
Title I Comprehensive Schoolwide Plan
HOPE-CENTENNIAL ELEMENTARY SCHOOL (0012)

ELA

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

1. List prioritized needs statements.

FY 23- PM 3 (Grades 3, 4, & 5) 29.8% Proficient F24- PM 3 Target (Grades 3, 4, & 5) 30% Proficient

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

1. Fast paced curriculum 2. Limited time for teacher planning 3. Limited resource teacher support 4. Large class sizes 5. Student behavior

3. Share possible solutions that address the root causes.

1. Small group instruction 2. Summer training- Teacher professional development 3. Additional push in resource teacher support 4. Alignment of student homework and focus calendars 5. Team collaboration

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

- Communication

1. Each teacher schedule at least 2 parent conferences for the year for each of their homeroom students 2. Encourage the use of Class DoJo for timely teacher/parent communication 3. Monthly newsletters

- Parent Training

1. Read with me. (3 trainings per year) - Target grades (K, 1, and 2)

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

- School

1. Help each child reach his/her potential 2. Promote a welcoming positive environment for all 3. Provide a safe environment for all 4. On-going communication with all families 5. Provide access to community based resources as needed

- Students

1. Attend school regularly 2. Complete all homework daily 3. Follow all school rules 4. Complete all activities to the best of your ability

- Parents

1. Attend at least two parent trainings per year 2. Monitor and help my child each afternoon/evening with their homework 3. Encourage my child to attend school everyday and be on time

- Staff Training

1. Discuss best practices during PDD and Grade level-common planning

- Accessibility

1. Class Do Jo 2. CLF translation support

Math

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

- 1. List prioritized needs statements.

FY 23 PM 3 38.9 % Proficient (Grades 3, 4, & 5) FY 24 PM 3 Target 56% Proficient (Grades 3, 4, & 5)

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

1. Large class size during whole group instruction 2. Student struggle with content during small group 3. Limited instructional time for mathematics block 4. Fast paced curriculum

3. Share possible solutions that address the root causes.

1. Offer more professional development for mathematics content 2. Team teach mathematics content. Pair veteran teacher and less experienced teacher 3. Small group instruction for students not understanding Tier 1 mathematics instruction 4. Help families to understand content so they can help at home

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

• Communication

1. Parent conferences to bring awareness of grade level math expectations

• Parent Training

1. Offer Khan Academy as an intervention

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

• School

1. Help each child to reach his/her full academic potential 2. Create practice opportunities and apply opportunities as needed 3. Home visits to engage parents as needed

• Students

1. Follow all school rules 2. Be respectful and accomplish task 3. Do homework at home with parents

- **Parents**

1. Attend at least 2 parent conferences and parent trainings 2. Support teachers 3. Help child each afternoon/evening with their homework

- **Staff Training**

1. Math coach and leadership team train staff on best practices to help parents to understand math content

- **Accessibility**

No feedback given

Science

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

1. List prioritized needs statements.

FY 23 PM 3 - Grade 5 19% Proficient FY 24 Target (Goal) 33% Proficient

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

1. Reinforce Science being taught with fidelity at all grade levels.

3. Share possible solutions that address the root causes.

1. Small group instruction 2. Reteach standards that are not mastered on USA's. 3. Offer after school tutoring

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

- **Communication**

1. Send home newsletters home at the beginning of each unit of study.

- **Parent Training**

1. Offer parent Training on how to access Science digital resources- Example Stemscope and Class Dojo

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

- **School**

1. Track student progress 2. Offer after school tutoring

- **Students**

1. Complete all science assignments 2. Participate in all science labs 3. Follow all teacher directions

- **Parents**

1. Encourage students to complete homework and classwork 2. Participate in science labs 3. Attend school activities and communicate with teachers
4.

- **Staff Training**

No feedback provided

- **Accessibility**

No feedback provided

Action Step: Classroom Instruction

Instructional staff will provide strategic, rigorous and supplemental instruction.

