
Title I Comprehensive Schoolwide Plan
HAMMOCK POINTE ELEMENTARY SCHOOL (2081)

ELA

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

1. List prioritized needs statements.

We need to work on increasing proficiency to 70% average in grades 3-5. Based on the data, we need to increase the proficiency in the areas below. STAR data for PM2 indicates that 41% of 1st and 2nd grade students are not proficient in ELA. FAST data for PM2 indicates that 48% of 3rd and 4th grade students are not proficient in ELA.

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

Teachers struggle to implement effective strategies for differentiating instruction for challenged readers. New teachers are not trained in effective differentiated instruction for EL and ESE students during PLCs. Teachers still are not understanding the Achievement Level Descriptions for the standards that are being taught. Vacancies in ELL positions as well as ESE resource positions.

3. Share possible solutions that address the root causes.

Teachers will be provided additional materials to utilize during differentiated instruction along with professional development that supports differentiated instruction. Additional common planning opportunities need to be provided to ESE and EL teachers during the summer and school year in order to develop effective teaching strategies. Tutorials for all grades levels Hire additional instructional personnel to support the small group instruction taking place in the classroom. Hire a learning team facilitator to help with standards based planning during professional learning communities.

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

• Communication

Monthly Newsletters from Administration highlighting ELA strategies Bimonthly Newsletters from Teachers highlighting ELA standards that will be taught in each unit Flyers in all languages Monthly Family event calendar

- Parent Training

ELA trainings will be provided to parents each trimester. The trainings will provide instructional strategies that the parents can use at home to help their child(ren). Night trainings will include dinner for the families.

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

- School

Reteach standards not met during small group instruction Offer tutorial to students below grade level. Include different cultures, language and equity throughout the school day.

- Students

Attend school daily Do homework Read everyday Ask for help if needed

- Parents

Attend school events Support the school Sign all notes sent home and return to school Make sure the students arrive to school daily and on time

- Staff Training

Phonics training for K-2 Guided Reading Training for grades 3-5 Achievement Level Indicator Training for grades 2-5

- Accessibility

Flexible Seating ADA accommodations for families in need.

Math

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

1. List prioritized needs statements.

We need to increase our math proficiency in grades 3-5 to 75% and focus on specific student needs. Based on the data, we need to increase proficiency in math in the areas shown below: PM 2 data indicates that 71% of 3rd grade students are not proficient in Math. PM 2 data indicates that 82% of 4th grade students are not proficient in Math. PM 2 data indicates that 49 % of 5th grade students are not proficient in Math.

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

Teachers are lacking the knowledge of achievement level indicators imbedded in the math standards. Teachers are lacking the ability to plan standards based lessons that will align with the district and state assessments Students are lacking the foundational pieces of math that are needed to be proficient in their grade

3. Share possible solutions that address the root causes.

Provide additional staff to support small group instruction to meet the needs of diverse learners. Provide PDD around planning standards based lessons and effective teaching strategies in math Provide math tutorial for all grade levels Provide training/assistance during PLCs around analyzing data and secondary math focus calendars Reflex and IXL math programs to reinforce basic skills

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

• Communication

Data driven parent conferences Call out, emails, and text messages in all languages Flyers in all languages Electronic monthly newsletters Monthly family event calendar

• Parent Training

Math monthly parent night to frontload upcoming unit so parent can assist at home

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

- **School**

Reteach standards not mastered Offer tutorial to students below grade level Practice basic math facts daily

- **Students**

Attend School Daily Do homework Do your best every day Ask for help if needed Be active learners/participants

- **Parents**

Attend school events Support the school Sign all notes and return to school Check backpack nightly for notes and completed work

- **Staff Training**

Small group instruction Standards based lesson planning Planning to meet the needs of diverse learners

- **Accessibility**

Wheelchair access Flexible Seating ADA accommodations for parents in need.

Science

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

1. List prioritized needs statements.

We need to increase our science proficiency to 72%. Grade 5 science proficiency on FY24 winter diagnostic was 66%.

