
**Title I Comprehensive Schoolwide Plan
HIDDEN OAKS K-8 (0011)**

ELA

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

1. List prioritized needs statements.

1. STAR Literacy Assessment shows 76% of kindergarten students are not on track to meet end of year grade level expectations for phonological awareness. 2. PM2 FAST data indicates 48% of 3rd -5th grade reading students have not met proficiency. 3. Students with Disabilities 70% have not met proficiency. 4. In grades 6-8, 38% of students have not met proficiency. Eighteen percent of the students scored a Level 1.

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

1. Teachers struggle to implement effective strategies for presenting phonological awareness. 2. Learning gaps as a result of a strong reading foundation. 3. Vacancies in primary. 4. Lack of time for professional collaboration and planning. 5. Lack of parent knowledge of how to support students' learning at home. 6. Lack of intervention resources for middle school. 7. Lack of writing resources for intermediate grades 4-8. 6. Lack of time and personnel to provide additional student interventions and enrichment. 7. Lack of materials/resources to support student learning (student standards-based workbooks, phonics resources, online subscriptions, technology, digital access to writing resources, writing professional development, etcetera) 8. New teachers new to the field of teaching or new to teaching. 9. Lack of parent knowledge to support learning at home.

3. Share possible solutions that address the root causes.

1. Evidence-based instructional methods that promote reading proficiency. 2. Intervention resources for middle school. 3. Writing resources, such as digital materials and professional development, for grades 2-8. 4. Afford opportunities for teachers to engage in collaborative planning and collegial conversations. 5. Small group and tutorial resources that are standards-based and support student learning. 6. Provide PD to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support), and train teachers to utilize engagement strategies. 7. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) or extra period supplements for Reading/Writing to support students in grades K-8. 8. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents (ex. iReady, Khan Academy, McCarthy Math, Reflex Math, IXL, etc).

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

- **Communication**

Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, and parent/family trainings.

- **Parent Training**

Parents will receive resources and strategies to support reading at home. Designated days will be provided for teachers to hold parent conferences.

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

- **School**

Utilize communication resources to announce events and opportunities to volunteer and participate in school activities and committees (e.g., School Advisory Council, School-Based Team). Share kindergarten roundup with the community and surrounding daycare facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide extended learning opportunities through tutorial programs (morning, after school, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) for EA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-8 Teachers assign reading logs to monitor reading at home/homework each night. Provide parent conferences to engage families in academics and provide resources to support their child.

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the school advisory council, the Parent-Teacher-Student Association, and after-school clubs (such as the Book Club and Environmental Club). Encourage underperforming students to attend tutorials. Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

- **Parents**

Increase parent involvement by inviting parents to attend trainings, PTSA, and the School Advisory Council and by offering opportunities to volunteer at school. Parents/families will ensure that students attend school every day on time and are ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, reading with their child nightly and/or providing opportunities for their child to have a quiet space to read each night. Parents/families will review and sign documents sent home, such as agendas, homework, reading logs, etc. Parents will engage in parent-school communication resources - example may include school newsletters that may include home/school connection resources, community resources

- **Staff Training**

1. Provide staff training in Top Score, Voyager Passport intervention, iReady 2. Parent Conference Strategies 3. Train teachers to support parents on foundational skills (vocabulary, comprehension with different text, structure of an essay). 4. Provide teacher training to support teaching and learning (for example, navigating the standards, classroom management, and small group instruction).

- **Accessibility**

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

Math

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

1. List prioritized needs statements.

1. PM2 STAR math data indicates that 85% of students are not on track to meet end of year grade level expectations. 2. PM2 FAST data indicates 69% of 3rd -5th grade math students have not met proficiency. 3. 61% of Students with Disabilities have not met proficiency. 4. In grades 6-8, 38% of students have not met proficiency. Eight percent of the students scored a Level 1.

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

1. Lack of mathematical manipulatives to help make abstract concepts more concrete and to help solve mathematical problems. 2. Lack of foundational skills. 3. Poor instruction due to lack of training in complex mathematical concepts. 4. Lack of practice and reinforcement. 5. Limited exposure to real-world applications. 6. Lack of time for professional collaboration and planning. 6, Lack of parent knowledge of how to support students' learning at home. 7. Lack of intervention resources and enrichment resources. 8. Lack of time and personnel to provide additional student interventions and enrichment. 9. Lack of materials/resources to support student learning (student standards-based workbooks, online subscriptions, technology, digital access to math resources and tutorial support, professional development, etc.) 10. New teachers new to the field of teaching or new to teaching.

3. Share possible solutions that address the root causes.

1. Evidence-based instructional methods that promote mathematic proficiency. 2. Intervention resources for middle school. 3. Afford opportunities for teachers to engage in collaborative planning and collegial conversations. 4. Small group and tutorial resources that are standards-based and support student learning. 5. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, IXL, McCarthy Math) 6. Provide PD to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction (SSCC, coaches, district staff support), and train teachers to utilize engagement strategies. 7. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024, and June 2025) or extra period supplements to support students in mathematics interventions and/or enrichment in grades K-8.

