent-teacher communication following assessments

- **Description**

The school will inform parents about the forms of academic assessments used to measure student progress and achievement levels of State academic standards through multiple channels. Family engagement nights will serve as an introduction to all academic assessments, including student progress monitoring tools and platforms used to track student data. During these events, parents will learn how to access and navigate these platforms to monitor their child's progress. Additionally, parent letters will be sent home prior to testing to explain the assessment process and procedures. After each state assessment, parents will receive their child's test scores within two days to keep them informed of their child's achievement levels. This comprehensive approach ensures that parents are well-informed and involved in understanding their child's academic progress.

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

Family Engagement Flyer on Data Parent letter prior to testing Student progress communication sent home following testing

- **Description**

Weekly newsletters Flyers Parent-Teacher conferences

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

Weekly Newsletter Flyers Parent-Teacher conference notes

- Description

The school will offer flexible meeting dates and times for trainings, activities, and events to accommodate the diverse schedules of families and remove barriers to attendance. Meetings will be held at 5:30 PM to ensure that all families can participate after the workday. Teacher conferences will be available both in the morning and after school, providing flexibility for parents with varying schedules. Additionally, virtual meetings will be offered for parents who are unable to attend in person, ensuring that all families have the opportunity to engage in their child's education, regardless of time or location constraints.

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

Flyers Attendance Sheets Parentlink

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

To ensure parents and families with limited English proficiency can fully participate in school meetings, trainings, activities, and events, the school will provide the following accommodations: Translated Flyers and Parentlink Communications: All important information, including flyers and Parentlink messages, will be translated into three languages to ensure parents can access the necessary details in their preferred language. Access to CLF (Cultural Liaison Facilitators) Support: A CLF will be available during parent-teacher conferences and family engagement nights to provide translation services and help facilitate communication between the school and families. Translation Headphones: The school will provide translation headphones during events to assist non-English speaking parents in understanding presentations and activities in real-time. These accommodations will ensure that families with limited English proficiency are able to fully engage and participate in all school-related activities, promoting effective communication and stronger family involvement in their children's education.

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

Translated flyers Translated Parentlink

- Description

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

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

Pictures of: Access to elevator Handicap parking

- Description

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

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

Sharing organization flyers Presenting Google slides during the Title I Annual Meeting

- Description

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

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

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

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, and Media. In Music, students participate in a variety of activities such as chorus, musical theater, instruments, and 4th and 5th grades participate in band. In Physical Education, students participate in an annual Field Day, Jump Rope for Heart, the PACER test, the Drowning Prevention program, and the Pedestrian/Bike Safety Program. Our E.S.E students with physical limitations receive adaptive P.E. We have added an amazing multicultural Music program. Kindness Matters has joined our school as a club and our students are embracing the kindness within themselves and finding ways they can show kindness at our school. The Recycling Club meets twice a week to market the school-wide recycling initiative and collect recycled paper, plastic, and aluminum throughout the school. The yearbook club prepares the school memory book for the academic school year. The library club keeps the library organized by checking in books, shelving books, and preparing for upcoming literacy events. The Studio Club produces the morning news on campus each day. The Art Club beautifies the campus by creating displays or painting murals. The Green Club works in our raised plant beds and plans our next green initiatives. Data is analyzed to place students into needs-based tier 2 and tier 3 reading instruction based on their reading level. Double-down tutors, ESOL teachers, ESE teachers, resource teachers (SAI, Reading Recovery), and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including Leveled Literacy Intervention (LLI), FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. Binders with tracking sheets are kept and used to monitor student progress regularly. The SSCC and PLC Leader provide ongoing support and training and administration completes regular walkthroughs and gives feedback. - Students are immersed in rigorous tasks encompassing the full intent of the standards. - They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. - Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. - Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. - Students are provided with adaptive technology in reading and math in order to work at individual levels for remediation or enrichment. - Students self-select books of various genres at their independent reading level. - Students participate in data chats with their teachers about their own data. - Students participate in hands-on math and hands-on science activities. - Double down tutors, push in/pull out ESE, and ESOL teachers increase the number of small groups taking place to increase the amount of individual academic attention students receive. -The SSCC/Math/Science Coach monitors data, completes walkthroughs, and provides feedback, modeling, and coaching to instructional personnel.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

Professional Learning Communities (PLCs) take place M-F on an A week and B week rotation for 90 minutes starting at 7:30am. PLCs are led by our K-5 math coach and ELA SSCC. Committees will be community building, and will meet once per month. Our committees include Literacy, School-Wide Positive Behavior, Multi-Cultural, Math & Science, and Hospitality. Teachers will come to school for Professional Development for 4 hours in the summer before the first day they return to work for FY25. Training will be around Benchmark Curriculum and standards. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing their capacity. All Faculty receive PD from our SSCCs on classroom setup- "Conditions for Learning," technology use- Smartboard training, Go Guardian, Aggressive Monitoring- Data collection, Whole Group Instruction & Small Group Instruction.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

RECRUITMENT Administration, along with members of our Leadership Team, attends the district Job Fair to select certified candidates for vacant positions. We have also worked with Florida Atlantic University's Accelerated Induction into Teaching (AIT) program to interview teachers who are ready to begin teaching. We conducted interviews via Google Meets in order to continue the interview/hiring process during no visitors on campus. We work closely and collaborate with HR and our Regional Office to ensure that paperwork, certification checks, fingerprinting, etc. is completed smoothly so that the candidate is on board as soon as possible. We conduct daily walk throughs in our classrooms, including Google Classrooms via Google Meets, and at times notice talent that has led to the recruitment of substitutes and tutors that have worked on campus. We maintain regular contact with District Recruiter to communicate our specific needs and receive assistance with locating candidates who best match what we are looking for on our campus RETENTION We provide an Orientation for our new teachers before the start of the school year and give them a tour of the school. Each teacher receives both a Mentor and a Buddy Teacher. Their Mentor will help them through the ESP process and do observations, and their Buddy is just a go-to person for anything they need. We have Team Leaders and Instructional Coaches, in addition to our Single School Culture Coordinator, who provide instructional support with planning, materials, classroom management, etc. Additional supports include PLCs and Common Planning weekly. There are ESP Beginning teacher meetings monthly and both administrators have an Open Door Policy. There are opportunities for part time pay such as after school tutoring and Saturday tutorial.