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

Master schedule does not allow for enough time to complete hands on investigations Teachers lack the materials needed that match the standards that are expected to be taught Students lack the background knowledge necessary to be successful due to lack of experiences

3. Share possible solutions that address the root causes.

Provide time during PDD to plan standards based lessons Provide science bootcamps afterschool Allow for science based texts to be used during the literacy block Allow for resource teachers to support the science curriculum

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

• Communication

Data driven parent conferences Call out, emails, and text messages in all languages Flyers in all languages Electronic monthly newsletters Monthly family event calendar

• Parent Training

Science Night

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

• School

Deliver inquiry based hands on instruction Offer science bootcamps to 5th grade students that are not yet proficient

• Students

Attend school daily Do Homework Ask for help if needed Be active learners/participants

- Parents

Attend school events Support the school Sign all notes and return to school Check backpacks daily for notes and completed work

- Staff Training

Provide PD on new science materials that are standards based

- Accessibility

Wheelchair access Flexible Seating ADA accommodations for parents in need

Action Step: Classroom Instruction

Engage all student in rigorous, differentiated, standards based, and meaningful instruction through interventions and small groups.

Budget Total: \$113,340.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Hand Held White Boards (Pack of 10) for student use	99	\$21.97	General Supplies	Original	\$2,175.00
	Chart Paper (pack of 6)	28	\$154.99	General Supplies	Original	\$4,339.72
	Measuring Up Books Grades 3-5	351	\$12.95	Instructional Materials	Original	\$4,545.45

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Foundations Student Books Grade 1 (10 pack)	16	\$90.00	Instructional Materials	Original	\$1,440.00
	Foundations Student Books Grade 2 (10 pack)	16	\$90.00	Instructional Materials	Original	\$1,440.00
	JJ Science Bootcamp Materials 4th 5th Grade	1	\$8,783.25	Instructional Materials	Original	\$8,783.25
	Copy Paper - Case	26	\$50.00	General Supplies	Original	\$1,300.00
	Magnetics 3-5 Book (iReady)	350	\$16.00	Instructional Materials	Original	\$5,600.00
	Foundations Kits Level K	2	\$1,889.00	Instructional Materials	Original	\$3,778.00
	Shipping	1	\$4.05	General Supplies	Original	\$4.05
	Foundations Kits Level 1	2	\$2,299.00	Instructional Materials	Original	\$4,598.00
	Foundations Student Books Grade K (10 pack)	15	\$90.00	Instructional Materials	Original	\$1,350.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,572.50	General Supplies	Original	\$2,572.50

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	BT 490723 Added Benchmark Advanced	1	\$3,295.00	Instructional Materials	Budget Transfer	\$3,295.00				
Online subscription	Item	Quantity	Rate	Type	Total					
	Online Subscriptions Reflex math to build fact fluency and automaticity for all students (964 students in Kindergarten [K] through fifth [5th] grades)	1	\$3,295.00	Original	\$3,295.00					
	Top Score to provide differentiated writing instructional activities for 350 students in third (3rd) through fifth (5th) grades	3	\$250.00	Original	\$750.00					
	No Amendment needed / BT 490723 removed Reflex math. Review notes for information	1	-\$3,295.00	Budget Transfer	-\$3,295.00					
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers to provide afterschool tutorial in Reading/English Language Arts (R/ELA) for students in second (2nd) through fifth (5th) grades to remediate classroom concepts for students at risk of not meeting grade level proficiency. Will begin in October 2024.	5	\$37.00	2	1.5	10	Certified	Original	\$5,550.00	
	Certified Teachers to provide afterschool tutorial in mathematics, for students in second (2nd) through fifth (5th) grades to remediate classroom concepts for students	5	\$37.00	2	1.5	10	Certified	Original	\$5,550.00	

Acct Description	Description										
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	at risk of not meeting grade level proficiency. Will begin in October 2024.										
Printing	Item						Quantity	Rate	Type	Total	
	Printing of SwPBS Hawks Way posters or behavior expectations to be displayed in all public students					75	\$5.00	Original	\$375.00		
Resource Teacher	Reading Resource Teacher to provide small-group push-in instructional support for students in Kindergarten (K) through second (2nd) grades who are identified as at risk of not meeting grade level proficiency.										
Extra Periods	Extra period for Science Lab Teacher to remediate fair game benchmarks with students in 5th grade (1 extra period, 5 days per week, for 1 period, for 28 weeks).										
Computer HW; non-cap	Item						Quantity	Rate	Type	Total	
	Student Headphones to equip students with access to adaptive learning technology					625	\$5.12	Original	\$3,200.00		

Action Step: Professional Development

Provide ongoing professional development opportunities that will build expertise in B.E.S.T. standards, curriculum, interventions, social emotional learning, as well as support the implementation of best instructional practices and utilize data to drive instructional plans.

