
Title I Comprehensive Schoolwide Plan
BELVEDERE ELEMENTARY SCHOOL (0531)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

• 59% of students are deemed urgent intervention in finding meaning based on PM #2 in grades K-2. • 56% of students are deemed urgent invention in phonics and word analysis based on PM #2 in grades K-2. • 51% of students are below the standard in reading across genres and vocabulary in grades 3-5 based on PM #2. • 32% of students are below standard in reading prose and poetry in grades 3-5 based on PM #2.

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

• Large number of students needing remediation and intervention. • Large need for additional small group instruction beyond school hours. • Additional resources for small group instruction • New 3-5 ELA curriculum • More time for target small group instruction • Parents speak limited English therefore unable to assist students academically • System for school wide student achievement recognition • Students and staff growth mindset • Teacher struggle planning effective core instruction to meet the intent and rigor of standards • Teachers struggle disaggregating student achievement data, standards and require coaching in order to plan for effective and relevant instruction • Parents require academic training to assist students at home. • Parents require training in understanding student achievement levels so they can assist goal setting at home. • Parents lack resources at home to support student learning and academics

3. Share possible solutions that address the root causes.

• Strengthen core instruction with professional development in ELA. • On-going professional development from a reading specialist for teachers. • On-going professional development in new reading curriculum. • Targeted students needing remediation and intervention with the use of resource teachers. • Provide additional resources for ELA that incorporate text, task and talking opportunities. • Reading/Writing resource/coach to support school-wide reading need. • ELA instruction beyond school hours during after school tutorials • Academic tutors to support classroom instruction for students • Provide parent trainings in natives languages for parents on ways to support their students academically

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

- Use school-wide systems to reach all parents in multiple languages such as ClassDojo, Parentlink, Canva, Smores and Language Facilitators for in-Person Meetings.

- **Parent Training**

- Parent trainings to address student academic support programs at home

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

- **School**

- The school will provide parents with resources for home learning such as books, strategies and tasks.

- **Students**

- Students are expected to complete home learning tasks and attend school daily.

- **Parents**

- Parents are expected to attend parent trainings, parent conferences and school events.

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) • Teacher collaboration opportunity to plan and vertically address the needs for incoming students

- **Accessibility**

- Provide parents ongoing resources for physical accessibility, Homeless/Migrant and social and emotional support.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

- 50% of students are deemed urgent intervention in math based on PM #2 in K-2. • 79% of students are deemed urgent intervention in time and money based on PM# 2 in K-2. • 73% of students are deemed performing below the standard in math based on PM #2 in grades 3-5. • 66% of students are deemed performing below standard in geometric reasoning on PM #2 in grades 3-5.

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

- Large number of students needing remediation and intervention in foundational math skills • Large need for additional small group instruction beyond school hours. • Additional resources to support new Math standards • Math curriculum doesn't address all math standards • More time for target small group instruction beyond school hours • System for school wide student achievement recognition • Large need in providing professional development for students and staff on growth mindset • Parents require academic training to assist students at home. • Parents require training in understanding student achievement levels so they can assist goal setting at home. • Parents lack resources at home to support student learning and academics

3. Share possible solutions that address the root causes.

- Strengthen core instruction with professional development in Math. • On-going professional development from a Math specialist for teachers. • On-going professional development in new Math standards. • Targeted students needing remediation and intervention with the use of resource teachers. • Provide additional resources for Math that incorporate text, task and talking opportunities. • Math resource/coach to support school-wide reading need. • Math instruction beyond school hours during after school tutorials • Academic tutors to support classroom instruction for students • Provide parent trainings in native languages for parents on ways to support their students academically

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

• Communication

- Use school-wide systems to reach all parents in multiple languages such as ClassDojo, Parentlink, Canva, Smores and Language Facilitators for in-Person Meetings.

- **Parent Training**

- Parent trainings to address student academic support programs at home

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

- **School**

- The school will provide parents with resources for home learning such as books, strategies and tasks.

- **Students**

- Students are expected to complete home learning tasks and attend school daily.

- **Parents**

- Parents are expected to attend parent trainings, parent conferences and school events.

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) • Teacher collaboration opportunity to plan and vertically address the needs for incoming students

- **Accessibility**

- Provide parents ongoing resources for physical accessibility, Homeless/Migrant and social and emotional support.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

- 16% of students in grade 5 are predicted to score level 3 or above based on FY 23 winter science diagnostic.
- 39% of students in grade 5 are proficient in Earth and Space science based on FY23 winter science diagnostic.
- 42% of students in grade 5 are proficient in Life Science based on FY23 winter science diagnostic.