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

• Communication

Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, and parent/family trainings.

• Parent Training

Parents will receive resources and strategies to support mathematics at home. Designated days will be provided for teachers to hold parent conferences.

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

• School

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Share kindergarten roundup with community and surrounding day care facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) for mathematics, including acceleration and enrichment to support students in grade K-8.

• Students

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the school advisory council, the Parent-Teacher-Student Association, and after-school clubs (such as the Book Club and Environmental Club). Encourage underperforming students to attend tutorials. Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

• Parents

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. Parents/families will review and sign documents sent home such as agendas, homework, reading logs, etc.

• Staff Training

1. Provide staff training in the use of mathematics manipulatives. 2. Train teachers to support parents on foundational skills (fluency in all operations, place value,). 3. Provide teacher trainings to support teaching and learning (example, navigating the standards, classroom management, small group instruction, mathematical concepts.). 4. Parent conference strategies.

- Accessibility

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

Science

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

1. List prioritized needs statements.

Winter diagnostics indicate an average <50% of students are at proficiency. Grade 5 science - 55% Grade 8 science - 47%

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

1. Lack of science resources/materials to help make abstract concepts more concrete. 2. Lack of foundational skills in science content literacy. 3. Poor instruction due to lack of training in science content. 4.. Limited exposure to real-world applications, field trips and experiences that enrich/enhance science content knowledge (including in house or off campus field trips). 5. Lack of time for professional collaboration and planning. 6, Lack of parent knowledge of how to support students' learning at home. 7. Lack of intervention resources and enrichment resources. 8. Lack of time and personnel to provide additional student interventions and enrichment. 9. Lack of materials/resources to support student learning (student standards-based workbooks, online subscriptions, technology, digital access to science resources and tutorial support, professional development, etc.) 10. New teachers new to the field of teaching or new to teaching.

3. Share possible solutions that address the root causes.

1. Evidence-based instructional methods that promote reading proficiency in the science content. 2. Teacher professional development and collaboration opportunities. 3. Increase access to science resources. 4. Provide teachers with the flexibility to incorporate hands-on experiences and STEM education. 5. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) or extra period supplements to support students in grades K-8. 6. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents (ex. iReady, Khan Academy, McCarthy Math, Reflex Math, IXL, etc).

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

- **Communication**

Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, and parent/family trainings.

- **Parent Training**

Parents will receive resources and strategies to support science at home. Parent conference week.

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

- **School**

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Share kindergarten roundup with the community and surrounding daycare facilities. Provide parent trainings to empower parents to become actively engaged in their child's education. This will lead to improved academic outcomes and a stronger partnership between school, family, and community. Provide parent conferences to engage families in academics and provide resources to support their child. Provide opportunities for home-accessible projects that focus on the scientific process, vocabulary, and science literacy in K-8.

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, school advisory council, Parent Teacher Student Association, and afterschool clubs (such as Book Club, Environmental Club). Encourage underperforming students to attend tutorial. Students will engage in home-accessible projects that focus on the scientific process, vocabulary, and science literacy in K-8.

- **Parents**

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. Parents/families will review and sign documents sent home such as agendas, homework, reading logs, etc.

- **Staff Training**

Provide opportunities for staff training during professional development days and substitutes during the instructional work week. Provide teacher trainings to support teaching and learning (example, navigating the standards, classroom management, small group instruction). Allow teachers the opportunity to observe and collaborate with peers. management, small group instruction). Provide a Science/STEM Night focusing on science foundational skills (vocabulary and concept knowledge). Provide parent conference strategies.

- **Accessibility**

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

Social Studies

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

1. List prioritized needs statements.

Forty-three percent of students performed below proficiency.

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

1. Limited exposure to social studies content in elementary school. 2. Lack of teacher background knowledge in social studies. 3. Elementary teachers spend less time on social studies specific content. 4. Limited access to primary sources and real-world connections. 5. Lack of diversity and inclusivity in the content. 6. Overemphasis on memorization of social studies content. 7. Lack of parent knowledge how to support students' learning at home. 8. Lack of training on content literacy strategies. 9. Lack of materials/personnel to support student learning (student standards-based workbooks, online subscriptions, technology, professional development, etc.)

3. Share possible solutions that address the root causes.

1. Evidence-based instructional methods that promote reading proficiency in the social studies content. 2. Provide teachers with professional development and collaboration opportunities. 3. Increase access to social studies resources. 4. Provide teachers with the flexibility to incorporate project-based learning. 5. Provide teachers with content literacy strategies. 6. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents (ex. iReady, Khan Academy, McCarthy Math, Reflex Math, IXL, etc). 6. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) or extra period supplements to support students in grades K-8.

4. How will school strengthen the PFEP to support Social Studies?

• Communication

Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, and parent/family trainings.

• Parent Training

Parents will receive resources and strategies to support reading at home. Designated days will be provided for teachers to hold parent conferences.