Budget Total: \$53,184.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Collegial Planning for Team Leaders to create scope and sequence and team lesson plans and to ensure thematic development across content areas	6	\$25.00	2	1	28	Certified	Original	\$8,400.00	
LTF	Conduct PLCs with all teachers to ensure data driven instruction and standards-based lesson planning, with focus on Kindergarten (k) through second (2nd) grade teachers, and phonics instruction.									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$12,522.00

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide after school Conference Days beyond contract hours for parents of students in grades K-5 to ensure parents are informed of their child's progress.	51	\$25.00	3	2	1	Certified	Original	\$7,650.00	

Acct Description	Description										
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Family Night Child Care (CLFs will provide childcare, not translation)	3	\$27.00	2.83	7	1	Non-Certified	Original	\$1,575.00		
Printing	Item						Quantity	Rate	Type	Total	
	Printing Kindergarten Roundup Flyers to be backpacked home with students and poster to be displayed during parent workshops to inform parents of date						100	\$1.00	Original	\$100.00	

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

Hammock Pointe Elementary School is committed to involving families in shared decision-making and encouraging families to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for families, and establishing the school as the center of the community.

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
Stephanie Cook	Principal
Osvaldo Garcia	Assistant Principal
Jill Morgenstein	ESOL Coordinator
Kelli Durocher	ESE Contact
Jessica Cuchel	Grade Chair
SImone Bonspille	Grade Chair
Kim Attias	Grade Chair
Holly Nilsen	Grade Chair
Karem Pinto	Grade Chair
Amanda Phillips	Grade Chair
Paul Burrage	School Advisory Council Chair

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

Our stakeholders are selected to represent to the population of our school and community. Our members are comprised of our SAC Committee (parents, staff, and community) and Leadership team. Members of the SAC Committee must be voted in each year.

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

Stakeholders are involved by providing input through dialogue using data and always keeping the students best interest in mind. Input meetings took place on March 13th and March 25th. The SAC meeting was held on March 13 and the Staff and Leadership team meetings were on March 25th.

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

Title I funds will be used to purchase any supplies (Paper, books, markers, pens, ink, chart papers, card stock, ELA, Science and Math materials and books needed for parent trainings and staff) throughout the year. At the stakeholder's meeting everyone had the opportunity to give input on the type of training and other items they would like to include in the plan and the budget.

Name	Title
Stephanie Cook	Principal
Osvaldo Garcia	Assistant Principal

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?

September 11, 2024. 6:00 pm. Cafeteria

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

Call-out, email, text, marquee

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

Invitation, sign in sheets, Agenda, PPT, FY25 parent compact, parent evaluations, and reflections.

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

Parent Friendly Conferencing through Effective Communication, Data Chats, Next Steps, and Follow-Up

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

Teachers will be refreshed on the 3 steps in conducting an effective conference. 1. Give a Compliment - praise the student for what they are doing correctly, or they may be talented in a specific area. Thank the parents if necessary for their support. 2. Share Current Data - Show historical and current data to provide a clear picture for parents. 3. Next Steps for Success - make a plan for success for the student and parent. Set a reasonable time for follow-up How to facilitate a positive and effective conference with parents focusing on welcoming and inclusive schools. Parents will be sent an invitation using the planner, or via phone call/text messaging Teachers will be intentional with the important information they share with parents. Parents will learn how to interpret the report cards, Progress Reports, PMPs, and other school-related assessments. Using the legend on the report card, parents will be taught how to use the legend. Then taking that information, they will use the grade-specific information and strategies to help their child at home. Parent-teacher conferences * Create a welcoming environment. Make your classroom inviting by displaying students' work, and making space for the conference with an adult-sized table and chairs. * Send informative invitations. Be sure to communicate the importance of attending conferences at back-to-school night and other parent forums, and let parents know they are a critical part of their child's instructional team. When you send home information about conference dates and times, give parents several meeting times to choose from. * Open with positives. When you start the conversation, remind parents that the goal of this meeting is to share information about their student's academic progress and growth and how their child interacts in the school environment. * Avoid teacher-talk. Keep it simple with academic terminology parents can understand. * Make a plan. Provide suggestions for activities and strategies to support learning at home. Spend the last few minutes of the meeting on your specific goals for the student. * Share materials/resources with parents to support student learning/improvement at home * Be honest and have a thick skin. It's your responsibility to give parents or guardians an accurate assessment of their student's academic progress. Sometimes this means delivering bad news. Sugar-coating the facts defeats the purpose of the conference. * Follow up. A little thank-you can go a long way. Next steps for the improvement of the student.

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

We expect parents to support what is being taught in school by using the materials/resources to impact their child's learning and we expect an open line of communication between teacher and parent(s)

- What will teachers submit as evidence of implementation?