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

- Large gap in science foundational knowledge
- Lack of resources to provide hands on learning including science experiments and labs
- Uninterrupted daily science instruction
- Lack of vertical articulation planning across grade levels.
- Large number of students needing ELA remediation and intervention.
- Large need for additional small group instruction beyond school hours.
- Additional resources for small group instruction

3. Share possible solutions that address the root causes.

- STEM Resource teacher on the Fine Arts rotation wheel to provide school-wide science remediation and hands on activities
- STEM Day- Weekly science experiments
- Increase science content across subject areas by providing new curriculum
- Science resource/coach to support school-wide math deficiencies.
- Science instruction beyond school hours during tutorials.

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

• Communication

- Use school-wide systems to reach all parents in multiple languages such as ClassDojo, Parentlink, Canva, Smores and Language Facilitators for in-Person Meetings.

• Parent Training

- Parent trainings to address student academic support programs at home

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

- **School**

- Provide parents with resources for home learning such as books, strategies and tasks.

- **Students**

- Students are expected to complete home learning tasks and attend school daily.

- **Parents**

- Parents are expected to attend parent trainings, parent conferences and school events.

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) • Teacher collaboration opportunity to plan and vertically address the needs for incoming students

- **Accessibility**

- Provide parents ongoing resources for physical accessibility, Homeless/Migrant and social and emotional support.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards-based and meaningful instruction through whole and small groups including extended learning opportunities.

