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

ELA

1. List prioritized needs statements.

PM2 FAST data indicates 37% of 3rd grade students and 41% of 2nd grade students are still achieving at Level 1 in reading. Orchard view will increase student PR to 52% by PM3 FAST assessment. Orchard View Elementary must increase ELA proficiency across K–5, with targeted focus on SWD and ELL, by repairing foundational literacy gaps (phonics, decoding, fluency, vocabulary, and comprehension stamina) and strengthening vertical alignment from K–2 to grade 3, as evidenced by cohort declines in grades 2–3, low kindergarten readiness, and subgroup proficiency rates below 20% in multiple grade bands.

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

K – Readiness Decline Kindergarten readiness declined from FY25 and remains significantly below district averages, particularly for ELL and SWD students Foundational phonics and vocabulary gaps are limiting early proficiency growth. 1 – Relative Strength but Subgroup Gaps Grades K–1 remain a relative strength due to PBELI and structured phonics systems However, ELL and SWD males remain below proficiency benchmarks, signaling a need for embedded language scaffolds. 2 – Cohort Decline Second grade shows notable ELA decline cohort-to-cohort Foundational skill gaps (decoding, fluency, comprehension stamina) are preventing access to grade-level standards Current trajectory suggests students may not meet EOY targets without slowed pacing and mastery-based instruction. 3 – Transition Gap Achievement drops continue in Grade 3 due to weak vertical alignment between K–2 and 3rd grade standards Language-heavy FAST demands disproportionately impact ELL and SWD students 4 – Growth Cohort Grade 4 demonstrates strongest cohort growth attributed to departmentalization and stronger subject-area ownership. Continued monitoring needed to sustain gains. 5 – Sustainability Concern Grade 5 ELA shows mixed results with recent decline Foundational comprehension and informational text weaknesses persist schoolwide.

3. Share possible solutions that address the root causes.

SOLUTION 1: Foundational Skill Gaps (Phonics, Fluency, Vocabulary, Comprehension Stamina) All support staff in K-2 will be trained in PBELI model and serve as a double down in each class ensuring all students are seen everyday. Require daily fluency + vocabulary spirals in grades 3–5. Shift to Mastery-Based Pacing (FUNdations)- Establish “Master Before Move” expectation. Required FUN Hub data input to track progress. SOLUTION 2: Grade 2–3 Vertical Alignment Plan Align 2nd grade instruction directly to 3rd grade text demands. Conduct joint 2nd/3rd grade PLC data reviews monthly. Transitional Benchmark Assessments- Create a late-2nd-grade “Grade 3 Readiness” benchmark aligned to FAST item types. SOLUTION 3: Limited Literacy Capacity (Staffing Bottlenecks) Reading Endorsement Expansion Plan- Require all instructional support staff to begin reading endorsement coursework. Specific recommendation from data reviews: Extended time for students and supplemental resources (print/online and technology based) Ongoing PD and support to staff Parent training on strategies

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

- Communication

The school will strengthen communication to ensure families clearly understand expectations and student progress. Action Steps: Provide ELA progress snapshots explaining proficiency level, foundational skill gaps, and next-step targets. Increase multilingual communication (Spanish and Creole) to ensure clarity for ELL families (Parentlink, Flyers, Invitations)

- Parent Training

Implement a Grade 3 Readiness Night for Grade 2 families focused on text complexity and FAST expectations where we will distribute take-home fluency passages and vocabulary practice tools with guidance for monitoring progress.

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

- School

Commitment: The school guarantees high-quality literacy instruction and transparent communication about student progress. The School Will: Provide explicit, mastery-based instruction in phonics, fluency, vocabulary, and comprehension. Strengthen vertical alignment between K–2 and Grade 3 to prevent transition drops. Share student progress updates explaining proficiency levels and next-step skills. Provide families with practical tools (fluency passages, vocabulary lists, comprehension strategies) aligned to classroom instruction.

- Students

Commitment: Students will take ownership of their learning by actively monitoring their literacy data, setting goals, and demonstrating growth toward proficiency. Students Will: Practice reading daily at school and at home. Track their own literacy data in individual data folders or tracking sheets. Set personal reading and proficiency goals based on progress monitoring results.