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

- **School**

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Provide resources that will engage students in social studies content literacy. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child.

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the school advisory council, the Parent-Teacher-Student Association, and after-school clubs (such as the Book Club and Environmental Club). Encourage underperforming students to attend tutorials. Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

- **Parents**

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. Parents/families will review and sign documents sent home such as agendas, homework, reading logs, etc.

- **Staff Training**

Provide opportunities for staff training during professional development days and substitutes during the instructional work week. Provide teacher trainings to support teaching and learning (example, navigating the standards, classroom management, small group instruction). Allow teachers the opportunity to observe and collaborate with peers. Provide staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home. Provide training and support for teachers to implement explicit lesson planning to support differentiated learning. Provide staff trainings to assist teachers in understanding how to better engage families when selecting advanced courses. As well as assisting them in understanding their overall importance.

- Accessibility

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

Acceleration Success

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

1. List prioritized needs statements.

100% of our middle school students are enrolled in at least one advanced course. Zero percent of students enrolled in grade 4 Accelerated Math Program (AMP) made learning gains for FY24 PM2. Nineteen percent of students in grades 3-5 are enrolled in AMP.

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

Certification for grade 5 AMP requires middle school 5-9 certification Students lacking foundational math skills in grade 3. Lack of resources to support learning in the classroom. Lack of parent knowledge of how to support students' learning at home. Lack of time and personnel to provide additional student learning interventions and enrichment. Lack of materials/resources to support student learning (student standards-based workbooks, online subscriptions, technology, digital access to math resources and tutorial support, professional development, etc.)

3. Share possible solutions that address the root causes.

Provide all grade 3 students opportunity to be exposed in AMP. Provide professional development on progress monitoring with acceleration & enrichment. Provide extended learning opportunities via tutorial programs during pre/post school, extra periods, or other opportunities during the academic day. Provide parent trainings to support student learning at home. Provide additional support for struggling students in grades K-8 (temp tutors, resource teachers, paras, teachers) Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) or extra period supplements to support acceleration in grades K-8. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents (ex. iReady, Khan Academy, McCarthy Math, Reflex Math, IXL, etc).

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Parents and families will be provided information through communication resources such as newsletters, call outs, emails and texts through parent link, all of which can be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, and parent/family trainings.

- **Parent Training**

Parents will receive resources and strategies to support learning at home. Parent conference week.

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

- **School**

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child.

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the school advisory council, the Parent-Teacher-Student Association, and after-school clubs (such as the Book Club and Environmental Club). Encourage underperforming students to attend tutorials. Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

- **Parents**

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. Parents/families will review and sign documents sent home such as agendas, homework, reading logs, etc.

- **Staff Training**

1. Provide opportunities for learning during vertical planning. 2. Allow teachers the opportunity to attend professional development that supports acceleration. 3. Allow opportunities for teachers to observe peers during the instructional day. 4. Provide teachers with the opportunity to attend trainings. 5. Provide parent conference strategies. 5. Share available middle school certification trainings. 6. Share information about district offered gifted endorsement coursework. 7. Allow teachers the opportunity to attend Cambridge training.

- **Accessibility**

Allow teachers to attend trainings during the instructional day and/or PD days and provide substitute(s) when necessary. Ensure parent events offer physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$134,399.50

Acct Description	Description										
Printing	Item							Quantity	Rate	Type	Total
	External printing to print in color materials to support delivery of instruction							1	\$4,000.00	Original	\$4,000.00
Tutorial	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide additional support for at risk students (Level 3 and below) in grades K-8, during an afterschool tutorial program in the are of ELA/Math. / Tentative start date is Oct. 2023			20	\$37.00	2	1.25	20	Certified	Original	\$37,000.00
Extra Periods	Middle School Teachers grades 6-8 will be given an extra period supplement that will be built into the Master Board. One will be for Reading and one for Math (2 at \$4500). This will allow for smaller class size. They will provide intensive instruction and remediation. (Jennifer Monroe - Math / Alicia Harp - ELA)										
Online subscription	Item							Rate	Type		
	(REMOVED W/ Amend 14 / BT 490096) Reflex Math + Frax Site License for grades K-8 extra practice							\$4,795.00	Amendment		
	iReady Tool Kit for all grades in ELA							1	\$3,468.00	Original	\$3,468.00
	Top Score Digital Licenses Grades 3- curriculum for grades 4-8th, PD with purchase (face-to-face and digital) to support writing							1	\$7,980.00	Original	\$7,980.00
	McCarthy Math Site License- provide math resources and tutorial to teachers for grades 3-5 math							1	\$2,800.00	Original	\$2,800.00
IXL will be used for math and science intervention and remediation							1	\$3,000.00	Original	\$3,000.00	

