
Title I Comprehensive Schoolwide Plan
HIGHLAND ELEMENTARY SCHOOL (0671)

ELA

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

1. List prioritized needs statements.

ELA proficiency on PM 2 data indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. *PM 2 data indicates that 61% of our 3rd grade students are achieving a level 1 in ELA *PM 2 data indicates 68% of 4th grade students are achieving Level 1 in ELA *PM 2 data indicates 54% of our 5th graders are achieving Level 1 in ELA *PM 2 data indicates 23.9% of our K-2 students are at or above the Benchmark *PM 2 data indicates that 8.8 % of our ELL were achieving proficiency *Pm 2 data indicates that 5.4% of our SWD were achieving proficiency

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

* Lack of foundational skills K - 5 * High student absences * Struggle to differentiate instruction due to lack of training/support * Instructional support gets pulled so support is inconsistent * ESOL students struggle with grade level text * Pacing of the district is too regimented * There are so many new teachers that require for the coaches to support which means other teachers don't get the coaching support * Lack of motivation from students * Lack of phonics in grades 3 - 5 * Teachers struggle to implement effective strategies * Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers

3. Share possible solutions that address the root causes.

ESOL/ESE teachers and support should be provided with training on how to scaffold/ESOL strategies/cognates and provide appropriate ESE accommodations. * Have a PDD during pre-school to train new teachers * Reading Support to address deficits in ELA * More time for independent reading/buddy reading * More PD opportunities outside of the school day * Provide tutorial earlier in the school year * ESOL/ESE supports for scaffolding and meeting the needs of the students * More targeted interventions both for students (tutorial) and teachers (coaching) needing more support * Facilitate Professional Development focusing on strategies and techniques to scaffold instruction * Providing additional instructional materials to support student learning (print, online, hands-on) * Stronger structure for Tiered Support * Need for staff to support families and teacher during home-school collaboration * Provide additional parent trainings to support home-school collaboration * New BEST standards for writing in grades 4 -5; need support for implementation

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

- Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

- Parent Training

The school will provide parent training focusing on the following skills: * How to navigate through their child's portal (iReady, SIS, etc.) * Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. * Parent Academic Success Night * ELA Night for 3 - 5 Parents and K-2 parents

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

- School

Provide Monthly Workshops for Parents that include: * Implement B.E.S.T. Standards K - 5 * Provide more professional development to support ESOL/ESE students

- Students

* Be on time for school * Read daily * Do homework regularly * Attend school regularly

- Parents

* Commit to support students and communicate with teacher about issues at home. * Ensure that their child has the necessary materials for school. * Ensure their child gets to school on time. * Ensure attends school regularly * Have regular conferences with their teacher * Attend parent training nights to strengthen home school connection

- Staff Training

The staff at Highland will participate in the following trainings: * Cultural Awareness * How to have successful parent conferences * Communicating with families * Teach teachers how to communicate the effects of lack of education * Scaffolding * Phonics Instruction

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Math

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

1. List prioritized needs statements.

PM 2 data is indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. *PM 2 data indicates that 54% of our 3rd grader are performing at a level 1 *PM 2 data indicates that 76% of our 4th graders are performing at a level 1 *PM 2 data indicates that 53% of our 5th graders are performing at a level 1 *PM 2 data indicates that 50.93% of our K-2 students are at or above meeting the Benchmark *PM 2 data indicates that 8.8% of our ELL's were proficient *PM2 data indicates that 2.7% of our SWD's were proficient

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

* Lack of foundational skills * Learning skills gaps * Many teachers are in need of coaching and support - in the areas of ESE * Differentiating instruction * Too much testing * Lack of number sense and fluency * Teacher capacity * Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers

