Title I Comprehensive Schoolwide Plan

BOCA RATON ELEMENTARY SCHOOL (0951)

ELA

1. List prioritized needs statements.

- Increase the percentage of students in grades 3-5 achieving proficiency in ELA by strengthening small-group, targeted reading instruction and integrating foundational vocabulary skills across the curriculum. - 3rd Grade FAST is currently at 27% proficiency, leaving a 42-percentage point gap to reach the 69% target. - 1st Grade STAR is at 28%, which is 32 points away from the 60% target.

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

- Lack of materials for support teachers (ESE and Interventionists) & materials are not engaging - Lack of testing stamina - Improved home-school connection to encourage parents/families to assist in enriching and practicing foundational literacy skills at home - Limited teacher capacity/effectiveness in small group/guided reading - Limited vocabulary/academic language - Lack of foundational phonics skills, sight words & spelling patterns (decoding)

3. Share possible solutions that address the root causes.

- Parent-Teacher Conference Nights & family engagement activities to encourage learning at home - Purchase more physical books, hands-on resources, & project-based learning - multisensory instruction - Research-based vocabulary and/or spelling skills/program - Consistent/routines for homework and family partnership for learning to continue at home - High-interest lower-level classroom library books - Small group/guided reading training provided by the leadership team to maximize effectiveness - Additional professional development - Providing more engaging lesson plans for support teachers & collaboration with homeroom teachers - Community partners collaborations (MVP/Boys & Girls Club/Florence Fuller Center/CATS) - Targeted tutoring opportunities

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

• Communication

- Multi-language flyers/messages - Parentlink (text/email) - Weekly family newsletter - Schoolwide Class Dojo & event calendar - School social media pages, marquee, and website - Parent-teacher conferences

• Parent Training

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

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

• School

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

• Students

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

• Parents

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

• Staff Training

- Training staff to link engagement to learning - activities for capacity building sessions to keep families engaged and invested in student learning - Train staff to use data and visual aids to explain foundational gaps to families and provide corresponding literacy "take-home kits"

• Accessibility

- Multi-language flyers/messages - Offer translations & accommodations - SBT Meetings

Math

1. List prioritized needs statements.

- Improve student math proficiency by implementing research-based, hands-on math interventions to support at-risk students in foundational numeracy skills. - Kindergarten STAR Math grew from 3% to 52%, and 2nd Grade is at 50% proficiency. - 4th Grade FAST is at a critical 13% proficiency, while their i-Ready Diagnostic is much higher at 39%.

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

- Lack of automaticity in multiplication and division. - More targeted guided/hands-on small group lesson planning and collaborative opportunities - Limited time to reteach/fill in the “gaps” - rushed pacing - Limited vocabulary/Academic Language - More enrichment opportunities/training for parents to practice basic math skills at home without confusion and with clarity (fact practice & provided answer keys/procedural steps) - More time to share best practices/”tips/tricks” & collaborate with teachers

3. Share possible solutions that address the root causes.

- More built-in time to reteach/spiral math concepts - Push-in/pull-out support and/or double-down and coaching to provide ongoing feedback to teachers to improve instruction - More math manipulatives for student and teacher use - Fluency tests and practice for at-home use and parent guidance - Grants to purchase supplementary materials for support and enrichment - Math tutoring, targeted math interventions with research-based programs/strategies & technology/adaptive programs - Math fluency competitions & practice at every opportunity (lunch, breakfast, home)

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

• Communication

- Multi-language flyers/messages - Parentlink (text/email) - Weekly family newsletter - Schoolwide Class Dojo & event calendar - School social media pages, marquee, and website - Parent-teacher conferences

• Parent Training

- Curriculum night to review at-home resources with parents - Family math carnival (make-and-take games for home)

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

• School

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

• Students

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

• Parents

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

• Staff Training

- Staff trainings to help parents identify learning opportunities in daily routines - Using data to meet and collaborate with families for student goal-setting and tracking towards those goals

• Accessibility

- Multi-language flyers/messages - Offer translations & accommodations - SBT Meetings

Science

1. List prioritized needs statements.

- Students have little prior knowledge of science concepts and need as much hands-on, inquiry-based experience as possible to build conceptual understanding. - 5th Grade is currently at 51% proficiency (Target: 55%)