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Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 354 1205 443">Item</th> <th data-bbox="1205 354 1352 443">Quantity</th> <th data-bbox="1352 354 1516 443">Rate</th> <th data-bbox="1516 354 1738 443">Supply Type</th> <th data-bbox="1738 354 1902 443">Type</th> <th data-bbox="1902 354 2030 443">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 443 1205 558">JJ Boot Camp materials to support student learning</td> <td data-bbox="1205 443 1352 558">1</td> <td data-bbox="1352 443 1516 558">\$6,250.00</td> <td data-bbox="1516 443 1738 558">Instructional Materials</td> <td data-bbox="1738 443 1902 558">Original</td> <td data-bbox="1902 443 2030 558">\$6,250.00</td> </tr> <tr> <td data-bbox="422 558 1205 712">White Copy Paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention Lessons) for grades K-5</td> <td data-bbox="1205 558 1352 712">140</td> <td data-bbox="1352 558 1516 712">\$48.00</td> <td data-bbox="1516 558 1738 712">General Supplies</td> <td data-bbox="1738 558 1902 712">Original</td> <td data-bbox="1902 558 2030 712">\$6,720.00</td> </tr> <tr> <td data-bbox="422 712 1205 826">iReady Teacher Guides to support delivery of instruction</td> <td data-bbox="1205 712 1352 826">5</td> <td data-bbox="1352 712 1516 826">\$30.00</td> <td data-bbox="1516 712 1738 826">Instructional Materials</td> <td data-bbox="1738 712 1902 826">Original</td> <td data-bbox="1902 712 2030 826">\$150.00</td> </tr> <tr> <td data-bbox="422 826 1205 940">iReady Magnetic Books to support delivery of instruction and student learning</td> <td data-bbox="1205 826 1352 940">500</td> <td data-bbox="1352 826 1516 940">\$15.00</td> <td data-bbox="1516 826 1738 940">Instructional Materials</td> <td data-bbox="1738 826 1902 940">Original</td> <td data-bbox="1902 826 2030 940">\$7,500.00</td> </tr> <tr> <td data-bbox="422 940 1205 1053">UFLI Teachers Manuals to support delivery of instruction and student learning</td> <td data-bbox="1205 940 1352 1053">6</td> <td data-bbox="1352 940 1516 1053">\$85.00</td> <td data-bbox="1516 940 1738 1053">Instructional Materials</td> <td data-bbox="1738 940 1902 1053">Original</td> <td data-bbox="1902 940 2030 1053">\$510.00</td> </tr> <tr> <td data-bbox="422 1053 1205 1167">General supplies to support delivery of instruction and student learning</td> <td data-bbox="1205 1053 1352 1167">1</td> <td data-bbox="1352 1053 1516 1167">\$5,000.00</td> <td data-bbox="1516 1053 1738 1167">General Supplies</td> <td data-bbox="1738 1053 1902 1167">Original</td> <td data-bbox="1902 1053 2030 1167">\$5,000.00</td> </tr> <tr> <td data-bbox="422 1167 1205 1362">Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1205 1167 1352 1362">1</td> <td data-bbox="1352 1167 1516 1362">\$814.50</td> <td data-bbox="1516 1167 1738 1362">General Supplies</td> <td data-bbox="1738 1167 1902 1362">Original</td> <td data-bbox="1902 1167 2030 1362">\$814.50</td> </tr> <tr> <td data-bbox="422 1362 1205 1489">Reducing quantities of items currently in the SWP for additional teacher collaboration</td> <td data-bbox="1205 1362 1352 1489">1</td> <td data-bbox="1352 1362 1516 1489">-\$838.00</td> <td data-bbox="1516 1362 1738 1489">General Supplies</td> <td data-bbox="1738 1362 1902 1489">Budget Transfer</td> <td data-bbox="1902 1362 2030 1489">-\$838.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	JJ Boot Camp materials to support student learning	1	\$6,250.00	Instructional Materials	Original	\$6,250.00	White Copy Paper (case) to support student learning and delivery of instruction in ELA, Math, Science (Intervention Lessons) for grades K-5	140	\$48.00	General Supplies	Original	\$6,720.00	iReady Teacher Guides to support delivery of instruction	5	\$30.00	Instructional Materials	Original	\$150.00	iReady Magnetic Books to support delivery of instruction and student learning	500	\$15.00	Instructional Materials	Original	\$7,500.00	UFLI Teachers Manuals to support delivery of instruction and student learning	6	\$85.00	Instructional Materials	Original	\$510.00	General supplies to support delivery of instruction and student learning	1	\$5,000.00	General Supplies	Original	\$5,000.00	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	\$814.50	General Supplies	Original	\$814.50	Reducing quantities of items currently in the SWP for additional teacher collaboration	1	-\$838.00	General Supplies	Budget Transfer	-\$838.00				
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Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Out of system Temp Tutor to support Lv.25 students in grades K-2 in ELA / Tentative start date Sept. 2023	1	\$37.00	5	4	27	Certified	Original	\$19,980.00