3. Share possible solutions that address the root causes.

* Invest in Instructional Resources on number fluency program (online, hard copies, hybrid) * Classrooms need more hands on math tools (manipulatives) * Math training to build teacher capacity * Professional Development for differentiating math instruction, best practice, and effective classroom management * Provide tutorial earlier on the school year to targeted students and not limited to only 1 day per week * Staff that will support in school-home collaboration * Maintain instructional personnel for 3-5 and K-2 * Math tutors during the day- pulling small groups * Provide additional parent trainings to support home-school collaboration

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

• Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

• Parent Training

The school will provide parent training focusing on the following skills: *Math Parent Night for grades 3-5 and K-2 *Teach parents math strategies and how to use manipulatives *Mathematics Fair Night *How to navigate through their child's portal (iReady, SIS, etc.) *Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. *Parent Academic Success Night

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

• School

Provide Monthly Workshops for Parents Implement B.E.S.T. Standards K - 5/ Big M Provide more professional development to support ESOL and ESE students

• Students

Communicate with parents about their education Be on time for school Practice math fluency frequently

- Parents

Commit to support students and communicate with teacher about issues at home. Ensure that their child has the necessary materials for school. Ensure their child gets to school on time. Have regular conferences with their teacher

- Staff Training

The staff at Highland will participate in the following trainings: Cultural Awareness *How to have successful parent conferences *Communicating with families *Teach teachers how to communicate the effects of lack of education *National Council of Teachers of Mathematics Conference for selected math teachers to bring back effective, cutting-edge instruction to the rest of the teachers

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Science

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

1. List prioritized needs statements.

Science proficiency on FY24 winter diagnostic was 22% indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. On the Science Diagnostic for FY 24 our ELL's were 8.9% proficient and our SWD's had no students proficient.

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

*Lack of science instruction in grades K - 4. *Lack on hands on activities *The schedule doesn't permit enough time for science instruction *Lessons in Blender are way too long for the allotted science block time *Interruption of science block in K -2 leaving 15 minutes for the science block. Students are not getting the foundational science skills *Lack of hands on labs * Teacher Capacity with science concepts *Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers

3. Share possible solutions that address the root causes.

*Move from concrete to abstract concepts *More hands on science experiments *Allow more time for science *More PD on sharing instructional best practices in grades K-5 *Use hands on tools and classroom supplies to differentiate instruction *Continue having science on the fine arts rotation *Staff to support school-home collaboration *Science instructional support *Provide additional parent trainings to support home-school collaboration

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

- Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

- Parent Training

The school will provide parent training focusing on the following skills: How to navigate through their child's portal (iReady, SIS, etc.) Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. Parent Academic Success Night Science Night for 3 - 5 Parents STEM Night k-5

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

- School

Provide Monthly Workshops for Parents Implement B.E.S.T. Standards K - 5 Provide more professional development to support ESOL students

- Students

Communicate with parents about their education Be on time for school Read daily

- Parents

Commit to supporting students and communicate with teachers about issues at home. Ensure that their child has the necessary materials for school. Ensure their child gets to school on time. Have regular conferences with their teacher

- Staff Training

The staff at Highland will participate in the following trainings: Cultural Awareness How to have successful parent conferences Communicating with families Teach teachers how to communicate the effects of lack of education

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Action Step: Classroom Instruction

Provide extended learning opportunities for targeted students through after school tutorials. Provide small group, hands-on learning, and differentiated instruction supportive of student skill development in reading, writing, math, and science to increase student success and engagement. Engage all students in rigorous, differentiated, standards-based, relevant instruction.

Budget Total: \$316,781.50

Acct Description	Description
Resource Teacher	The Resource Teacher will support 3-5 Writing classrooms by pushing in and supporting teachers (Teacher Lead) and students. They will also facilitate 3-5 Writing PLCs.