Budget Total: **\$66,311.25**

Acct Description	Description					
Resource Teacher	Resource Teacher will provide support at-risk/struggling students in grades K-5 through a push-in/pull-out model of instruction by providing reading intervention during the ELA blocks					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	I-Ready Learning Magnetic Reading Florida Student Book Grade 2	140	\$12.75	Instructional Materials	Original	\$1,785.00
	I-Ready Learning Magnetic Reading Florida Student Book Grade 4	125	\$12.75	Instructional Materials	Original	\$1,593.75
	I-Ready Learning Magnetic Reading Florida Student Book Grade 5	140	\$12.75	Instructional Materials	Original	\$1,785.00
	I-Ready Learning Magnetic Reading Florida Teacher Guide Grade 2	2	\$25.50	Instructional Materials	Original	\$51.00
	Shipping	1	\$664.34	Instructional Materials	Original	\$664.34
	Pre-Sharpended Pencils 12 pack	29	\$1.29	General Supplies	Original	\$37.41
	I-Ready Learning Magnetic Reading Florida Teacher Guide Grade 4	2	\$25.50	Instructional Materials	Original	\$51.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	I-Ready Learning Magnetic Reading Florida Teacher Guide Grade 3	2	\$25.50	Instructional Materials	Original	\$51.00				
	I-Ready Learning Magnetic Reading Florida Student Book Grade 3	125	\$12.75	Instructional Materials	Original	\$1,593.75				
	Copy Paper (Boxes)	15	\$45.00	General Supplies	Original	\$675.00				
	I-Ready Learning Magnetic Reading Florida Teacher Guide Grade 5	2	\$25.50	Instructional Materials	Original	\$51.00				
	General classroom supplies - chart paper, pencils, pens, card stock, post-its, colored paper, markers, student whiteboards	1	\$2,324.00	General Supplies	Original	\$2,324.00				
	BT 490043- Allocated additional funds to purchase classroom supplies already listed	1	\$26.00	General Supplies	Budget Transfer	\$26.00				
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5th - After school Tutorial teaching ELA, Math, Science and writing targeting tier 2 students and lowest 25% - January/February	12	\$37.00	2	1.25	8	Certified	Original	\$8,880.00	
	Planning for tutorial	12	\$37.00	1	0.5	8	Certified	Original	\$1,776.00	
	BT 490043- Reduced 12 tutorial hours to created PD Stipends for 17 new teachers	-12	\$37.00	1	1	1	Certified	Budget Transfer	-\$444.00	

Action Step: Professional Development

Assist with cultivating a high performance faculty by providing additional educational opportunities to learn and grow.

Budget Total: **\$280,322.00**

Acct Description	Description																
Tch Res Staff Development	Teacher Resource Staff Development will support K-5 teachers with math/writing and science in all grade levels with data analysis, modeling instructional strategies, and PLCs.																
Single School Culture Coordinator	Single School Culture Coordinator will support K-5 teachers through PLC and data analysis, instructional strategy coaching and modeling.																
Tch Res Staff Development	Teacher Resource Staff Development will support K-5 teachers with math/writing in all grade levels with data analysis, modeling instructional strategies, and PLCs.																
Stipends	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>BT 490043- Added PD Stipends for 17 new teachers to be trained on Data Collection, BEST Standards, Engagement Strategies on all core subject. (July 31st, 2024)</td> <td>17</td> <td>\$25.00</td> <td>1</td> <td>1</td> <td>1</td> <td>Budget Transfer</td> <td>\$425.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	BT 490043- Added PD Stipends for 17 new teachers to be trained on Data Collection, BEST Standards, Engagement Strategies on all core subject. (July 31st, 2024)	17	\$25.00	1	1	1	Budget Transfer	\$425.00
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total										
BT 490043- Added PD Stipends for 17 new teachers to be trained on Data Collection, BEST Standards, Engagement Strategies on all core subject. (July 31st, 2024)	17	\$25.00	1	1	1	Budget Transfer	\$425.00										

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: \$53,401.00

Acct Description	Description
Social Service Facilitator	Social Service Facilitator will support families by facilitating parent trainings, conducting home visits (attendance, behavior, academic progress). This is a 196 day

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

Hope Centennial Elementary staff and administrators strive to empower parents and families to support their children's academic and social-emotional development by strengthening school, family, and community partnerships through communication, trainings, and resource support.