- **Parents**

Commitment: Families will actively monitor student progress and partner with the school to ensure accountability when growth expectations are not being met. Parents will: Review and acknowledge their child’s literacy data folder, including fluency rates, vocabulary mastery, assessment results, and progress monitoring updates. Discuss data with their child to reinforce goal-setting and accountability. Commit to participating in administration/teacher/parent conferences when students are not meeting their literacy commitments or progress goals. Communicate with teachers regarding concerns, questions, or needed supports. Ensure consistent attendance and punctuality to protect instructional time.

- **Staff Training**

Purpose: Increase staff capacity to make literacy data understandable and actionable for families. To ensure consistency and clarity in family engagement, staff will be trained to communicate literacy expectations effectively and consistently. Action Steps: Train teachers on how to explain FAST performance levels in family-friendly language. Develop consistent talking points for parent conferences focused on skill deficits rather than general performance. Align parent communication templates across grade levels to ensure clarity and consistency.

- **Accessibility**

Purpose: Ensure equitable access to supports for all families, particularly those of SWD, ELL, Migrant, McKinney Vento students. Recognizing transportation, time, and language barriers, the school will remove structural obstacles to participation by allowing for virtual meeting options. Action Steps: Offer hybrid engagement formats (in-person + virtual + recorded). Provide translated materials and live translation services at events. Simplify communication formats to reduce information overload.

Math

1. List prioritized needs statements.

PM2 FAST data indicates 33% of 3rd grade and 40% of 2nd grade students are still achieving at Level 1 in math. Orchard View will increase 3rd grade math PR to 61% by PM3 FAST math assessment. Orchard View Elementary must increase math proficiency across K–5 by rebuilding foundational number sense, fact fluency, and conceptual understanding, as evidenced by cohort declines in grades 2 and 3 and persistent subgroup gaps among SWD and ELL. Orchard View Elementary must strengthen vertical alignment between K–2 and grade 3 math standards to prevent achievement drops as students transition to multi-step problem solving and increased language demands.

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

Root Cause 1: Unfinished Foundational Skills; Fact fluency deficits slow problem-solving and reduce cognitive capacity for reasoning. Root Cause 2: Academic Language Barriers in Math; Students struggle to decode multi-step word problems- ELL students disproportionately impacted by language-heavy FAST questions.

3. Share possible solutions that address the root causes.

Solution 1: Protect daily number sense and fact fluency practice blocks; implementing foundational skill tracking system. Solution 2: Strengthening vertical alignment in grades 2 to 3; Conduct monthly joint 2nd/3rd grade PLC reviews. Solution 3: Word problem deconstruction routine. Specific recommendation from data reviews: Extended time for students and supplemental resources (print/online and technology based) Ongoing PD and support to staff Parent training on strategies

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

- Communication

Families will clearly understand what mastery looks like and where their student stands in relation to it. Send home structured fact fluency benchmarks so families understand expected automaticity rates.

- Parent Training

Schools will host a math strategy night focused on supporting fact fluency practice.

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

- School

The school will strengthen the Compact by committing to structured, high-quality math instruction and transparent communication regarding student progress. The school will provide explicit instruction in fact fluency across K–5. The school will strengthen vertical alignment between grades 2 and 3 to prevent transition-related achievement drops.

- **Students**

Students will strengthen the Compact by actively engaging in their math learning and taking ownership of their progress through data tracking and goal setting; students will track their own math data in individual data folders and set measurable math goals based on their data.

- **Parents**

Families will actively monitor math progress and partner with the school to ensure accountability and mastery when growth expectations are not being met. Review and acknowledge their child's math data folder, including fact fluency benchmarks, assessment scores, and skill mastery update and discuss math progress with their child and reinforce goal-setting. Parents will commit to participating in administration/teacher/parent conferences when students are not meeting math commitments or growth expectations.

- **Staff Training**

To ensure consistency and clarity, staff will be supported in making math data understandable and actionable for families; Train teachers to explain math proficiency levels and fact fluency benchmarks in family-friendly language. Staff will also have aligned talking points across grade levels regarding mastery expectations.

- **Accessibility**

The school will recognize transportation, scheduling, and language barriers and include flexible and accessible meetings and materials (in-person, virtual, recorded-translated math data resources).