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="424 212 934 289">Item</th> <th data-bbox="947 212 1094 289">Quantity</th> <th data-bbox="1094 212 1215 289">Rate</th> <th data-bbox="1215 212 1314 289">Days</th> <th data-bbox="1314 212 1423 289">Hours</th> <th data-bbox="1423 212 1549 289">Weeks</th> <th data-bbox="1549 212 1701 289">Certified</th> <th data-bbox="1701 212 1885 289">Type</th> <th data-bbox="1885 212 2024 289">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Afterschool Tutorial for ELA, Math and Science in grades 3-5.	10	\$37.00	2	1	36	Certified	Original	\$26,640.00									
	Afterschool Tutorial for ELA, Math and Science in grades 3-5.	1	\$37.00	2	1	14	Certified	Original	\$1,036.00									
	Amend 3- Reduced 517 hours of Afterschool tutorial to purchase additional classroom supplies and to add OVT and summer time for Y. Paredes (BT 489191)	-1	\$37.00	1	517	1	Certified	Amendment	-\$19,129.00									
Amend 29- Reduced 109 hrs from Spring Break tutorial 3-5 (BT 492384)	-1	\$37.00	1	109	1	Certified	Amendment	-\$4,033.00										
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="424 901 1409 977">Item</th> <th data-bbox="1409 901 1556 977">Quantity</th> <th data-bbox="1556 901 1717 977">Rate</th> <th data-bbox="1717 901 1902 977">Type</th> <th data-bbox="1902 901 2024 977">Total</th> </tr> </thead> </table>						Item	Quantity	Rate	Type	Total							
	Item	Quantity	Rate	Type	Total													
	Penda science will be used to support the students with Science terminology and content through its online platform.						1	\$2,210.00	Original	\$2,210.00								
	Amend 3- Acaletics (Math grades 3-5)- BT 489191						1	\$5,417.78	Amendment	\$5,417.78								
Amend 19- Write Score ELA Grades 4-5 (BT 490983)						1	\$5,786.80	Amendment	\$5,786.80									
Resource Teacher	The Resource Teacher will focus on K-2 ELA by pushing in and supporting teachers (as Teacher Lead) and students with ELA. They will also lead K-2 ELA PLCs.																	

Acct Description	Description																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="422 217 926 293">Item</th> <th data-bbox="926 217 1083 293">Quantity</th> <th data-bbox="1083 217 1199 293">Rate</th> <th data-bbox="1199 217 1297 293">Days</th> <th data-bbox="1297 217 1413 293">Hours</th> <th data-bbox="1413 217 1535 293">Weeks</th> <th data-bbox="1535 217 1705 293">Certified</th> <th data-bbox="1705 217 1892 293">Type</th> <th data-bbox="1892 217 2030 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Non-Certified Tutor will push in grades 3-5 classrooms for ELA and Math.	1	\$15.00	5	6	36	Non-Certified	Original	\$16,200.00									
Amend 29- Added Non-Cert OOS w/degree- Temp tutor will support reading in grades 3-5th through a small group push-in model of support to increase student achievement. / Tentative start date is Oct. 16, 2024 to end of schools year. (BT 492384)	1	\$17.00	3	3	28	Non-Certified w/ Degree	Amendment	\$4,284.00										
Resource Teacher	The Resource Teacher will provide school-based team/MTSS tiered support to identified students, lead the School-Based Team, and monitor students' data which includes academics, behavior, and attendance to ensure students receive the supplemental, behavioral, and intensive support they need in grades K-5. She will assist in the classroom with positive behavior systems and tiered support.																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 1057 1104 1133">Item</th> <th data-bbox="1115 1057 1262 1133">Quantity</th> <th data-bbox="1262 1057 1423 1133">Rate</th> <th data-bbox="1423 1057 1705 1133">Supply Type</th> <th data-bbox="1705 1057 1892 1133">Type</th> <th data-bbox="1892 1057 2030 1133">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
	Item	Quantity	Rate	Supply Type	Type	Total												
	Acaletics	1	\$9,800.50	Instructional Materials	Original	\$9,800.50												
	Paper, pencils, pens, binders	1	\$63.00	General Supplies	Original	\$63.00												
	Amend 3- Increased Acaletics (Bt 489191)	1	\$16,172.15	Instructional Materials	Amendment	\$16,172.15												
Amend 3- Increased Paper, pencils, binders (Bt 489191)	1	\$19.07	General Supplies	Amendment	\$19.07													