Conference Notes form - PBS1051, with next steps and follow-up

- Month of Training

September 2024

- Responsible Person(s)

Oswaldo Garcia

2. Reflection/Evaluation of Training #1

- Name and Brief Description

How to facilitate a positive and effective conference with parents with a focus on welcoming and inclusive schools.

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Sharing Data with Parents

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

Teachers will learn how to share data in parent friendly terms and on a timely manner with parents. Teachers will be reminded on how to use SIS Gateway to communicate with parents and share student information. They will share with parents how to access SIS Gateway and the information and resources available. Example: parents will know the results of all assessments and results relating to their children. Information will be given in simple terms that parents can understand.

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

The expected impact is for parents to use SIS as a way to communicate and access their child(rens) report. and assessment results. We expect parents to support what is being taught in school by using the materials/resources to impact their child's learning. Teachers will send home current test data in students' backpacks. Teachers will use the new student portal to inform parents of the progress of their child.

- What will teachers submit as evidence of implementation?

Conference Notes form - PBS1051; Instruction on how to access SIS Gateway; sample of the assessment results, Data results sent home to parents.

- Month of Training

November 2024

- Responsible Person(s)

Oswaldo Garcia

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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

Math Night Training

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

Our teachers will teach families math strategies to support math learning at home. The training will include hands-on learning and takeaways to help students with Math Facts.

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

Our teachers will use dice, flashcards, and playing cards in a game format to teach parents how to use these materials as resources to support math learning at home in a fun yet educational way. Parents will participate in many math stations with math games solving problems and rotating through each station.

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

Parents will be able to use the tools to help students at home work through Math facts thus increasing math proficiency. Math state assessments will improve by 5% FY25

- Date of Training

October 2024

- Responsible Person(s)

Oswaldo Garcia

- Resources and Materials

Paper, iReady Math Worksheets, Dice, Playing Cards, Flash Cards, teacher-created Math Fact sheets, pencils, anchor chart paper, post-it notes, and index cards. Math game stations.

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

To support student learning at home, parents will be able to read passages to their children in their native language. The reading strategies learned in the training can be applied to their reading activity.

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

Parents will participate in turn and talk, stop and jot, use academic language when answering questions.

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

It is expected that student achievement in reading fluency, vocabulary, and comprehension will improve by 5%.

- Date of Training

January 2025

- Responsible Person(s)

Erika Kennelly & Jessica Cuchel

- Resources and Materials

Reading passages Chart paper Markers Post-it notes pencils sentence strips note cards prizes

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

Multicultural Parent Night

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

To support student learning at home, parents will be able to read passages to their children in their native language. The reading strategies learned in the training can be applied to their reading activity. Editing tasks and phonics, phonemic awareness vocabulary will be the skills to aim for mastery

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

Students and parents will use adaptive technology to complete phonic and phonemic awareness exercises. This should result in reading fluency.

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

The expected impact on student achievement is to improve reading fluency. Parents will use adaptive technology to complete phonic and phonemic awareness exercises. This should result in reading fluency.

- Date of Training

March 2025

- Responsible Person(s)

Jill Morgenstein

- Resources and Materials

Books Reading passages Chromebooks Smart boards prizes

- Amount (e.g. \$10.00)

n/a

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

Multicultural Department Safe Schools ESOL/ELL Region Support

- Describe how agency/organization supports families.

Multicultural Department ~ Helps with parent events to translate information and guidance and support for the school.

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

The documentation that we will use includes emails, photos of events, and letters to parents.

- Frequency

As needed

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

- Name of Agency

Faulk Center

- Describe how agency/organization supports families.

The Faulk Center provides support through school counselors. Weekly counseling groups are created for students. Faulk center counselors work with groups weekly with our students.

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

We will provide Faulk Center group weekly schedules, parent permission slips, planning meeting notes, and monthly meeting notes.

- Frequency

Weekly

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

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

Building Better Readers: This parent meeting will give parents information on how to help their child(ren) become better readers. The parent informational meeting will also focus on supporting reading after school.