Budget Total: \$75,873.84

Acct Description	Description																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="441 170 1018 243">Item</th> <th data-bbox="1018 170 1165 243">Quantity</th> <th data-bbox="1165 170 1291 243">Rate</th> <th data-bbox="1291 170 1386 243">Days</th> <th data-bbox="1386 170 1501 243">Hours</th> <th data-bbox="1501 170 1617 243">Weeks</th> <th data-bbox="1617 170 1774 243">Certified</th> <th data-bbox="1774 170 1900 243">Type</th> <th data-bbox="1900 170 2016 243">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	<table border="1"> <tr> <td data-bbox="441 259 1018 357">Summer Swing: July 3-6, 2023 - ELA & Math - Grades 1-2</td> <td data-bbox="1018 259 1165 357">4</td> <td data-bbox="1165 259 1291 357">\$37.00</td> <td data-bbox="1291 259 1386 357">3</td> <td data-bbox="1386 259 1501 357">4</td> <td data-bbox="1501 259 1617 357">1</td> <td data-bbox="1617 259 1774 357">Certified</td> <td data-bbox="1774 259 1900 357">Original</td> <td data-bbox="1900 259 2016 357">\$1,776.00</td> </tr> </table>										Summer Swing: July 3-6, 2023 - ELA & Math - Grades 1-2	4	\$37.00	3	4	1	Certified	Original	\$1,776.00
Summer Swing: July 3-6, 2023 - ELA & Math - Grades 1-2	4	\$37.00	3	4	1	Certified	Original	\$1,776.00											
<table border="1"> <tr> <td data-bbox="441 373 1018 470">Summer Swing: July 10-13, 2023 - ELA & Math - Grades 1-2</td> <td data-bbox="1018 373 1165 470">4</td> <td data-bbox="1165 373 1291 470">\$37.00</td> <td data-bbox="1291 373 1386 470">4</td> <td data-bbox="1386 373 1501 470">4</td> <td data-bbox="1501 373 1617 470">1</td> <td data-bbox="1617 373 1774 470">Certified</td> <td data-bbox="1774 373 1900 470">Original</td> <td data-bbox="1900 373 2016 470">\$2,368.00</td> </tr> </table>										Summer Swing: July 10-13, 2023 - ELA & Math - Grades 1-2	4	\$37.00	4	4	1	Certified	Original	\$2,368.00	
Summer Swing: July 10-13, 2023 - ELA & Math - Grades 1-2	4	\$37.00	4	4	1	Certified	Original	\$2,368.00											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="441 511 1459 584">Item</th> <th data-bbox="1459 511 1606 584">Quantity</th> <th data-bbox="1606 511 1774 584">Rate</th> <th data-bbox="1774 511 1900 584">Type</th> <th data-bbox="1900 511 2016 584">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
	<table border="1"> <tr> <td data-bbox="441 600 1459 812">Easy CBM - is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. This tool will be used for student in Kindergarten through fifth grade as a tool to support classroom instruction.</td> <td data-bbox="1459 600 1606 812">1</td> <td data-bbox="1606 600 1774 812">\$49.99</td> <td data-bbox="1774 600 1900 812">Original</td> <td data-bbox="1900 600 2016 812">\$49.99</td> </tr> </table>										Easy CBM - is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. This tool will be used for student in Kindergarten through fifth grade as a tool to support classroom instruction.	1	\$49.99	Original	\$49.99				
Easy CBM - is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. This tool will be used for student in Kindergarten through fifth grade as a tool to support classroom instruction.	1	\$49.99	Original	\$49.99															
<table border="1"> <tr> <td data-bbox="441 828 1459 1055">Write Score - a online writing curriculum that provides target writing lessons for teachers and student coupled with assessments that will provide specific writing feedback. Write Score is aligned to the new BEST standards and uses its only interface to score assessments.This curriulum will be used by students in grades three through five.</td> <td data-bbox="1459 828 1606 1055">1</td> <td data-bbox="1606 828 1774 1055">\$3,463.91</td> <td data-bbox="1774 828 1900 1055">Original</td> <td data-bbox="1900 828 2016 1055">\$3,463.91</td> </tr> </table>										Write Score - a online writing curriculum that provides target writing lessons for teachers and student coupled with assessments that will provide specific writing feedback. Write Score is aligned to the new BEST standards and uses its only interface to score assessments.This curriulum will be used by students in grades three through five.	1	\$3,463.91	Original	\$3,463.91					
Write Score - a online writing curriculum that provides target writing lessons for teachers and student coupled with assessments that will provide specific writing feedback. Write Score is aligned to the new BEST standards and uses its only interface to score assessments.This curriulum will be used by students in grades three through five.	1	\$3,463.91	Original	\$3,463.91															
<table border="1"> <tr> <td data-bbox="441 1071 1459 1266">Generation Genius - a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. This resource will be used to supplement the science curriculum.</td> <td data-bbox="1459 1071 1606 1266">1</td> <td data-bbox="1606 1071 1774 1266">\$525.00</td> <td data-bbox="1774 1071 1900 1266">Original</td> <td data-bbox="1900 1071 2016 1266">\$525.00</td> </tr> </table>										Generation Genius - a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. This resource will be used to supplement the science curriculum.	1	\$525.00	Original	\$525.00					
Generation Genius - a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. This resource will be used to supplement the science curriculum.	1	\$525.00	Original	\$525.00															
Resource Teacher	Reading Resource Teacher to support at-risk students grades K-5 through small group instruction.																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="441 1421 1071 1494">Item</th> <th data-bbox="1071 1421 1239 1494">Quantity</th> <th data-bbox="1239 1421 1375 1494">Rate</th> <th colspan="2" data-bbox="1375 1421 1732 1494">Supply Type</th> <th data-bbox="1732 1421 1879 1494">Type</th> <th data-bbox="1879 1421 2016 1494">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type		Type	Total		
	Item	Quantity	Rate	Supply Type		Type	Total												
<table border="1"> <tr> <td data-bbox="441 1510 1071 1542">Primary Journals (KG and 1)</td> <td data-bbox="1071 1510 1239 1542">150</td> <td data-bbox="1239 1510 1375 1542">\$2.17</td> <td colspan="2" data-bbox="1375 1510 1732 1542">General Supplies</td> <td data-bbox="1732 1510 1879 1542">Original</td> <td data-bbox="1879 1510 2016 1542">\$325.50</td> </tr> </table>										Primary Journals (KG and 1)	150	\$2.17	General Supplies		Original	\$325.50			
Primary Journals (KG and 1)	150	\$2.17	General Supplies		Original	\$325.50													