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$131,685.50

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Lead PLC Teachers in grades K-8 will work together creating instructional focus calendars, lesson plans to support instruction based on data and discussion during PLC outside contract hours. / (Tentative start is September 2024)	9	\$25.00	1	1.5	22	Certified	Original	\$7,425.00
	ADDED - Amend 14/BT490096 Outside of contractual hours, teachers	4	\$25.00	1	1.5	22	Certified	Amendment	\$3,300.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	in grades K-8 will analyze data and work collaboratively to plan for instruction									
	ADDED -Amend 14/BT490096 Teachers will work collaboratively to plan for instruction and for the implementation of project based learning to prepare for the school year.	13	\$25.00	1	5	1	Certified	Amendment	\$1,625.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	General supplies for PLCs, PD, collaborative planning	1	\$2,646.50	General Supplies		Original	\$2,646.50			
Single School Culture Coordinator	This Single School Coordinator will support teachers in grades K-8 to implement strong systems for behavior, climate, culture, and academics to result in high academic achievement (all content areas) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback).									
Webinar /PD with Purchase	Item	Quantity	Rate	Type	Total					
	JJ Boot Camp will provide Virtual Training on their resources for teachers K-5 to support delivery of instruction in science	3	\$50.00	Original	\$150.00					

Action Step: Parent Engagement

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

Budget Total: \$44,239.50

Acct Description	Description							
Online subscription	Item					Rate	Type	
	(REMOVED) Smores subscription to support school-home communication- assist in creating parent newsletters					\$999.00	Original	
Supplies	Item		Quantity	Rate	Supply Type	Type	Total	
	Postcards for parent communication (2 mailings a year for 900 students)		1	\$100.00	General Supplies	Original	\$100.00	
	Mailing labels for parent communication		2	\$14.50	General Supplies	Original	\$29.00	
	Increased line by 1 dollar to balance SWP.		1	\$1.00	General Supplies	Budget Transfer	\$1.00	
Postage	Item				Quantity	Rate	Type	Total
	Postage for post cards to mail home to parents to support school home communication				1800	\$0.53	Original	\$954.00
Parent Liaison - Para Level	Parent Liaison- will implement PFEP, assist in parent trainings, assist parents during parent teacher conferences, and support teachers in ongoing communication with parents.							

Acct Description	Description								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Conference Week - Teachers will conduct parent conferences during the day to share student process and share materials/resources they can use to support learning at home (K-8) / Substitutes will be needed for this activity./ Tentative date is Fall 2024	47	\$16.00	1	6.5	1	Non-Certified	Original	\$4,888.00

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

As a community school, we prioritize involving and engaging our families through every mode possible. Not only do we aim to create a culture and environment where everyone feels welcome, our mission is to establish that this is our school, and your input, involvement, feedback and support serve as the backbone to Hidden Oaks K-8 School

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
Shari Bremekamp	Principal
Bryan White	Assistant Principal
Michele Kramer	Single School Culture Coordinator
Danielle Fernandez	Treasurer
Kristina Jackson	TOSA/SAC Chair
Thitaya Pimpipat	Kindergarten Team Leader
Kelley Marcellas	Parent

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

Our SAC members and teacher leaders were invited to participate in the CNA process. When we establish the SAC each year we make sure that the percentage of diverse members matches that of our student body. We invite parents, staff, community members, and business partners when we gather to collect feedback and ensure that all stakeholders are represented. We advertise and reach out to previously involved parents. When necessary, we provide personal invitations to those who can benefit our team. Stakeholders are selected from the group that volunteers to commit to attend regularly that also represents the population the schools.

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

At Hidden Oaks K-8, we hold monthly meetings that elicit feedback and input from all stakeholders that we use to develop our Comprehensive Needs Assessment (CNA), our Schoolwide Plan (SWP) and our Parent & Family Engagement Plan (PFEP). We first develop the foundations of these items with our Core Team, then the results are discussed with our entire faculty and staff, and then we present our work to our stakeholders. At all meetings, stakeholders are given opportunities to make suggestions and to add to our work before finalizing these items. Once complete, these items will be posted to our school's website and also shared in our Parent's weekly S'more Newsletter.

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

During the February 2024 faculty meeting, teachers were asked to collaborate with their teams and brainstorm using the outcomes of PM 2 data and then list ideas for how funding could be used to support our Parent & Family engagement goals. During the SAC meeting in February 2024, these same questions were posed to our parents and community members. In both meetings, stakeholders used the CNA Recording template to record their ideas and suggestions on how to improve our support to parents and families so they can better support their student at home. In response, the Core CNA team reviewed input from all stakeholders to determine how Title I funds would be spent. Parents and families will be communicated with regularly through our S'mores parent letter which will include dates and times of meetings and updates on student progress. We will also continue to provide substitutes for teachers in order to hold parent conference days to keep communication with parents and families open and current. Title I funds for parent engagement will be used for online subscription for communication (S'mores), subs for conferences, staff to provide childcare during parent trainings, and supplies.

Name	Title
Shari Bremekamp	Principal
Bryan White	Assistant Principal/Title I Contact
Courtney Hinton	Administrative Assistant

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?

Our Annual Meeting will be held in October, 2024 in the media center @ 8:30 am

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 outs, emails and/or text messages through Parent Link along with notification in our Parent weekly newsletter.