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
Angela Anderson	Teacher
Tina Gore	Teacher
Tomaso Mendoza	Parent
Lakeisha Nathan	Principal
Kamyra McNutt	Parent
Ketia Estefan	Parent
Trudi Brown	Teacher

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

The procedure for selecting members for the FY 25 school year started with outreach to stakeholders from FY 24 to ask if they would be interested in continuing as a SAC member for FY 25 in the same capacity. Once the core list from FY 24 was narrowed down suggestions/recommendations from staff members were considered. Care was taken to balance makeup of the staff. (Teachers/Parents/business partners/ethnic background.) Information was entered into the EDW platform to monitor our compliance for the makeup of our FY 24 SAC. Members that agreed to serve on the FY 24 SAC committee were invited to our SAC meeting that was hosted in August 2024

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

Stakeholders during the early Spring of 2024 will be invited to take a look at the SWOT from the FY 2023/24 school year and develop a CNA based on teacher input for FY 25 school needs. Feedback will include recommendations by grade level - strength, weaknesses and actions steps to overcome anticipated barriers in the content areas of ELA, Math, and Science. Tentative date by May 30, 2024-5:00 p.m.- 6:00 p.m.

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

Request for Title 1 Expenditures that support parent and family engagement are placed on the monthly School Advisory Council agenda. As request are made for expenditure Outcome- The committee votes on approval or non approval of the all request. To date our School Advisory Committee has approved all request. During the CNA Meeting stakeholders recommended that funds continue to be used to hire a Social Services Facilitator, 3 community language facilitators (spanish, konjobol, and creole) to support parent trainings, overtime as needed and supplies as noted in the SWP.

Name	Title
Angela Anderson	Teacher
Tina Gore	Teacher
Johneicia Allen	Parent
Tomaso Mendoza	Parent
Jorge Rodas Augustin	Ed Support Employee
Lakeisha Nathan	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?

The Annual Title 1 Meeting will be held on October 16, 2024 from 5:00- 5:30 p.m. The annual meeting will be held in the school cafeteria.

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

At Hope Centennial Elementary we offer a broad outreach network to communicate with our stake holders and inform them of our Annual Title 1 Meeting. Our ITSA will use technology to invite stakeholders by posting an invitation and agenda on the school website and electronically at the front of the school on our marquee. Our administrative assistant will send out a parent link 72 hours in advance of the annual meeting to all stakeholders to remind them of the upcoming Annual Meeting. Our Title 1 contact will prepare written invitations and agendas to send home with each student 5 days in advance of the Title 1 Annual Meeting to encourage all parents to come to the meeting and participate.

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

Resources needed to host the meeting are 1. CLFs to provide English to Spanish/Creole translation for stakeholders in need of translation 2. Manual audio translator units with headphones for stakeholders to have real time translation 3. Hard copies in English, Spanish, and Creole of the agenda, final version of the FY 25 School/Parent Compact, Summary of Parent/Family Engagement Plan in all 3 languages 4. Light refreshments- Under \$100.00 5. Invitations, Agendas, Sign In Sheets, and Exit Ticket s) Survey/Feedback,) 5. PPT will be provided in English, Spanish, and Creole 6. All stakeholders will provided with a summary of the FY 25 Parent Family Engagement Plan and the FY 25 School Parent Compact

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

Read Me - Training for Teachers. (Grades K-2)

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

Teachers will receive training on best practices of how to train parents how to help their child how to read at home.

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

The expected outcome is for parents set a designated time each evening to sit with their child and read together with them.

- What will teachers submit as evidence of implementation?

As evidence of teacher implementation teachers will submit a copy of parent follow up communication logs. Logs will give parents an opportunity to ask questions and request additional information. Teachers will be encouraged to contact the parents that attended via phone or class dojo to monitor the effectiveness of parents working at home to help their child read.