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Amend 19- Reduced Acaletics to purchase Write Score (BT 490983)	-1	\$5,786.80	Instructional Materials	Amendment	-\$5,786.80
	Amend 29- Increased Copy Paper (BT 492384)	1	\$48.00	General Supplies	Amendment	\$48.00

Action Step: Professional Development

Provide on-going professional development that focuses on building teachers' capacity in analyzing achievement data effectively, creating data driven lessons, and sharing best practices in instructional delivery and assessment. SBT Resource Teacher will provide SBT and iii support by leading the SBT team in Tier 1-3 support to ensure students receive the supplemental support they need. Support will include analyzing, receiving, and reviewing data prepared by teachers. Provide ongoing professional development, support for PLC's, track data, identify students in need of extra support/small group instruction, and develop the capacity of teachers through a variety of means.

Budget Total: \$156,695.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5, ELL and ESE teachers will plan for ELA, Math and Science.	10	\$25.00	2	2	33	Certified	Original	\$33,000.00	
Single School Culture	The Single School Culture Coordinator will facilitate PLCs, model lessons, positive behavior support system, scheduling instructional support, support teachers in lesson planning, progress monitoring, and tracking									

Acct Description	Description
Coordinator	student data in the areas of K-5 ELA, math, and science.

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: \$44,894.00

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Amend 3- Summer time for Y.Paredes- June 2025 (BT 489191)	1	\$15.00	17	10	1	Non-Certified	Amendment	\$2,550.00	
Parent Liaison - Para Level	Parent Liaison will provide academic support and training for parents, assist with teacher/parent communication, attend parent-teacher conferences, and provide assistance with Bridges and other community organizations.									
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Supplies for Parent Training (chart paper, cardstock, folders, pens/pencils, markers, and flashcards, laminator for materials)Oral language supplies	1	\$484.00	General Supplies	Original	\$484.00				
	Supplies for Kindergarten Round up (books, baggies, Crayons, index cards, flashcards)	1	\$400.00	Program Supplies	Original	\$400.00				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Student Agenda	500	\$2.00	General Supplies	Original	\$1,000.00
Extra Time	Amend 3- Extra time for Y. Paredes for parent support- (BT 489191)					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Family Science Night - Hands on Science stations - March 2025	1	\$550.00	Original	\$550.00	

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

The mission of our parent and family engagement program is to provide our parents with the tools to be successful in helping their children grow academically and emotionally through the support of the school and community organizations.

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
Frances Frye	Principal/ SAC Member
Edna Martinez	Assistant Principal
Martina Hewitt	Assistant Principal
Yecenia Paredes	Parent Liaison / SAC Member
Mildred Rodriguez	Community partner /SAC Member
Miriam Maldonado	Bridges / SAC Member
Ray Lofton	Community Partner/SAC Member
Andrea Hernandez	Parent
Ashley Anderson	Parent/SAC Member
Erica Kaplan	Teacher /SAC secretary

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

All parents are invited to attend school sponsored meetings. Volunteers were requested (school invitation). These members were invited because they each have a stake in supporting our students at the school. We include all parents of all demographic groups and try to align it with the current demographics of our school. All stakeholders who are willing to be a part of our committee are welcome.

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

Stakeholders will be involved in developing the SWP through SAC (1st Tuesday of every month at 3:30 PM), Breakfast with the Principal (1st Wednesday of every month at 8:30AM), Teacher Surveys. On February 7, 2024 at 9 am stakeholders (parent, teachers, admin and community rep) met to plan the SWP and make suggestions for the compact and PFEP.