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

Annual Meeting PowerPoint presentation, the FY24 Compact and FY24 PFEP Summary paper and pens for agenda, notes, sign in anchor chart paper and markers for brainstorming refreshments [Not paid by Title I] human resources in the form of work creating call outs, flyers, copies, etc.

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

Literacy Initiative for K-8

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

Teachers will learn about the parent resources and skills for the development of phonics and phonics instruction [for all grades] that parents can utilize at home with their student.

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

Families will actively partner with their children in building foundational literacy skills, including phonics and comprehension, in grades K-8. Through collaborative learning experiences, parents will support their child's mastery of these essential skills. This home-school partnership is expected to enhance student achievement, leading to increased reading proficiency.

- What will teachers submit as evidence of implementation?

Evidence of Parent Engagement Training: 1. Parent attendance record (sign in log) 2. Feedback Pre/post survey 3. Parent conference logs 4. Photographs of parent engagement

- Month of Training

September

- Responsible Person(s)

K-8 teacher leaders

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

- 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

Math Support for Parents

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

Teacher of Mathematics will learn about new support resources (McCarthy Math and Khan Academy) to Hidden Oaks K-8 that will assist parents to engage in the work with their student at home.

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

After the training, parents and families will have a resource to extend the learning from the classroom to home and be able assist their student with homework and to prepare for upcoming assessments.

- What will teachers submit as evidence of implementation?

Parent Conference notes or communication logs. Presentation notes Photographs of parent/student engagement

- Month of Training

November

- Responsible Person(s)

Teachers of Mathematics in grades 3-5

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

- 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

Community Resources to Support Families

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

Parents will learn about the community and district resources that support families with needs. Resources may support families dealing with bereavement, homelessness, food shortage, social-emotional needs and those needing additional parenting skills. All of these resources will help support the child and the family in order for needs to be met so that learning can be achieved.

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

Parents will engage in interactive stations that are related to each resource provided by community resource organizations. Throughout the event, families will have opportunity to engage with each station allowing them to ask questions, engage in dialogue to address specific concerns, and they will be able to access the district's website to review the family resources available to them. Create a space for parents to connect with each other and share experiences.

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

Families will be better equipped to support their student and their family with meeting their needs necessary in order for students to become better learners. Parents will be aware the the various resources available to them and how to access the District's Family Resources using the district's website.

- Date of Training

September

- Responsible Person(s)

Behavioral Health Professional and Mental Health Professional

- Resources and Materials

Multiple Community and District Resources from various entities. Each will provide parents with materials and resources. Laptops to access the District's website.

- Amount (e.g. \$10.00)

NA

3. Parent and Family Capacity Building Training #2

- Name of Training

UFLI - University of Florida Literacy Initiative

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

Parents will learn about the importance of developing a strong foundation in reading through the repetitive practice of phonics in the early grade levels. Parents will receive hands-on materials to connect the learning from school to home in order to build strong reading skills.

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

Parents will be walked through a UFLI lesson to understand the components and how to practice the skills at home. Parents will use magnetic letters to complete the student tasks that should be practiced at home. At the training, parents will be able to practice the skill/lesson so they can be sure to implement it with fidelity at home and have the opportunity to ask questions.

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

Students will have continued practice at home to reinforce the concepts learned in the classroom. The impact should result in a higher level of proficiency in reading.

- Date of Training

October

- **Responsible Person(s)**

Teacher Leaders in grades K-2, SAI teacher

- **Resources and Materials**

magnetic letters, metal cookies trays, copy of UFLI lesson

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

NA

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Understanding FAST Assessments

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

Parents will be guided on how to access the state's testing platform to gain access to the many resources for families and students that will support them in achieving proficiency on state grade level state assessments. Parents will then have resources to implement with their students at home.

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

Parents will be provided access to computers and learn to navigate the state's testing website in order to access the many resources for families.

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

The expected impact of this training will be that students will have more exposure to different item types on state assessments which will better prepare them to meet proficiency.

- Date of Training

February 2025

- Responsible Person(s)

Administrative Team

- Resources and Materials

Computers, powerpoint presentation.

- Amount (e.g. \$10.00)

NA

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

ESOL/ELL

- Describe how agency/organization supports families.

Provides resources to families who include English language learners in getting acclimated to the culture and schooling within Palm Beach County. Teachers and Community Language Facilitators provide services to students in language acquisition and acclimation to the classroom environment as well as help to facilitate communication between students, teachers, staff and families. Agencies will be able to provide support and resources to families in need of these services

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

Meeting notes, translated documents, and advertisement of events including the option for translation, emails, and letters sent home (when applicable).

- Frequency

Daily in school, and as needed, at least weekly with parents and at all events.

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

- Name of Agency

Safe Schools - McKinney Vento

- Describe how agency/organization supports families.

This department can support our families who are struggling with housing. The McKinney Vento program provides resources, information, transportation, and others to help the family. School staff connects families with McKinney Vento for support as needed.