Acct Description	Description	Quantity	Rate	Supply Type	Type	Total
	Yellow Folders (pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	Clear sleeves (set of 5)	7	\$41.11	General Supplies	Original	\$287.77
	Purple Folders (pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	Copy Paper	85	\$44.61	General Supplies	Original	\$3,791.85
	Dividers	300	\$1.05	General Supplies	Original	\$315.00
	Whiteboards (Pack of 24)	10	\$79.10	General Supplies	Original	\$791.00
	iReady Magnetic Readers (Reading) Gr. 5	95	\$12.75	Instructional Materials	Original	\$1,211.25
	Orange Folders (Pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	iReady Magnetic Readers (Reading) Gr. 3	95	\$12.75	Instructional Materials	Original	\$1,211.25
	Red folders (Pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	Blue folders (Pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	Green folders (Pack of 25)	18	\$50.42	General Supplies	Original	\$907.56
	Pencil pouches	401	\$1.16	General Supplies	Original	\$465.16
	Pre-Sharpended Pencils (Pack of 240)	50	\$52.79	General Supplies	Original	\$2,639.50
	Headphones	450	\$10.96	Technology	Original	\$4,932.00
	White board erasers (Pack of 24)	35	\$18.74	General Supplies	Original	\$655.90
	Shipping	1	\$0.34	General Supplies	Original	\$0.34
	Expo Markers (pack of 12)	31	\$8.06	General Supplies	Original	\$249.86
	iReady Magnetic Readers (Reading) Gr. 2	75	\$21.25	Instructional Materials	Original	\$1,593.75

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Post It Notes	50	\$11.06	General Supplies	Original	\$553.00
	iReady Magnetic Readers (Reading) Gr. 4	90	\$12.75	Instructional Materials	Original	\$1,147.50
	3-Ring Binders	300	\$2.76	General Supplies	Original	\$828.00
	Crayons (Pack of 8)	48	\$10.75	General Supplies	Original	\$516.00

Action Step: Parent & Family Engagement

Enhance students' academic development by providing effective and meaningful communication and conducting academically focused and relevant parent trainings.

Budget Total: \$3,872.70

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	Hanging File Folders	15	\$5.84	General Supplies	Original	\$87.60
	Colored copy paper (Pack of 500)	20	\$18.47	General Supplies	Original	\$369.40
	Expo Markers (pack of 8)	15	\$8.06	General Supplies	Original	\$120.90
	K-2 Planners	250	\$3.23	General Supplies	Original	\$807.50
	Sight words and flashcards	1	\$94.60	General Supplies	Original	\$94.60

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Backpacks for Kindergarten Roundup	1	\$100.00	General Supplies	Original	\$100.00
	3-5 Planners	280	\$3.10	General Supplies	Original	\$868.00
	Nicky Communication Folders	675	\$1.55	General Supplies	Original	\$1,046.25
Online subscription	Item	Quantity	Rate	Type	Total	
	Canva Subscription to be used for parent communication in an engaging format with options for translation in native languages.	12	\$12.95	Original	\$155.4	

Action Step: Professional Development

Provide teachers with on-going professional development that focuses on building teachers' capacity in analyzing the achievement data effectively, creating data driven lessons, and sharing best practice in instructional delivery and assessment.

Budget Total: \$191,814.96

Acct Description	Description
Coach	Literacy Coach will build teacher capacity of instructional delivery and assessment by facilitating professional learning communities (PLC), modeling best instructional practices (at both the department and individual levels), and implementing the full instructional coaching cycle with all Kindergarten (K) through fifth (5th) grade Reading teachers.

Acct Description	Description											
Travel out-of-state	Item							Quantity	Rate	Total		
	La Cosecha: A Dual Language Conference / Nov 8-11, 2023/ Albuquerque, New Mexico - To provide staff professional development on bilingual and bi-literate ELA/Writing practices to ensure students become successful members of a global society. 3(Registration - \$600, Transportation - \$550, Lodging - \$975, Per Diem - \$144)							3	\$2,269.00	\$6,807.00		
	NABE 2024: A Dual Language Conference/ March 28-30, 2024/ New Orleans, LA - To provide staff professional development on bilingual and bi-literate ELA/Writing practices to ensure students become successful members of a global society. 3(Registration - \$885, Transportation - \$538, Lodging - \$1,200, Per Diem - \$144)							3	\$2,767.00	\$8,301.00		
Teacher Collaboration	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Team Leaders and Resource Teachers will engage in collaborative planning two times per year at the beginning and end of school year around differentiated instruction, implementation and pacing of lessons for ELA, math and science. (August 2023, January 2024)				12	\$25.00	1	4	2	Certified	Original	\$2,400.00
	K-5 Teachers, ESE and ESOL teachers will engage in collaborative planning one time to plan for the annual parent meeting focusing on BEST standards, FAST Assessments, differentiated instruction, implementation and pacing of lessons for ELA, math and science. (February 2024)				35	\$25.00	1	4.5	1	Certified	Original	\$3,938.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Expo Markers (pack of 12)	30	\$8.06	General Supplies	Original	\$241.80
	Card stock paper	16	\$14.51	General Supplies	Original	\$232.16
	Colored copy paper	10	\$18.00	General Supplies	Original	\$180.00
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	Building Expertise (Marzano Conference) To provide staff professional development on AVID which offers a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. - June 2024 Orlando, FL 3(Registration - \$800, Lodging - \$730, Per Diem - \$108) / 2(Transportation - \$100)	3	\$1,638.00	Original	\$4,914.00	
	Building Expertise - 2(Transportation - \$100)	2	\$100.00	Original	\$200.00	
	Model School Conference June 25 - 28, 2023 Orlando, FL - This conference will support administration's efforts to provide teacher and staff with meaningful professional development to improve instructional practices and build evidence-based, inclusive classrooms where all students experience success. 3(Registration - \$995, Lodging - \$775, Per Diem - \$108)	3	\$1,878.00	Original	\$5,634.00	
	Model School Conference - 2(Transportation - \$100)	2	\$100.00	Original	\$200.00	
Single School Culture Coordinator	SSCC will provide professional development, coaching, modeling in all content areas to instructional staff in grades K-5. Additionally, the position will support the MTSS process by leading SBT, monitoring interventions and progress monitoring.					