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

- Not enough allotted time in grades K-4 - More 5th-grade at-home practice & lack of exposure to more science question types - Limited hands-on science engaging activities/material - especially in the primary grades - Limited vocabulary/Academic Language - Limited access to lab materials - More opportunities for teacher and family training on lessons/activities

3. Share possible solutions that address the root causes.

- More opportunities to integrate with reading/math - Science content used in reading interventions - Health Science Choice Academy to focus on annually assessed benchmarks (New STEM/Health curriculum) - Technology program for students to access and practice in class and at home (i.e. Penda) - Easier access to lab materials or kits - Common science consumables for hands-on activities with frequent availability - School-based science fair - Opportunities for teachers to collaborate and plan appropriate labs to align with grade-level pacing

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

• Communication

- Multi-language flyers/messages - Parentlink (text/email) - Weekly family newsletter - Schoolwide Class Dojo & event calendar - School social media pages, marquee, and website - Parent-teacher conferences

• Parent Training

- Curriculum Night - Science night/Science fair display

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

- School

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

- Students

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

- Parents

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

- Staff Training

- Training staff on a single, trusted communication system - Train staff to plan, set up, and manage a school science event for family engagement and exposure to science concepts

- Accessibility

- Multi-language flyers/messages - Offer translations & accommodations - SBT Meetings

Action Step: Classroom Instruction

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

Budget Total: **$17,197.00**

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Amend 6, BT 541703 Paper, pencils, pens, markers, stickies, crayons, cardstock, folders	1	$239.00	Program Supplies	Budget Transfer	$239.0

Certified Tutorial

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified Teachers will provide Reading and/or Math Tutorial for Students in Grades 2-5 before and after school beginning in September.	4	$37.00	2	1.5	23	Certified	Original	$10,212.0
Certified Teachers will provide Reading and/or Math Tutorial for Students in Grades 2-5 before and after school beginning in September.	1	$37.00	2	1.5	23	Certified	Amendment	$2,553.0

Action Step: Professional Learning

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

Budget Total: **$90,143.00**

Acct Description	Description
Extra Duty Days	Learning Team Facilitator will analyze recent data and plan for upcoming year. 10 extra duty days in July an August of 2026 at $318.90 per day.
Single School Culture Coordinator	COLLAPSED Amend 6 BT 541703 - Single School Culture Coordinator will lead PLCs - Grades K-5, Focus or Reading/Writing and provide support for new teachers, monitor reading/writing data in grades K-5, model small group reading lessons in grade K-2.
LTF	The Learning Team Facilitator will play a key role in promoting collaboration, strengthening instructional practices, and fostering professional growth among K–5 teachers. Through data-driven decision-making, coaching, and collaborative planning, the facilitator will support teachers in implementing effective instructional strategies that improve student achievement and learning outcomes.

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: **$1,592.00**

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Copy Paper, Pens, Pencils, Crayons, Sticky Pads, Erasers, Paper Clips	1	$75.00	General Supplies	Original	$75.0

Acct Description	Description
Enrichment Contracts	**Item** / **Quantity** / **Rate** / **Type** / **Total** Cox Science Center will come to the school to provide hands-on science activities for Family STEM Night (students K-5 and their families) in February. / 1 / $578.00 / Original / $578.0
Out-of-system Subs for Parent Conferences	**Item** / **Quantity** / **Rate** / **Days** / **Hours** / **Weeks** / **Certified** / **Type** / **Total** Substitutes will be provided to to allow for all grade level teachers to conduct parent conferences that will take place during the day, allowing for parent schedule flexibility, after the 1st report cards are issued. / 8 / $18.00 / 1 / 6.5 / 1 / Non-Certified / Original / $910.0