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

Emails, brochures, conference notes and other support provided to families.

- Frequency

PD will happen during faculty meetings monthly, in some instances, as well as during some PDDays.

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

- Name of Agency

IDEA

- Describe how agency/organization supports families.

This organization supports our faculty and families by providing the backbone to legally sound, and proper implementation of IEPs, 504 plans, and parent communication around these individual plans. They also provide information and resources for families.

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

IEP conference notes, parent conference notes, PD provided to ESE and classroom teachers on reading, understanding and implementing IEPs and resources to support families.

- Frequency

IEP mtgs and 504 mtgs happen throughout the year. Parent conferences also happen weekly, often daily. PD will be provided as needed to new teachers or teachers new to working with students with IEPs and 504 plans.

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**

All parents and community supporters will be invited to attend SAC mtgs through flyers, newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, mentor programs, and parent/family trainings.

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

Agenda, Advertisement in various languages (flyers), Compact, PFEP summaries, parent links details, newsletters, and/or texts.

- **Description**

Parent Trainings listed above will include information about the curriculum, proficiency, standards, assessments, progress, and expectations of all students. At parent conferences, teachers will review current proficiency levels. During our Curriculum Night, parents will learn about the grade level expectations for each core content area.

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

Parent Conference Notes with examples of student data, Powerpoint Presentation used during Curriculum Night and/or SAC meetings (when applicable), and Newsletters.

- Description

Parents will be informed of results of academic assessments through report cards, parent conferences, IEP meetings.

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

Report cards, conference notes, mid-term reports, assessment results

- Description

Parents will be invited to attend parent teacher conferences and IEP/504 meetings that will allow them to participate in the decision-making related to their child's education.

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

Invitation to SAC meetings, invitation to Conference, Annual Meeting agenda, IEP/LEP meeting

- Description

Parent Conferences and any IEP/504 meetings will be made based on the best time for parents to attend to allow for flexibility

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

Conference and meeting notes at a time that is convenient to families, invitation with links, IEP/LEP invitations, parent conference log

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

All advertisements will be translated. We will utilize RSVPs for all events and mtgs, and include what language the parents speak so we can prepare to have language facilitators. We have headphone translation sets for their use. Parent trainings, SAC meetings, events, and conferences will all be included in these strategies for working with families with limited English proficiency.

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

Advertisements, website/emails, agendas, conference notes, FY25 Compact, PFEP Summary

- Description

When possible, we will offer a virtual option to meetings and events in order to make them most accessible to parents and families with disabilities. Sign Language interpreters will be provided if needed. ADA Compliant accessibility to all events and locations will be maintained (photos of parking, ramp, elevator).

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

Interpreter request forms, virtual meeting links and data from meetings, agendas, advertisements, sign in sheets (photos of parking, ramp, elevator).

- Description

Various work and availability schedules will be considered and varied for family and parent trainings, meetings and conferences. We will share information about available services through Migrant Education Program.

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

Agendas, documentation of various days and times events are offered and planned, brochures, Annual Meeting slides, emails, and school staff referrals to Migrant Department (if applicable).

- Description

Events will be made available at various times to suit availability of all parents and families. CINs/FINs will be contacted for support of parents and families needing transportation to various events in the case of hardship. Phone in or virtual options to join meetings, conferences or communicate with teachers and staff will be made available. Possibly donating school supplies, food, sharing information about available services, Student Housing Questionnaire and also reaching out to District for support.

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

Documentation of communication with community resource personnel, agendas showing various times of events, meetings and conferences, Annual Meeting slides, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, and when applicable, 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

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

Classroom teachers utilize Morning Meeting and Skills for Learning & Life with their students to build character and to provide them with skills that address their mental health needs in life. We have also adopted Global Perspectives to grow students into well-rounded, thoughtful citizens. Our Wellness Committee provides several events throughout the year that promotes healthy habits like exercise and diet that supports a healthy mindset. Our School-Parent compact includes agreements that families will assist their children in developing strong study habits and organizational skills that will provide positive life-long skills. We have a team of resource staff that provides interventions and teaches students strategies which helps address any mental health needs of the students. The school counselor also provides weekly social skills grade level groups during students' lunch times. The Behavioral Health Professional offers one-to-one and small group sessions to improve student's mental/emotional health. Character building assemblies are given throughout the year when the students attend Guidance on the fine arts rotation. Anti-bullying education is also offered during Guidance on the fine arts rotation. All faculty and staff teach, review, and enforce the school-wide expectation matrix. These essential agreements are reviewed and enforced daily by all faculty and staff. A major and minor discipline infraction system is implemented throughout the school. Teaching staff receive Professional Development in classroom management strategies to maintain student on task behaviors and to limit off task behaviors. The discipline and character matrix is reviewed and visible. The campus supports a zero tolerance bullying policy. Students are informed of the anonymous bullying hotline and box to report incidents.