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our mission is to empower our families to be their children's first and best teachers, by strengthening district, school, family and community partnerships through support and training.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Amy Lopez	Principal
Scott Gayle	Assistant Principal
Kiesha Haynes	Single School Culture Coordinator
Laura Tomas	Learning Team Facilitator
Erin Miller	ESE Contact
Adilen Dull	ESOL Contact/ SAC Chair
Mario Portillo	ESE Teacher/ SAC Chair
Oreste Desmarattes	CLF
Marybeth Sterk	SLP

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

The team represents a diverse group of experts that represents every niche in the Belvedere Elementary Community. Members are selected based on their involvement of students in all capacity. For example, the ESE contact was selected based on the work she does with parents and students with disabilities. The instructional coaches were selected based on the relationships they have with teachers and the impact they have on students. The bi-lingual ESOL coordinator represents parents who speak another language. There are a few teacher leaders on the committee that were selected based on their strong content knowledge. The community members and business partners are selected based on their core mission and vision of supporting education and impacting the Belvedere community by supporting parent and family engagement.

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

After the analysis by the leadership team of the school's critical needs, the staff and faculty are engaged in the process of root cause analysis to determine possible solutions, opportunities, and parent/family engagement, as well as provide input on the School-Parent Compact. Faculty will be divided into teams representing different grade levels and departments to brainstorm on a specific area of focus such as Math or Reading, and then results are shared out. SAC members are also divided into groups with a member of the leadership team to go through a similar process. All feedback will be recorded for consideration into the draft version of the SWP. The SAC Meeting will take place on September 6, 2023 at 7:30am. The CNA process is conducted in phases by gathering input from internal and external stakeholders to assess the needs of the school. The first step is a meeting with the school's leadership team that takes place in February 2024. During this meeting the school's leadership team will review the school's achievement data and determine the school's root causes. Then, school leaders will meet with the school's faculty and staff review the school's achievement data and determine the school's root causes and solutions. Finally, school leaders will meet with parents and community members in March 2024 to review the school's achievement data and determine the school's root causes and develop solutions. Once all responses are collected the assistant principal will compile the the school's data, root causes and solutions to develop the school's Schoolwide Plan. This is completed no later than mid March 2024.

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

Staff, faculty, and SAC members were able to provide input on how to spend Title I funding to support parent and family engagement during previously described round-table discussions. Suggestions included spending funds for parent nights, like STEM Night, and short "How To" type sessions to support learning at home, in addition to communication efforts like planners, social media, etc.

Name	Title
Scott Gayle	Assistant Principal
Amy Lopez	Principal
Kiesha Haynes	Single School Culture Coordinator
Laura Tomas	Instructional Coach
Erin Miller	ESE Contact
Mary Beth Sterk	SLP
Adilen Dull	ESOL Contact
Mario Portillo	Teacher

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- 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; and
- Other opportunities for parents.

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

Tuesday, October 3, 2023 at 8:00am 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.).

Notification will be sent through Class Dojo, marquee, Facebook, ParentLink (text, callout, and/or email). Paper invitations/flyers will be sent home with students in backpacks.