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

Stakeholders met at the CNA Stakeholders meeting in early February 2024. The outcome was Parent Engagement Trainings on ways to support their child at home, ensuring attendance is a priority, homework support from parents. Also, the importance of our Parent Liaison position. New Title I budget was submitted and approved by Title I. Compliance evidence was submitted to the crate. Title I will purchase the home-school folder, Steam night with Cox, and Science manipulatives for the science fair family event.

Name	Title
Frances Frye	Principal
Yecenia Paredas	Parent Liaison
Amerelis Leon	Bookkeeper
Edna Martinez	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?

Tuesday, October 1, 2024 from 8:15-9:15 AM in the Media Center at Highland Elementary School.

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

We will notify parents and community members through call outs, parent link, and social media. Staff is notified through weekly bulletins and the school wide calendar. This communication will be in multiple languages.

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

The resources used to prepare for the Annual Meeting are: Invitation/flyer, agenda, Google Slides (PPT), technology (computer), copy paper used for agenda Copies of PFEP, copies of student compact and handouts.

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

Lake Worth Beach Community Tour

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

We will have a neighborhood tour for our new teachers to allow them to see the community in which their students live. In order to implement the first and best strategy of developing caring student-teacher relationships and advocating for students, it will serve the educators well to have the foundational knowledge of the students' environment. This will be a continuation of the tour we did last year and we will build on the teachers knowledge of the community they serve.

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

The teachers will understand the community in which their children and families live. The impact of family engagement will increase by inviting parents to come and assist with the tour.

- What will teachers submit as evidence of implementation?

Reflection from teachers on how touring the neighborhood has impacted the work they do with the students and parents. Conference notes with parents that show that the teacher is advocating for the student.

- Month of Training

August 2024

- Responsible Person(s)

Yecenia Paredes, Parent Liaison

2. Reflection/Evaluation of Training #1

- 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

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Lake Worth Beach Community Tour Part II with Community Partners

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

Further discussion on ways to create positive partnerships with parents and teachers to increase parent engagement and successful academic outcomes. Will invite community partners to share ideas and ways the staff can build the bridge between home and school.

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

Parents and teachers will collaborate and work together to ensure student success.

- What will teachers submit as evidence of implementation?

Reflection on how the information shared from the community partners has helped build the bridge between home and classroom Conference notes with parents showing that teachers have shared information with parents about what the community partners have to offer our families.

- Month of Training

February 2025

- Responsible Person(s)

Yecenia Paredes

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

Parent Focus Group

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

To support student learning from home, the parents will be able to learn specific strategies in reading and math from our teachers from various grades to support their children.

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

The parents will serve as a student during the training. They will learn reading and math strategies to support their child at home. Parents will learn how to use math manipulatives to support math. For reading, books, flashcards, and graphic organizers to support the reading process, comprehension, and sight words.

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

Parents will be better equipped to provide homework support at home.

- Date of Training

September, 2025

- Responsible Person(s)

Yecenia Paredes

- Resources and Materials

Math Manipulatives, invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Amount (e.g. \$10.00)

0.

3. Parent and Family Capacity Building Training #2

- **Name of Training**

F.A.S.T Parent Night

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

Parents of our K - 5 students will meet over a period of 4 times throughout the school year to learn about the new state assessment the state is rolling out. They will learn how to better support their child at home in preparation for the year round assessment.

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

Teaching parents how to use manipulatives to support math. Books, texts, and graphic organizers to support the reading process, comprehension, and decoding words.

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

Parents can have direct engagement with their child as it relates to the learned strategies to be successful on the PM F.A.S.T assessments.

- **Date of Training**

October 2024, November 2024, January 2025 and February 2025

- **Responsible Person(s)**

Yecenia Paredes

- **Resources and Materials**

Invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

- Amount (e.g. \$10.00)

0.