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

At the beginning of the year in PLCs, our teachers work closely with our SBT leader to review the decision tree for intervention support. Teachers learn what student data to use to determine the most appropriate intervention and which tier students may fall into. As teams meet during PLCs, they begin to identify students who need additional support and interventions in the classroom. As these students are identified, teachers begin to collect data based on the target of the intervention. Teachers then determine whether the intervention is effective in increasing the student's achievement, and if not, teachers will complete a School Based Team referral packet. The referral packet includes, documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing and speech and language are recorded. At least two observations are conducted by the teacher and another professional working with the student. Two conferences are conducted with the parents of the student. The school-based team is trained in identifying students' needs and in developing appropriate interventions. meets weekly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, mental health and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the SAI teacher. Meeting attendees include the Principal, Assistant Principal, student's teachers, school psychologist, ESE Coordinator, and TOSA. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the homeroom teacher by way of high quality standards based core instruction. Students receive a 90 minutes of reading instruction daily. Tier II interventions are developed and implemented when a student's academic, behavioral and/or social emotional difficulties continue. Tier II interventions occur one on one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction address one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, LLI, check in/check out, behavior contracts, daily behavioral form, with a teacher or specialist. The School Based team monitors the student's data to determine whether the student still requires interventions. Tier II data collections happen bi-weekly. The SBT team then meets to determine next steps. For example, if a student is responding to the interventions, then the team may monitor the student or change the target of interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension researched based interventions. Data is collected only if a student has attended their intervention group at least 4 days of a week. This is to ensure that the student is receiving their interventions with fidelity. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Academic and behavioral tiered support for students is implemented virtually for distance learners. Close monitoring takes place to ensure students are participating in tiered support. As a leadership team, we then determine which teacher will provide these supports to students and which intervention to use during this support, thus resulting in a solid schedule of support for our students. Our SBT committee meets each week to discuss student progress and to review data which allows us to make decisions on supporting our students.

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

At the beginning of the year the leadership team analyzes prior year's data to determine areas of need. This is displayed in our Comprehensive Needs Assessment that is shared with parents. Teachers meet bi-weekly in Professional Learning Communities to analyze data and to plan for instruction aligned to Florida State Standards. Leadership then monitors the execution of these plans through instructional walks. Student data is continuously monitored and students are considered for advance placement courses like AMP and above grade level courses. This year Hidden Oaks continues to implement Cambridge Learning which allows students to engage in project-based learning. Students will participate in projects that connect to real world applications and allows them to analyze the same situation in different cultures and countries.

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

Student data is continuously monitored and students are considered for advance placement courses like AMP and above grade level courses. This year Hidden Oaks has adopted Cambridge Learning which allows students to engage in project-based learning. Students will participate in projects that connect to real world applications and allows them to analyze the same situation in different cultures and countries. We will be participating in a 'Grow your Own' style program where middle school students will have the opportunity to take part in learning the skills of a teacher. They will shadow teachers and learn basic skills like planning and executing lessons. The neighboring high schools conduct graduation walks throughout our school building. We host completion ceremonies for our 5th and 8th students. The ceremony mirrors a high school graduation with a speech from the principal and a processional. Around the school, the information for colleges to accept students in their institution are posted for the students. The students observe what GPA they need to attend Florida colleges.

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
- 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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

We offer Kindergarten Kick-Off (formerly Kindergarten Round-up) during the spring. This event provides information to parents about grade level expectations, BEST Standards, and the skills that each child will learn in Kindergarten. The ESE Coordinator and ESOL Coordinator attend this event so that they can answer questions about services that their child may receive in the upcoming school year. When parents come to Kindergarten Kick-Off, they sign up for a date and time over the summer so that the Kindergarten students can be screened. The district provides kindergarten readiness kits to parents along with weekly instructional videos. In addition to these kits, students are provided with resources and activities once they have been screened to work on before entering kindergarten.

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

We have invited our literacy specialist in the south region to come to Hidden Oaks to walk classrooms in order to determine next steps and teacher support. In addition, we have selected teachers on each grade level to be the point person for ELA and Math. These teachers will attend monthly cadre meetings and report back to their teams with information and resources. Through our ESP program, newer teachers are provided mentors that assist with lesson planning, execution of lessons and debriefing to increase the effectiveness of instruction.

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

Each year we participate in the annual job fair to assist with the recruitment of teachers. We have also advertised on the InDeed website to reach applicants outside of the district job postings. Once we have recruited teachers, our job is then to retain teachers. We plan monthly social events that help build a strong culture and community at Hidden Oaks. We support teachers by providing meaningful professional development that meets the needs of teachers at different levels. Administration makes themselves available to teachers regularly in order to provide an additional layer of support. We also hold several rounds of tutorial sessions where teachers have the opportunity to earn additional funds. Teachers are also able to coordinate school based clubs to earn additional funds. Hidden Oaks has a mentor and new teacher program that meets regularly to assist teachers in the classroom and school responsibilities. Ongoing professional development is facilitated by district, Regional and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading and math instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice. Teachers are provided substitute teachers during the school day to conference with families and also to common plan with their grade level.