Science

1. **List prioritized needs statements.**

Orchard View will increase science proficiency from 57% in FY26 Mid Year Statewide Science Assessment to 60% on the SY26 PM3 Statewide Science Assessment. Orchard View Elementary must increase protected instructional time and depth of science instruction, as teachers report inadequate time for science and excessive content compression limiting mastery and exploration. Orchard View Elementary must increase hands-on, inquiry-driven science instruction to improve student engagement and conceptual understanding.

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

Root Cause 1: Limited Inquiry-Based Design; Instruction leans heavily on text-based learning rather than exploration with missed opportunities for student-led investigation and scientific questioning.

3. Share possible solutions that address the root causes.

Solution 1: A. Protect Dedicated Science Blocks; monitor fidelity of science pacing through administrative walkthroughs. Solution 2: Implement Structured Inquiry Model; Require at least one hands-on investigation per major unit using a consistent scientific method framework across grade levels. Specific recommendation from data reviews: Extended time for students and supplemental resources (print/online and technology based) Ongoing PD and support to staff Parent training on strategies

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

- Communication

The school will improve communication by providing science updates outlining priority standards and essential concepts/vocabulary with hands on activities to do at home.

- Parent Training

To address limited inquiry-based instruction and engagement, the PFEP will equip families with strategies to promote scientific curiosity and reasoning outside of the classroom. The school will host Host Science Exploration Nights featuring hands-on demonstrations aligned to grade-level standards which encourage observation and evidence-based reasoning. Parents will be provided with vocabulary guides and conversation starters to strengthen science language at home.

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

- **School**

Orchard View Elementary will strengthen the School–Parent Compact by defining shared responsibilities that promote curiosity, conceptual understanding, academic vocabulary development, and scientific reasoning. The school will strengthen the Compact by ensuring structured, inquiry-based science instruction and transparent communication regarding learning expectations.

- **Students**

Students will strengthen the Compact by actively engaging in scientific inquiry and taking ownership of their understanding through goal setting and progress monitoring; Track their own progress in mastering science concepts.

- **Parents**

Families will strengthen the Compact by reinforcing scientific curiosity, vocabulary development, and accountability for engagement. Parents will utilize at-home experiment guides or science resources provided by the school. Parents will commit to participating in administration/teacher/parent conferences when students are not demonstrating engagement or conceptual understanding.

- **Staff Training**

To ensure consistent messaging and support, staff will be prepared to communicate science learning expectations clearly by providing guidance for teachers on sharing hands-on strategies families can replicate at home.

- **Accessibility**

The school will recognize time, transportation, and language barriers, the PFEP will include flexible and accessible science engagement options; the School will offer hybrid engagement opportunities (in-person, virtual, recorded demonstrations).

Action Step: Classroom Instruction

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

Budget Total: \$291,885.95

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The grades 3-5 certified teachers will provide extended learning (enrichment/remediation) in math and science. This is scheduled 5 weeks in the Fall and 5 weeks in the Spring 2027.	6	\$37.00	2	1.5	10	Certified	Original	\$6,660.00
Online subscription	Item					Quantity	Rate	Type	Total
	PENDA Online Learning will be used to provide enrichment and remediation lessons in 5th grade science.					80	\$12.50	Original	\$1,000.00
	IXL subscriptions will be used to provide fluency practice in small groups for 1st-5th grades ELA, math, and science.					525	\$19.50	Original	\$10,237.50
	Amend 9, BT 542022 reducing IXL					-1	\$2,100.00	Amendment	-\$2,100.00
	Amend 9, BT 542022 removing PENDA					-80	\$12.50	Amendment	-\$1,000.00
Resource Teacher	The Reading Resource Teacher/Supplemental Academic Instruction/Interventionist will provide push-in and pull out small group differentiated instruction and instructional support to targeted 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.								