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

Review of the FY23 PFEP and School-Parent Compact. Invitation, agenda, sign-in sheets, PowerPoint presentation, handouts, and parent evaluation. Supplies include paper, chart paper, markers, pens and pencils.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Math Fluency Book Club

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

Teachers will learn math strategies through a weekly book club. Teachers will then teach parents strategies during parent conferences and parent trainings.

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

Parents will communicate with teachers and foster an ongoing relationship to increase student achievement.

- What will teachers submit as evidence of implementation?

Agenda, Sign in sheets, presentation, and parent conference notes

- Month of Training

September 6, 2023

- Responsible Person(s)

Laura Tomas

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Research-Based Reading Strategies

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

Teachers will learn reading and writing strategies through professional learning communities. Teachers will then teach parents strategies during parent conferences and parent trainings.

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

Parents will communicate with teachers and foster an ongoing relationship to increase student achievement.

- What will teachers submit as evidence of implementation?

Agenda, Sign in sheets, presentation, and parent conference notes

- Month of Training

January 17, 2024

- Responsible Person(s)

Monica Anthony and Kiesha Haynes

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Creating Healthy Routines for Students

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

Parents will learn how to develop a flexible schedule that facilitates healthy routines at home for students.

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

School counselors and behavior therapist will use relevant and meaningful research to guide parents in learning the importance of routines and then developing a schedule using whiteboards and makers with the assistance of students.

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

Parents will take the schedules home and post the whiteboards in a central location in the household and then adhere to the schedules in order to develop a routine.

- Date of Training

September 14, 2023

- Responsible Person(s)

Guisela Lazo

- Resources and Materials

Paper, pens, pencils, whiteboards and expo markers.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

NA

2. Reflection/Evaluation of Training #1

• Name of Training

TBA

• Number of Participants

TBA

• What were parents able to do as a result of the training?

TBA

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBA

• What went well with the training?

TBA

• What improvements would be made and what steps will you implement to make the training more effective?

TBA

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Reading Strategies that Promote Reading

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

Parents will learn various reading strategies such as chunking, summarizing and using question stems.

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

Parents will learn research based reading strategies and then practice using them on their students or a partner in the meeting.

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

Parents will use reading strategies learned at home to improve reading achievement.

- **Date of Training**

December 7, 2023 at 5:30pm

- **Responsible Person(s)**

Monica Anthony & Kiesha Haynes

- **Resources and Materials**

Paper, pencil, reading texts

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

NA

4. Reflection/Evaluation of Training #2

- Name of Training

TBA

- Number of Participants

TBA

- What were parents able to do as a result of the training?

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training?

TBA

- What improvements would be made and what steps will you implement to make the training more effective?

TBA

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Fluency Strategies

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

Parents will learn different math fluency strategies to assist students at home.

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

Parents will learn research-based math strategies and practice implementing them using equations in the form of games.

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

Parents will use math strategies at home to increase math achievement.

- Date of Training

February 8, 2024 at 5:30pm

- Responsible Person(s)

Laura Tomas and Kiesha Haynes

- Resources and Materials

Paper, pencils and math manipulatives

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

6. Reflection/Evaluation of Training #3

- Name of Training

TBA

- Number of Participants

TBA

- What were parents able to do as a result of the training?

TBA

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBA

- What went well with the training?

TBA

- What improvements would be made and what steps will you implement to make the training more effective?

TBA

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

SDPBC Multicultural Department

- Describe how agency/organization supports families.

Provide parents with opportunities for family advancement, migrant services, employment, housing etc.

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

Email communication, agenda, sign in sheets, presentation

- Frequency

1 x a year

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

- Name of Agency

Palm Beach County Drowning Coalition

- Describe how agency/organization supports families.

Palm Beach County Drowning Coalition provides free swimming lessons to families of Palm Beach County.

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

Pictures, flyers/Parent Link, and Clasdojo

- Frequency

1 x a year

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

- Name of Agency

Florida Atlantic University Center for Autism and Related Disabilities

- Describe how agency/organization supports families.

FAU CARD is a community-based program providing assistance and supports to people with autism spectrum disorder and related disabilities, their families, the professionals serving them, employers and the community.

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

Email communication, agenda, sign in sheets, presentation

- Frequency

1x a year

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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 such as the School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, extended learning opportunities in English, Spanish and Haitian Creole. The school will use of different types of media, such as: Parent Link (texts, call outs, emails), Class Dojo, Marquee, and Facebook. Title I programs will also be discussed at monthly SAC meetings.