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

School Website, Thank you letters, Meeting agenda, Materials from the meeting

- Frequency

One-time

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**

School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights. Extending Learning Opportunities: Academic Focus Nights will be presented in person this school year. Parents will meet in the cafeteria for the Title I Annual Meeting. The Title I Annual Meeting will be presented in multiple languages, translators will be included to assist with the following languages: Portuguese, Spanish, Russian, and English. Small group sessions will be available in all four languages to help parents if they have more questions. After the Title I meeting, parents will meet in their child's classroom for academic focus night. Grade-level expectations for academics and behavior will be discussed in the classroom. Parents will be made aware of the following: 1. Information about being a part of the planned Parent Engagement Activities will be shared in the small group session. 2. Joining SAC 3. Before/and or After School Tutorials (in person) 4. Academic Clubs for student enrichment after school/and or virtually

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

School-Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters. Flyers/Invitations 4 Languages, Newsletters, Marquee, and Parent link messages in different languages.

- **Description**

Curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings. Academic Focus Nights, parents meet first in small group sessions based on language, in the media center, music room, and cafeteria to learn of grade level expectations academically. A copy of the report card is shared with parents, for them to see the academic areas that will be assessed. When parents meet in the classroom, they are given more in-depth information about the curriculum for the specified grade level. Forms and frequency of academic assessment used to measure students' progress. All parents will learn about Benchmark which is the new reading series.

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

Conference Notes, curriculum night presentation, SAC agenda and notes

- Description

Curriculum Night provides parents with an overview of the academic expectations for the school year. SAC meetings are a place where stakeholders give feedback and input, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, and assessment results. Hammock Pointe will offer in-person parent conferences and virtual meetings via Google Meets on request. All meetings will be recorded for parents to access at their convenience. A summary of the meeting will be available by request, along with materials from the meeting/training/activities or events.

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

Agenda (if applicable) Meeting invitation and sign-in sheets (if applicable) Parent-teacher conference notes Google Meet code (if applicable) Progress reports, report cards, assessment results (STAR/FAST, Diagnostic, iReady, etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets.

- Description

Parents will be notified of upcoming events through the following mediums: Flyers, Parent Link, Google Classroom, School Website, Remind, marquee board, text messaging, class dojo, and weekly email newsletter. Parent-teacher conferences are available throughout the year and are scheduled by the teacher and parents. Emergency meetings are also welcomed. SAC meetings are held once per month in the evening. Parents are encouraged to join SAC, where they can participate in the decision-making related to the education of their children.

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

Agenda SAC meeting invitations SAC Meeting Minutes Parent conference notes LEP/ESOL conference meeting

- Description

Hammock Pointe will offer in person and virtual meetings/trainings as needed. A Google Meets link will be established to be used all year, this will be provided to parents. Meetings will be offered in multiple languages to meet the needs of our families. A summary of the meeting will be available by request, along with materials from the meeting/training/activities or events. Parent-teacher conferences are offered at times convenient to families, IEP/LEP meetings at times convenient to families, home visits, parent trainings offered at different times (a.m. and p.m.)

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

Agenda Meeting invitation and sign-in sheets Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), Home visit notes/log School websites screenshots.

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

A welcome packet of information for new families, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc. Translation of all communication, interpreters during parent teacher conferences, SAC meetings, parent trainings with translators, IEP/LEP meetings with translators for parents.

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

FY25 Compact and PFEP Summary -translated PFEP summaries -translated Invitations Flyers Parent teacher conference notes when translator attended Translated parent link messages Translated letters

- **Description**

As we share information we will ensure families have equity and access. Things we will consider are closed caption visuals, or recorded meetings for our parents, and other visuals that will meet the needs of families. Hammock Pointe will ensure an ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings, scheduling of home visits.

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

Picture of the parking lot for the disabled Ramps for wheelchairs Print out of contact with notes from visit (if applicable)

- **Description**

Students of migratory workers are given backpacks with books for reading (10) and books for math and science. Assignments are given in simple steps and sometimes directions are written in their native language. Parents are given brochures with websites addresses for students to participate in online activities. All assignments will be give extra time for completion. Parents and families in migratory work will be given the option of an early morning/late evening session. Off site presentation may be requested. School will collaborate with churches/community center/library/ or event in the park to ensure access for all families.

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

Picture of backpacks Home visit notes School staff referrals to Migrant Department Translated letters CLF/sign-in on conference sheet

- **Description**

A welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, 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 Email seeking support for families Picture of donated uniforms, school supplies, food etc.