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pilot FriXion Clicker Erasable Gel Ink Pens, Bold Point, Black Ink, Pack of 12	5	\$27.94	General Supplies	Original	\$139.70
	MARKER FINE 36PK BLACK	55	\$21.89	General Supplies	Original	\$1,203.9
	File Folder, Manila Letter Size, 11pt. Heavy Weight Construction, 1/3 Cut Rounded Corners, 100/box	10	\$7.71	General Supplies	Original	\$77.10
	MARKER DRY ERASE EXPO 12PK ASTD	67	\$9.99	General Supplies	Original	\$669.33
	Favourde 48 Pack Magnetic Whiteboard Dry Erase Erasers Chalkboard Cleansers for Classroom, Home and Office (Blue)	35	\$13.99	General Supplies	Original	\$489.65
	Small Group Book Bags - Set of 10	60	\$14.90	General Supplies	Original	\$894.00
	Sharpie Flip Chart Markers, Assorted, Pack Of 8, 22480	99	\$5.64	General Supplies	Original	\$558.36
	Yeaqee 80 Pcs Plastic Folders with Pockets and Prongs Plastic Folders	14	\$59.99	General Supplies	Original	\$839.86
	Lexmark Ink CS/CX421,52x,62x Mag Rtn 5K Cartridge	2	\$100.00	Technology	Original	\$200.00
	KleenSlate Adhesive Round Replacement Blank Dry Erase Circles, White, Pack of 24	30	\$30.80	General Supplies	Original	\$924.00
	Lexmark Ink CS/CX421,52x,62x Yel Rtn 5K Cartridge	2	\$100.00	Technology	Original	\$200.00

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Lexmark Ink CS/CX4/5/62x Cyn Rtn 5K Cartridge	2	\$100.00	Technology	Original	\$200.00	
	Pilot FriXion Clicker Erasable Gel Ink Pens, Fine Point, Navy Ink, Pack of 12	5	\$27.94	General Supplies	Original	\$139.70	
	Lexmark Ink CS/CX4/5/62x Blk Rtn 8.5K Cartridge	6	\$100.00	Technology	Original	\$600.00	
	Shipping	1	\$1.10	General Supplies	Original	\$1.10	
	Paper, Copy, White 8-1/2" X 11" Letter - 10 Rm/Cs	35	\$33.92	General Supplies	Original	\$1,187.20	
	FUNdations Readers for K-1	4	\$1,295.00	Instructional Materials	Original	\$5,180.00	
	FUNdations Readers for 2nd Grade	2	\$1,495.00	Instructional Materials	Original	\$2,990.00	
	REMOVED Amend 9, BT 542022 removing Kleenslate Adhesive Rounds replacements	-30	\$30.80	General Supplies	Amendment	-\$924.00	
	NEW Amend 9, BT 542022 adding UFLI teacher manuals, sound wall card sets with shipping	1	\$1,612.50	Instructional Materials	Amendment	\$1,612.50	
Computer HW; non-cap	Item			Quantity	Rate	Type	Total
	Koss UR10 On-Ear Headphones will support the use of K-5 online supplemental programs and small group instruction.			600	\$8.59	Original	\$5,154.00
	Amend 9, BT 542022 removing headphones			-600	\$8.59	Amendment	-\$5,154.00

Acct Description	Description
Resource Teacher	The K-5 ELA (English Language Arts) Resource Teacher will work with targeted students through push-in/pull-out model to ensure students meet grade level standards.
Resource Teacher	The K-5 Math/Science Resource Teacher will work with targeted students through push-in/pull-out model to ensure students meet grade level standards.
Resource Teacher	The Reading Resource Teacher/Supplemental Academic Instruction/Interventionist will provide push-in and pull-out small group differentiated instruction and instructional support to targeted 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: \$12,032.20

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Copy, White 8-1/2" X 11" Letter - 10 Rm/Cs	25	\$33.92	General Supplies	Original	\$848.00
	POST IT MINI EASEL PAD 6/CT	15	\$71.71	General Supplies	Original	\$1,075.65