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

Parent's Right-to-Know letters, letters about extended learning opportunities, invitations / flyers / social media snapshots / newsletters / calendars / parent link reports / photos of marquee

- **Description**

The school will inform parents about the curriculum and proficiency levels trough parents meetings (conferences, curriculum night, etc) and mid-marking progress reports and report cards.

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

open house/curriculum night presentation, handouts, graduation requirements, invitation, advertisement of event, sign-in sheets and Class dojo.

- **Description**

The school will provide parents with progress reports 3 times a year, report cards 3 times of year and an opportunity to have a parent conference.

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

SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets, parent-teacher conference notes, etc.

- **Description**

Parents are invited each month to SAC meetings to provide input and participate in decision-making. Parents are also invited to meetings to discuss their individual children.

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

Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

- **Description**

The school will schedule flexible meetings in the mornings and afternoons that allows for all parents to attend. Parent conferences will be scheduled during times convenient to families.

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

Schedule of different times for SAC meetings, letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), flyers offering child care, home visit notes/log, newsletters, marquee photos, call-out transmissions/scripts/reports, etc.)

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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**

Two community language facilitators are available for translation (verbal and written) services as need Bi-lingual school counselor and School Based Mental Health Professional Translated flyers and messages

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

Translated compacts, invitations, flyers, newsletters, letters, calendars, translated parent link messages, translated letters, agendas, flyers.

- **Description**

Accessible meetings, parking and building for persons with disabilities Point of contact established for accommodation assistance Personalized contact regarding students from our ESE team Request support of district hearing or vision interpreters for meetings, Linking families with appropriate agencies

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

Photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets.

- **Description**

Migrant Liaison aspects of the program, including but not limited to: food security, uniforms, linking with agencies and parent meetings. Meetings are offered at various times to help with work schedules. Additionally, CLF and school counselors are available to conduct home visits.

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

Home visit notes, school staff referrals to Migrant Department, conference notes, flyer of services offered, translated letters

- **Description**

McKinney-Vento liaison coordinates aspects of the McKinney-Vento program, including but not limited to: food security, uniforms, transportation, and linking with agencies, home visits, reviewing Student Housing Questionnaire and reaching out to District or other organizations for support

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

Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, call outs, email communication, completed needs survey, notes on services/support provided, copy of referral email, distribution logs for donated uniforms, school supplies, food and transportation logs.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- **Name of Activity**

Coffee with the Principal

- **Brief Description**

Agendales monthly meeting where parents can ask questions and voice concerns with the principal and assistant principal.

2. Activity #2

- **Name of Activity**

- Brief Description

3. Activity #3

- Name of Activity

- Brief Description

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Belvedere Elementary School is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks.. School-wide positive behavior universal guidelines "BE A STAR" are evident throughout the school. Positive praise and "Starbucks" are used to reinforce behaviors. Students can use their "Starbucks" for rewards from treasure box, or experiences like booth buddy passes, etc. Teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. All classrooms have also adopted "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. Belvedere has a bilingual school counselor and bilingual school behavior health professional who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. Our fifth grade students participate in the G.R.E.A.T (Gang Resistance Education and Training) taught by officers from the City of West Palm Beach Police Department. The G.R.E.A.T. officers provided a six lesson course to our students and completion of the program means that students have acquired life skills that will help them avoid delinquency, youth violence, gang membership, and also help them deal with bullying. Through AVID (Advancement, Via Individual Determination), Belvedere is committed in instilling a growth mindset in all of our students. Positive statements and the "power of yet" are evident throughout. Students in grades K-5 are involved in specific growth mindset activities, such as goal setting, conferences, and identifying characteristics of a good student. Students who exhibit exceptional progress in these areas are recognized by their teachers through the school's AVID Achiever award at our Trimester Awards ceremonies. Academic progress, as well as effort are also recognized at these awards ceremonies. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated and recognized monthly based on the character of the month One winner from the nominees is chosen to receive a bike and helmet in partnership with "Jack the Bikeman." Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. Students are taught and encouraged to make healthy choices in the lunch line and given the opportunity to eat additional healthy snacks from the "sharing table", Additionally, the school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart".

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: The core instruction at Belvedere is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and Successmaker for math. In order to ensure a positive learning environment students are expected to adhere to the "Be A S.T.A.R" expectations (Stay Safe, Try your Best, Act Responsibly, Respect Others).

Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention through a push-in model daily. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At Belvedere, some Tier 2 interventions for reading are: - LLI (Leveled Literacy Intervention) (Grades K-5) - Voyager (Grades K-5) - Small group intervention using Benchmark (Grades K-5) SPIRE (Grades K-5) Tier 2 Interventions for math: -Small group instruction using models and manipulatives -Envision Math intervention

Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. An additional 30 minutes of intense intervention is provided typically through a pull-out setting daily. - narrow focus on identified barrier - sometimes includes additional time using the specific intervention

Belvedere uses the Problem Solving Model in order to identify, intervene, and monitor. The four steps of the Problem Solving Model are: Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating Members of the MTSS/Rtl Leadership Team share responsibility for ensuring effective SBT/MTSS implementation. Members include: Principal, Amy Lopez Assistant Principal, Scott Gayle School Based Team (SBT) Leader, Kiesha Haynes School Psychologist, Marcela Lewis Speech and Language Pathologist, Mary Beth Sterk School Counselors, Chelsea Readon ESOL Coordinator: Adilen Dull ESE Coordinator: Erin Miller Support is provided to students experiencing difficulty with social-emotional (behavior) issues. They are addressed in a similar manner as academic concerns. Students receive Tier 2 and Tier 3 support as needed. The SBT team works collaboratively with the central region ESE and ESOL teams when additional personnel support is needed.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)]. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified and highly qualified teachers. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), media, and guidance. Students rotate through the fine arts each 5 days. Music, Art, PE and Media are taught using a district approved curriculum by a certified teacher in that content area. Our guidance rotation offers explicit instruction on social and emotional skills. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, & MTSS. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-5 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Students can participate in extra curricular activities on campus such as honor choir, art club, and yearbook club which help them integrate academic skills into another discipline. AVID Elementary, a college awareness and readiness system, is implemented in grades K-5 to build a college going mindset in our students and culture on our campus. AVID's Writing, Inquiry, Collaboration, Organization, and Reading strategies are used school-wide to guide students to understanding increasingly complex concepts in preparation for the rigors of middle school and beyond. Belvedere offers various extended learning opportunities through the year. Students in grades 3-5 are invited to after school tutorial for reading, math, science, and/or writing. Also, the Summer Swing program invites students to receive 6 weeks of extended learning in reading and math. Students in the After School Program participating in STEAM academic and enrichment activities as well. Additionally, we have added the 21st Century program, which provided additional extended learning opportunities for approximately 60 students in grades K-5, for 5 days a week.

Post-Secondary Opportunities and Workforce Readiness

How do you build students’ awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

To build students' awareness of and readiness for postsecondary opportunities, college awareness/readiness curricula and programs such as AVID (Advancement Via Individual Determination) are in place in grades K-5. Belvedere's focus is around organization, growth mindset, and WICOR strategies. School-wide, we are committed to building college and career awareness through displays of the staff's Alma maters posted through the school. Additionally, college and career awareness events through AVID and our guidance programs include: career day/week, speakers, PBAU campus visits and collaboration of PBAU volunteers on campus who speak to students about various programs and opportunities, such as their majors, sports teams, etc.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Belvedere offers a full-time VPK class that is integrated into the K-5 functions of the school. Our VPK students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, just to name a few. Belvedere offers an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. On-site school tours for new kindergarten families as part of K Round up. Once students begin Pre-K, parents are invited to a Curriculum Meeting which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Teachers implementing AVID Elementary have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. 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 capacity around PBMI. Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Belvedere Elementary School's administration strives to recruit and retain high qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, Word of Mouth and partnerships with local University Teacher Preparation programs. Additionally, Belvedere has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Belvedere also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. Belvedere has a history of low turnover and a majority staff that has taught at Belvedere for 10+ years. Belvedere serves to retain its teachers by providing levels of support throughout different stages of their careers. These include: New Teacher Orientation ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers -Teaching Team with Team Leaders -Collaborative Planning -Department Chairs -Coaching Support -Positive School/Employee Morale -Ongoing and relevant Professional Development -Open Door Policy -Opportunities for part-time pay such as tutoring -Hospitality and Wellness organize events on campus to build community -SwPBS supports the overall climate of the school -Staff is recognized regularly through BEE awards, shout outs, and special events like breakfasts, gifts, etc.