5. Parent and Family Capacity Building Training #3

- Name of Training

SLL Parent Workshop

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

Parents will learn how to be a good listener, model the behavior that you are seeking, nurture their child's self-esteem, and respect differences. They will learn the warning signs and possibly positive attitudes towards substance abuse both obvious and hidden. This will directly affect their academics by enabling them to rid themselves of outside influences, they will be able to concentrate on academics. This training will also empower our parents to deal with these difficult situations in order to create a conducive environment for learning.

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

Parents will role play during this training on how to have conversations with their child and what the skills can look like and sound like at home.

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

The expected outcome is with parents understanding the importance of SLL, it will make an impact at school with their child.

- Date of Training

October 2024

- Responsible Person(s)

Yecenia Paredes

- Resources and Materials

Conversation starters, handouts with SLL information, invitation, sign-ins, reflection/evaluation, presentation, and agenda.

- Amount (e.g. \$10.00)

0.00

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.

- Describe how agency/organization supports families.

The Multicultural Department provides support to families by: Migrant Tutorials - Supports our students in 2nd Grade to ensure students reach challenging academic standards ESOL Guidance Counselor - Supports our families with home visits and day to day counseling as needed.

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

Migrant - Attendance ESOL Guidance Counselor - Home Visit Log/parent contact Migrant -Communication with parents

- Frequency

Trimester.

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

- Name of Agency

Guatemalan Mayan Center

- Describe how agency/organization supports families.

Provides Pre-K and aftercare services to our migrant families. Also, supporting parents and adults on how they can support students in academic endeavors and achievement at home

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

Sign-In Sheets, Photos of Events/Aftercare and GMC calendar of events.

- Frequency

Trimester

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

- Name of Agency

Adopt A Family/Bridges at Highland

- Describe how agency/organization supports families.

Provides training to strengthen families with children in their efforts to achieve stability and self-sufficiency by providing access to all-encompassing services. Core services include housing for homeless families, homeless prevention and financial assistance, after school programming for our students.

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

Pictures, emails and Adopt a Family calendar of events

- Frequency

Trimester

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**

Parents will be informed through Title I Annual meeting, Monthly SAC meetings, and parent meetings/conferences about Title I programs. They will be notified through parent link call out, Facebook, and flyers in three languages: English, Haitain-Creole, and Spanish.

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

Flyers, conference notes, parent link messages

- **Description**

Parents will be informed about the curriculum and proficiency levels students are expected to meet through hosting parent meetings, progress reports, report cards, and other documents with the parents. Teachers will also hold parent conferences. In addition to this, our Parent Liaison will host FAST Nights for 3 - 5 and Parent Academic Success for K - 2.

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

Meeting agendas, conference notes, program flyers

- **Description**

Parents will be informed through F.A.S.T. Night, Teacher - Parent Conferences in grades 3 - 5.

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

Facebook live doc; Flyers and agendas

- **Description**

Meet the Teacher, Monthly SAC meetings, parent conferences, School Based Team Meetings, progress reports, report cards, parent trainings,

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

SAC documentation, training agenda, sample academic data.

- Description

Meetings are held at various times throughout the day - morning, afternoon, and early evening. Meetings are done virtual or in person to accommodate the families. This will offer the parents the flexibility as well as allow to have our CLFs available to assist with translating.

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

Schedule of different times for meetings/trainings, flyers, parent link

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 trainings, written communication, and verbal communication are conducted in the home language of our parents by our Community Language Facilitators and bi-lingual staff members. Support is always provided in the home language

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

Translated letters, Parent-teacher conference notes evidence of CLF in attendance, parent link translated

- **Description**

Support staff is available to assist the parents and families when needed. Our school is handicapped accessible (parking, ramps, elevators, etc.) When possible meeting will be held on the first floor.

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

Photo of handicapped accessible parking, photo of ramp, and photo of elevator.