Acct Description	Description																		
	Item			Quantity		Rate		Supply Type		Type		Total							
	BIC Glide Bold Ballpoint Pens, Bold Point, 1.6 mm, Translucent Barrel, Blue Ink, Pack Of 12 Pens			10		\$6.92		General Supplies		Original		\$69.20							
	Amend 9, BT 542022 removing POST IT MINI EASEL PAD 6/CT			-15		\$71.71		General Supplies		Amendment		-\$1,075.6							
Out-of-system PL Subs																			
	Item			Quantity		Rate		Days		Hours		Weeks		Certified		Type		Total	
	Substitutes will be provided for teachers to attend grade level professional learning (PL) and instructional rounds in K-5 ELA, math and science. The tentative start date is December 2026.			6		\$21.00		1		6.5		2		Non-Certified		Original		\$1,599.0	
Webinar /PL with Purchase																			
	Item							Quantity		Rate		Type		Total					
	PENDA webinar will train the teachers on the use of Penda subscriptions.							1		\$250.00		Original		\$250.00					
	Amend 9, BT 542022 removing PENDA Webinar							-1		\$250.00		Amendment		-\$250.0					
Teacher Collaboration																			
	Item			Quantity		Rate		Days		Hours		Weeks		Certified		Type		Total	
	The K-5 teachers will analyze data and do appropriate placement of students (ELA, math and science). The target date is during preschool - August 2026 and when PM 2 data is available - around January 2027.			30		\$25.00		1		5		1		Certified		Original		\$3,750.0	
	Amend 9, BT 542022 THE K-5 ELA, MATH AND SCIENCE TEACHERS			10		\$25.00		1		4.5		3		Certified		Amendment		\$3,375.0	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	WILL PLAN CREATING AND BUILDING VERTICALLY ALIGNED RESOURCES (July 20, July 27 and July 28)								

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: \$12,281.85

Acct Description	Description					
FFE; non-cap	Item	Quantity	Rate	Type	Total	
	ARG Language Transmitter Set will help the school reach our more to families during trainings by providing translation.	1	\$2,780.00	Budget Transfer	\$2,780.00	
FFE; cap	Item	Quantity	Rate	Type	Total	
	ARG Language Transmitter Set will help the school reach our more to families during trainings by providing translation.	1	\$2,780.00	Original	\$2,780.00	

Acct Description	Description								
Certified Parent Support by School Staff									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Amend 9, BT 542022 Parent Engagement Teacher Support during parent training and engagement tentatively during: 9/23/26, 11/18/26 and 2/3/27	18	\$25.00	3	2	1	Certified	Amendment	\$2,700.00
Enrichment Contracts									
	Item					Quantity	Rate	Type	Total
	The COX Science Center staff will provide in-house STEM Family Engagement Night to highlight and model science lessons and science and technology application in real world activities. This activity also strengthen school to home connection and partnership.					1	\$600.00	Original	\$600.00
Supplies									
	Item			Quantity	Rate	Supply Type		Type	Total
	Shipping			1	\$48.00	General Supplies		Original	\$48.00
	Card Stock			20	\$22.00	General Supplies		Original	\$440.00
	Color Copy Paper			50	\$12.50	Technology		Original	\$625.00
	Home/School Communication Planners - no customization			400	\$1.85	General Supplies		Original	\$740.00
	School Smart Extra-Large Folders with Pockets, 9 × 12 Inches, Light Blue, Pack of 25			40	\$14.73	General Supplies		Original	\$589.20

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Copy, White 8-1/2" X 11" Letter - 10 Rm/Cs	25	\$33.92	General Supplies	Original	\$848.00
	Bcps Zip Bags 4-l Gal 40/pk Pm	9	\$12.50	General Supplies	Original	\$112.50
	Nikki Parent Communication Folders	650	\$1.68	General Supplies	Original	\$1,092.00
	Amend 9, BT 542022 adding parent engagement refreshments	1	\$1,354.00	Program Supplies	Amendment	\$1,354.00
	Amend 9, BT 542022 reducing copy paper	-1	\$533.85	General Supplies	Amendment	-\$533.85

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

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; 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.