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

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to: (g) History of Holocaust (h) History of Africans and African Americans (i) History of Asian Americans & Pacific Islanders (o) Health Education, Life Skills & Social Media (q) Hispanic Contributions (r) Women's Contributions (t) Civic & Character Education (u) Sacrifices of Veterans, and the value of Medal of Honor recipients 2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. 3. Our school highlights multicultural diversity within the curriculum and the arts. SWPBS Action Steps: a. Cafeteria assemblies are conducted to review expectations b. Teachers reinforce expected behaviors in and out of the class through positive rewards c. Trimester celebrations are held

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

Hammock Pointe Elementary School follow the following SBT/MTSS Implementation: Tier 1: General Education Instruction All students receive high-quality, evidence-based instruction in the general education classroom. Teachers use effective instructional strategies and differentiated instruction to meet the needs of diverse learners. Regular progress monitoring is conducted to identify students who may need additional support. Tier 2: Targeted Interventions Students who are struggling academically or behaviorally receive targeted interventions in small groups. Interventions are designed to address specific skill deficits or challenges. Progress is monitored closely to determine the effectiveness of the interventions. Tier 3: Intensive Interventions Students who continue to struggle despite Tier 2 interventions may receive intensive, individualized instruction. This may involve one-on-one tutoring, specialized programs, or referral to special education services. Progress Monitoring: Students' progress is closely monitored to determine the effectiveness of interventions and to inform decision-making about further support. Early Identification: RTI aims to identify students who may need additional help early on, preventing academic difficulties from escalating. MTSS components may also be incorporated, such as: Positive Behavioral Interventions and Supports (PBIS): A framework for promoting positive behavior and preventing disciplinary problems. Skills for Learning and Life (SLL): Programs that teach students important social and emotional skills. Universal Design for Learning (UDL): Instructional strategies that provide multiple means of engagement, representation, and action and expression to meet the needs of all learners.

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

Hammock Pointe will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to: (g) History of Holocaust (h) History of Africans and African Americans (i) History of Asian Americans & Pacific Islanders (o) Health Education, Life Skills & Social Media (q) Hispanic Contributions (r) Women's Contributions (t) Civic & Character Education (u) Sacrifices of Veterans, and the value of Medal of Honor recipients 2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. 3. Our school highlights multicultural diversity within the curriculum and the arts.

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;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- 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

Hammock Pointe Elementary School provide gifted testing to all 2nd graders in addition to providing the Accelerated Math Plan (AMP) for our 3-5 graders preparing them to take higher level math courses in middle and high school and possibly college classes in high school. The Accelerated Mathematics Plan (AMP) provides a pathway for the highest achieving students in grades 3, 4, or 5, who meet certain criteria for success. This plan will help to personalize learning for students who will be working in an accelerated, rigorous mathematics classroom. The Accelerated Mathematics Plan will compact grades 3, 4, and 5 mathematics into two years. This plan will put students on track for taking M/J Grade 6 Advanced Mathematics in Grade 5.

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 Kindergarteners
- 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 readiness skills

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

1. Transition to Elementary School

This school has chosen to be exempt from this area.

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
- Mentoring
- PAR Teacher

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

1. Professional Development

Hammock Pointe Elementary School provides professional development throughout the year which include regional support, district curriculum support, and Educator Support Program ESP. This is offered through designated professional development days given to elementary schools. In addition, district trainings are offered virtually or face to face throughout the year regarding specific curriculum or intervention topics for students. Our trainings include the following: Foundations iReady Data Retrieval PM Unify Data analysis FL FAST PM Data analysis Voyager Training SPIRE Training

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

Hammock Pointe Elementary with the help of the district employs various strategies to recruit and retain effective educators. Here are some key approaches: Recruitment Strategies: Targeted Recruitment: The district actively recruits from universities, teacher preparation programs, and other educational institutions. Teacher Referral Programs: Existing teachers are incentivized to refer qualified candidates for employment. Online Job Boards: The district utilizes online platforms to reach a wider pool of potential candidates. Career Fairs: The district participates in career fairs to attract candidates directly. Social Media: The district leverages social media platforms to promote job openings and the benefits of working for the district. Retention Strategies: Competitive Compensation: The district offers competitive salaries and benefits packages to attract and retain educators. Professional Development: The district provides ongoing professional development opportunities to help educators stay up-to-date with the latest teaching methods and trends. Mentorship Programs: Mentorship programs pair experienced educators with newer teachers to provide guidance and support. Recognition and Awards: The district recognizes and rewards outstanding educators for their contributions. Collaborative Work Environments: The district fosters a collaborative and supportive work environment where educators feel valued and appreciated. Work-Life Balance Initiatives: The district offers flexible work arrangements and other initiatives to help educators maintain a healthy work-life balance. By implementing these strategies, Hammock Pointe Elementary School aims to attract and retain highly qualified educators who are committed to providing a quality education for all students.