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

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

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

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

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

We held a Comprehensive Needs Assessment (CNA) Leadership Committee Meeting on February 2, 2026, at 8:30 a.m. We held a CNA Staff Meeting during the week of February 2, 2026, at 7:30 a.m. and 2:15 p.m. We held our CNA Stakeholder Meeting on February 11, 2026, at 7:30 a.m. By hosting all three of these events, we were able to get input from all members of our school community. In our meetings, we discussed how data informs our Title I SWP and that through our school improvement plan process, we are able to use data to create goals and priorities that have a positive effect on both our SIP and our SWP. In each of the meetings, the leadership team reported current student performance data and proposed Title I allocations and programming. Stakeholders then individually shared thoughts and feedback in small groups and individually. The feedback was then recorded by the leadership team on meeting recording templates to inform the final SWP. Stakeholders also participate in the routine development and revision of the SWP by participating and providing feedback at our School Advisory Council (SAC) meetings that occur at least five times a year on the second Wednesday of the month at 6:00 p.m. or 7:30 a.m..

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

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

Name	Title
Renee Elfe	Principal
Sheila Boone	Assistant Principal
Jeanne Russell-Khan	Learning Team Facilitator

Annual Parent Meeting

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

We will be hosting a Title I Annual Meeting for stakeholders on September 2, 2026, at 5:30 pm in the Media Center.

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

Parents will be notified through our weekly family newsletter distributed via ParentLink and Class Dojo communication systems. We will also post the information on our school website, as well as through our school marquee.

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

The Circle of Support: Proactive Partnerships for the Whole Child

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

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

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

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

• What will teachers submit as evidence of implementation?

Parent Conference Notes that show school-home partnership.

• Month of Training

Early September 2026 (to allow for collection of evidence to meet late Sept. upload)

• Responsible Person(s)

Jobi Bailey & Marceline Estiverne & SBT/Guidance Team

3. Staff Training for Parent and Family Engagement #2

• Name of Training

The Partnership Language Lab: Mastering the Art of Tough Conversations

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

This professional development prepares educators to navigate high-stakes, sensitive conversations with families regarding academic or behavioral concerns.

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

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

• What will teachers submit as evidence of implementation?

Parent Conference Notes

• Month of Training

January 2026

• Responsible Person(s)

Jobi Bailey & Marceline Estiverne

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Family Curriculum Event

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

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

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

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

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

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

• Date of Training

Early September 2026 (to give time to collect evidence for upload by Sept. 30th)

• Responsible Person(s)

Jobi Bailey, Marceline Estiverne, and classroom teachers

• Resources and Materials

TBD

• Amount (e.g. $10.00)

0.00

3. Parent and Family Capacity Building Training #2

• Name of Training

Fall Family Literacy Event

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

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

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

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

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

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

• Date of Training

Early October 2025 (to allow for Oct. 30th Crate Upload)

• Responsible Person(s)

Jobi Bailey, Marceline Estiverne, and K-2 classroom teachers

• Resources and Materials

TBD

• Amount (e.g. $10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Family Science and Technology Event

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

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

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

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

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

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

- Date of Training

February 2026

- Responsible Person(s)

Admin & K-5 Teachers

- Resources and Materials

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

• Amount (e.g. $10.00)

578.00

Coordination and Integration

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

• Name of Agency

McKinney-Vento Program (MVP) of the School District of Palm Beach County (SDPBC)

• Describe how agency/organization supports families.

This department works closely with our School-Based Team and Mental Health Team to provide resources available to teachers and families, and available support staff needed to engage our families experiencing homelessness.

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

- Sample Housing Questionnaire distribution - MVP Meeting Notes - Agendas of trainings provided to our staff

• Frequency

Monthly

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

• Name of Agency

Boca Helping Hands

• Describe how agency/organization supports families.

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

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

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

• Frequency

Weekly

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

• Name of Agency

Boys and Girls Club

• Describe how agency/organization supports families.

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

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

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

• Frequency

Monthly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

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

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

Screenshots of the Class Dojo and ParentLink messages ParentLink analytics Pictures of our marquee Copies of our translated flyers

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

• Description

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

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

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

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

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

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

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

- Description

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

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

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

- Description

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

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

Photos of supplies given Lists of supplies given Copies of forms to sign up for Blessings in a Backpack

• Description

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

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

Photos of supplies given Lists of supplies given Conference notes from the school counselor

Other Activities

1. Activity #1

• Name of Activity

N/A

• Brief Description

N/A

2. Activity #2

• Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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