The FY26 CNA, Schoolwide Plan (SWP), and Parent & Family Engagement Plan (PFEP) were developed through a structured, collaborative process involving leadership, staff, and stakeholders. On January 12, 2026, the Leadership CNA Committee met to review FAST data, subgroup performance, cohort trends, foundational skill gaps, intervention effectiveness, and climate data. Root causes were identified and initial prioritized needs statements were drafted. On January 28, 2026, findings were presented during a full Staff CNA Meeting. Staff analyzed trends by grade level and provided input using Title I recording templates. Feedback focused on foundational skill gaps, vertical alignment, intervention systems, language supports, and science instructional needs. Leadership reconvened to refine problem statements and action steps based on staff input. On February 11, 2026, a Stakeholder/SAC CNA Meeting was held. Data trends, prioritized needs, and proposed action steps were shared with parents and community members. Stakeholder feedback was documented using Title I recording templates and incorporated into the draft. SAC will review the draft which encompasses all input on May 11, 2026, 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 proposed FY27 Title I budget were discussed in detail with a focus on how allocations will directly support prioritized academic needs identified in the CNA, including foundational skill development in ELA and Math, strengthened science instruction, streamlined intervention systems, and enhanced parent and family engagement structures. Stakeholders reached consensus on including the proposed items in the budget. The process was as follows: The Title I contact presented updated FAST data, cohort trends, subgroup performance (SWD and ELL), and findings from staff and stakeholder CNA meetings demonstrating the continued need to fund positions and resources that support foundational instruction, academic language development, intervention implementation, and parent engagement. Data highlighted ongoing gaps in number sense, fact fluency, literacy foundational skills, and science instructional depth, reinforcing the need for sustained Title I investment. The Title I contact also shared evidence of increased parent participation at Math, Literacy, and Data Nights, improved communication systems (including multilingual outreach), and strengthened shared accountability structures through data folders and conferences. These efforts continue to promote alignment between home and school and support positive school culture outcomes. Stakeholders were provided the opportunity to ask questions, review proposed expenditures, and offer feedback. Stakeholders voiced agreement with the principal’s recommendations and supported alignment of the budget to the school’s prioritized needs. For FY27, Title I funds will support instructional supplies, science materials and hands-on resources, computer hardware, intervention supports, and enrichment activities aligned to parent engagement initiatives that reinforce foundational skills and academic progress monitoring.

Name	Title

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, 2026, 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, Parentlink, 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

Data to Dialogue

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

Staff will learn how to: Conduct skill-based conferences using student data folders (ELA, Math, Science). Explain FAST performance levels in family-friendly language. Identify foundational skill gaps (phonics, fact fluency, number sense, vocabulary). Set measurable student goals with families during conferences.

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

Expected Impact on Family Engagement: Stronger shared accountability between home and school. More productive conferences focused on mastery, not general performance. Increased family participation when students are not meeting commitments.

- What will teachers submit as evidence of implementation?

Teachers will submit: Completed conference templates. Student goal-setting sheets.

- **Month of Training**

Early September 2026

- **Responsible Person(s)**

Samantha Leyendecker-Estupinan

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Foundations at Home: Coaching Families in Literacy & Math Support

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

Staff will learn how to: Provide families with clear, targeted skill spotlights (phonics patterns, fluency rates, fact fluency benchmarks). Model how to explain number sense strategies and decoding routines. Embed academic vocabulary supports for ELL families.

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

Expected impact: Increased family confidence in supporting foundational skills. Reduced learning gaps through structured at-home reinforcement. Increased attendance at skill-focused family engagement events.

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

Teachers will submit: Monthly Literacy/Math Skill Spotlight communications. Samples of student work showing home-supported practice.

- **Month of Training**

November 2026

- Responsible Person(s)

Carolyn Selwocki, Dana Montgomery

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding Your Child's Data: Partnering for Progress

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

Parents will learn how to: Read and interpret their child's data folder. Set measurable academic goals with their child. Monitor progress using tracking sheets.

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

Parents will: Review a mock student data folder and interpret performance levels. Practice writing a SMART goal. Role-play a student-led data conversation. Use a progress tracker to map growth over a 4-week period. Practice discussing growth in constructive, skill-focused language.

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

Increased parent understanding of specific academic needs. Improved student ownership of learning. Stronger home-school alignment around mastery expectations. Increased participation in conferences when growth targets are not met. Improved proficiency growth across PM1-PM3.

- Date of Training

September 23, 2026

- Responsible Person(s)

Samantha Leyendecker-Estupinan

- Resources and Materials

Mock data folders. Report Card grading sales. Grade level grading scales (FAST). Question/conversation stems.

- Amount (e.g. \$10.00)

\$450- refreshments

3. Parent and Family Capacity Building Training #2

- Name of Training

STEAM Family Night: Hands-On Math & Science in Action

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

Parents will learn how to: Break down multi-step problems. Support math/science vocabulary and reasoning language. Encourage scientific inquiry through questioning and simple experiments.