- **Description**

We have a staff member who serves as the Migrant Liaison who works closely with the Title I Migrant Office who assists in helping migrant families feel welcome at our school. We monitor the students' academics, behavior, and attendance. As needed we will reach out to the migrant department for social services support, home visits, etc... All of these include close communication with the families and flexible meeting times as needed. Migrant department also provides supplies and uniforms if needed.

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

Emails, conference notes and SAC meeting minutes.

- **Description**

McKinney Vento Case Liaison is on campus to support homeless families. We also have designated staff members who assist in helping families feel welcome at our school. We work closely with Adopt a Family to support our homeless families (working with their case liaison, academic advisors, case managers, directors, after school counselors, etc.). The McKinney Vento department also provides school supplies, uniforms, and transportation if needed/requested.

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

Conference notes from SBT, emails, and McKinney Vento flyer

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**

None.

- **Brief Description**

N/A

2. Activity #2

- **Name of Activity**

None.

• Brief Description

N/A

3. Activity #3

• Name of Activity

None.

• Brief Description

N/A

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

We build students' skills outside of academic subject areas in the following ways: * Counseling support: Our two guidance counselors have a variety of targeted groups throughout the day to support our students social and emotional well being. Some of the sessions on issues identified as a need: divorce, grief, anger management, coping skills, etc. * Social services including mental health programs: we have a partnership with Bridges that serves as a liaison between outside services and supports our families. The Bridges staff offers supports for families so that they may better support the students: parenting, literacy, ESOL, finance, etc. * Mentoring programs: There are both school based mentoring programs for students with behavior needs (check in/check out) as well as mentoring programs offered through Bridges. * K - 3 classrooms implement Morning Meeting and Fine Arts utilizes Stanford Harmony for all K - 5 classes. * We have AVID in our 4th and 5th grade classes to assist students organizational skills and instill a Growth Mindset. * Other special programs: through a Team Work USA grant, we are able to offer music programs (band and Orff). Services and partnership will be documented through logs, flyer, notes and invitations.

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

Highland engages in data-based decision-making utilizing a Multi-Tiered System of Support (Core Curriculum, Tier 1), Supplemental, (Interventions, Tier 2) and Intensive (Interventions, Tier 3). All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. The structured School Based Team (problem-solving team) develops a universal action plan identifying academic/behavioral deficiencies. The MTSS develops school wide interventions, monitoring the MTSS effectiveness with universal screening by analyzing literacy assessment system results, reading performance /assessment results, writing samples and math skills in isolation performance/ assessment results. A team convenes and studies the child and his/her progress, assessment scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would be a continuation of the Tier 2 intervention PLUS additional direct instruction with a research based intervention. Typical academic interventions at Highland Elementary are research based programs such as SPIRE, Sound Sensible, Soluciones, Estrellita, targeted resources from the Florida Center for Reading Research, and resources outlined in the Districts intervention handbook. Interventions are done during the Tiered Support block (Differentiated Instruction) built into the master schedule. Behavior interventions include individualized positive behavior plans focusing on one targeted behavior goal with student identified rewards with data tracked throughout the school day in either time chunks (ie. 15-30 minute intervals) or instructional blocks (ie. ELA block, Fine Arts, Lunch, Math block, Science, etc). For the safety of all, required meetings will be face to face and or virtual as the situation requires and notes will be collected.

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

More than ever, our school has emphasis on student achievement using multiple data sources. Transparency coupled with High Expectations is set forth by school leadership, and there is an explicit drive towards equitable access to provide different opportunities and to personalize learning for all students. A central theme, “Effective and Relevant Instruction to meet the needs of all Students” is focused on the achievement of all students. Within this theme, there are embedded objectives to ensure a shared commitment and collective responsibility for the academic success of every student and to establish personalized learning opportunities for all students with initiatives focused on providing equitable access to high level rigorous instruction. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of: Music, Art, Physical Education, Guidance (which covers job/career skills, nutrition, and character education), and science lab. Our after school program offers interest clubs to students who participate in after care. Clubs include: Art programs through the cultural council. Also, our teachers sponsor clubs after school such as, The Green Team (Environmental Focus), Drama Club, Chorus, and theatre. Additionally at Highland Elementary our students have the opportunity to participate in a variety of grant funded music programs: Beginning and Advanced Band, World Drumming, Handbell, and Orff. We also follow CDC and district guidelines to ensure safety and well beings of all. If the need arises, we can demonstrate implementation through copies of SWP schedule and programs offerings. We offer opportunities to extend learning time for our students - Math - AMP grades 3-5 during the day; We will also offer Spring Break tutorial for students in grades 3-5 in all content areas.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