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

The Science Center will come to the school and set up interactive STEAM activity stations throughout the campus. Families will rotate through hands-on experiences such as: Engineering design challenges (build-and-test activities). Problem-solving math games requiring strategic thinking. Science investigation labs demonstrating cause and effect. Technology-based exploration stations integrating STEM concepts. At each station, facilitators and teachers will model how to: Ask higher-order thinking questions. Guide children in explaining reasoning. Connect hands-on experiences to classroom standards. Extend activities at home using simple materials.

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

Increased engagement and curiosity in math and science. Improved conceptual understanding through applied learning. Strengthened math vocabulary and problem-solving language. Greater family confidence in supporting STEM learning at home.

- Date of Training

November 18, 2026

- Responsible Person(s)

Dana Montgomery

- Resources and Materials

Cox Science Center will bring all station materials. The school will provide aligned standards to stations.

- Amount (e.g. \$10.00)

\$450- refreshments

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy in the Real World: Reading Beyond the Classroom

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

Parents will learn how to: Apply reading skills to real-world contexts (menus, directions, recipes, articles, instructions, schedules, digital text). Support reading through art, music, and creative expression. Select grade-level appropriate books aligned to their child's reading level.

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

Literacy Night will be an interactive, station-based experience centered on “Reading in Real Life.” Families will rotate through themed stations such as: Reading a restaurant menu and answering comprehension questions. Families practice identifying theme or mood through visual interpretation. Discussion on how rhythm and repetition support comprehension and fluency. Staff assist in selecting books aligned to reading levels and identified skill gaps. Emphasis on building at-home libraries to increase reading volume.

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

Increased application of reading skills across multiple contexts. Strengthened vocabulary development, particularly for ELL students. Reduced Grade 2nd to 3rd literacy decline. Increased student motivation through creative literacy experiences. Greater family engagement in authentic reading practices. Improved FAST ELA performance across grade levels.

- Date of Training

February 3, 2027

- Responsible Person(s)

Carolyn Selwocki

- Resources and Materials

Book Fair set up Art station Music station PM2 data for review

- Amount (e.g. \$10.00)

\$450- refreshments

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 Information regarding available services shared during family engagement/Title 1 night

• 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

Kwanas

- Describe how agency/organization supports families.

This organization donates school supplies to help families who cannot afford.

- 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' coping skills, skills for life, resilience and persistence 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 interaction 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 person goal each trimester for attendance, behavior, and academics, and goal attainment is rewarded by community partner, Kiwanis. Tier 2 Implementation - Student-centered data is used to identify groups of students who share similar academic or behavior needs and to put applicable interventions and monitoring pieces in place. - Supplemental Academic Instruction (SAI) teacher will provide small group Tier 2 to reading students. - 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. To track students' progress and meet compliance, we will have documentation of every meetings.

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 ESE students with physical limitations receive adaptive P.E.. We have also 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 together to plan 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, Literacy Coach), and classroom teachers work collaboratively to provide small group instruction simultaneously using research-based materials and strategies including UFLI, FCRR, Guided Reading leveled readers, etc. to increase reading proficiency. Binders with tracking sheets are kept and used to monitor student progress regularly. The Literacy Coach/ELA PLC Leader will 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 Literacy Coach & 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 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 grades 3-5. 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 training each Spring to introduce incoming Kindergarten students and their families to our school. At Kindergarten Kickoff, the parents and future kindergarten students meet our K teachers, tour classrooms, and learn about what it will be like to be a Kindergarten student. At Kindergarten Kickoff, a Kindergarten Readiness Kit 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 7:50 am. PLCs are led by our K-5 Math/Science Coach and Literacy Coach. 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 FY27. 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 Instructional Coaches on classroom setup - "Conditions for Learning," "High Yield Practices", 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 in-field 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, 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 Luncheon for our new teachers & staff before the start of the school year and give them a tour of the school. Each teacher receives a Mentor and/or a Buddy Teacher. Their Mentor will help them through the ESP process and do peer observations, and their Buddy is just a go-to person for anything they need. We have Team Leaders and Instructional Coaches, as well as administration, 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.