To build students' awareness of and readiness for postsecondary opportunities and the workforce, our guidance program includes, as part of our district approved curriculum, career & college awareness components. The guidance counselors offer assemblies on middle school choice application processes. This year, we have expanded our accelerated learning by offering AMP classes in 3rd, 4th and 5th (6th) math classes.

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

Students entering pre-school at Highland Elementary become part of our Pre-K to 5th Grade Dual Language program. Students in Pre-K transition seamlessly into KG as they are already familiar with routines and expectations. Additional parent training for Preschool to kindergarten transition is offered through Bridges. We also offer a Transition to kindergarten (TNT) to all feeder Pre-Ks as an orientation and parent capacity building opportunity. We also provide a Meet the Teacher for the incoming Kindergarten students.

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

A big opportunity for faculty and staff to improve delivery of instruction and the use of data to support instructional decisions is Professional Learning Community (PLC) meetings. PLCs are held weekly for every grade level with a focus on standards based explicit instruction and scaffolding in literacy, mathematics, and science. Additionally, on the fourth Wednesday of every month, teachers serve on a committee of their choice with the goal of enhancing the overall school community by focusing on best instructional practices, school safety, school incentives, and more. As the situation requires, PD will be conducted face to face and or virtual. New educators participate in the district's Educator Support Program which is blended learning -- online resources and monthly face to face meetings with the Assistant Principals. In addition the program matches new educators with veteran teacher mentors who provide support, modeling, resources, and guidance. The Central Regional Literacy and Math Specialists provides support as needed with PLC's, modeling in the classroom, and planning. With the extra allocation from the UniSIG funds and Title 1 our teachers will be able to attend several trainings this year that include: Talk, Read, Talk, Write, AVID Summer Institute, SPIRE, BSI Institute, and NABE (national association for Bilingual Education. These trainings will foster teacher retention and allow for training that will include research-based strategies that are essential for serving our ELLs and create a level playing field where they can excel. These PD's will also provide training on standards-based planning, instruction, and learning positive culture and climate.

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

We recruit and retain certified and effective teachers by: 1. Monthly meetings with the Principal or Asst. Principal as a part of the Educator Support Program where we review instructional best practices and provide opportunities for new educators to receive support from mentors and district instructional leaders. 2. New teachers are partnered with veteran faculty members (mentors) for support. 3. New Teachers are provided extra support through instructional coaches who can provide professional development, model lessons, provide resources, and encouragement. 4. Referrals from District Personnel Office, Colleagues and Co-Workers of potential candidates are one of the most reliable sources. Through these referrals we are able to schedule interviews to identify candidates who would be a good fit for our school. 5. Professional Development throughout the year is a way to help teachers grow. As they learn more about the profession they feel more confident in their craft and are more likely to stay in the profession. 6. Professional Learning Community (PLC) Meetings are a weekly forum for collaboration among team members. 7. Grade Level/Department Meetings are monthly opportunities for support and collaboration among colleagues. 8. Our Teacher Ambassador provides our new teachers with a "check in" system to provide information on how they can best be supported. 9. Administration has an Open Door policy 10. We offer opportunities for part-time pay (tutorial opportunities 11. Provide many activities during the year to celebrate and thank teachers for their hard work (ice cream social, etc.)