- Month of Training

September 2024

- Responsible Person(s)

Title 1 team and Grade level teachers

2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Reading Tips for Literacy (Grades 3-5)

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

To support parent engagement at home staff will receive training on strategies on how they can assist parents on how each parent can help their child read and apply literary concepts taught inside of the classroom, or understand theory as it relates to reading content.

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

As a result of this training teachers will be able to model for parents how to track their child's progress in each content area of reading. Goal - For each student become more proficient in the content area of reading.

- What will teachers submit as evidence of implementation?

Sign in sheets, and parent survey/feedback documentation.

- Month of Training

October 2024

- Responsible Person(s)

Title 1 Team and Grade level teachers

4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

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

Read with Me

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

To support student learning at home parents will be provided access to leveled books, so they will have the opportunity and materials needed to read with their child at home.

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

Parents will be presented with mini-modeling sessions for parents to visualize best practices of how to sit down with their child in a quiet setting in the home and listen to their child read. Parents will provide to their child as needed.

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

Parents will make it a priority to be active participants at home in helping to build their child's capacity to become proficient readers.

- Date of Training

September 2024 and February 2025

- Responsible Person(s)

Title 1 team and grade level teachers

- Resources and Materials

Local assessment data, (FSQ's, USA's, Winter Diagnostic data)

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Parent Data Chat Night

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

To support student learning at home parents will be able to encourage and guide the academic progress of their child in the home setting.

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

Parents will receive handouts of all local assessment including I Ready Reading Diagnostic and Math performance data. Pacing charts will be provided for parents to track their child's academic performance as the child progress thru the year.

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

Parents will be able to monitor weekly their child's progress towards achieving weekly/monthly academic goals.

- Date of Training

November 2024 and February 2025

- Responsible Person(s)

Title 1 Team and Grade level teachers

- Resources and Materials

Flash cards and take home books. Local assessment data, (FSQ's, USA's, Winter Diagnostic data)

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night

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

To support learning at home parents will receive strategies on how to help their child read and apply literary concepts taught inside of the classroom, or understand theory as it relates to reading content.

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

Parents will receive information and have an opportunity to interact hands on with I Ready, Raz Plus, and various other technology based reading platforms.

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

Parents will be able to track their child's progress in the content area of reading. Goal - For each student become more proficient in the content area of reading.

- Date of Training

September 2024

- Responsible Person(s)

Title 1 team and all grade level teachers.

- Resources and Materials

Flash cards, BEST Standards (Mathematics), and mini Science experiments.

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

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

- Name of Agency

Migrant Education

- Describe how agency/organization supports families.

Migrant Education Program (MEP) The goal of the Migrant Education Program is to ensure that all migratory students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment. This federally funded program supports high-quality education programs for migrant children and helps to ensure that students are not generalized in any manner by disparities in curriculum, graduation requirements or state academic content and student academic achievement standards.

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

Documentation to support our partnership will be thru invitations from our school guidance counselors to visit our school each marking period to provide information on services that would be of benefit to our migrant families. Example- Literature on services, Where to Turn Resources, Housing, Food banks, Adult Education, Financial Banking, etc.

- Frequency

Each marking period during the academic school year.

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

- Name of Agency

Early Learning Coalition of Palm Beach County

- Describe how agency/organization supports families.

ELC Palm Beach provides access to child care and early learning programs gives parents and caregivers the opportunity to go to work every day and contribute to the financial stability of the family.

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

Brochures will be provided at the front counter for stakeholders with children attending Hope Centennial Elementary. Staff will encourage parents to contact ELC of the palm Beaches if support is needed. Documentation will also include advertising of the program on the school website, copy of Gold Star Certification received from agency, weekly newsletter, advertisement of grants offered.

- Frequency

Child care relief is available daily for parents/families

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

- Name of Agency

Back to Basics School Supply

- Describe how agency/organization supports families.

Back to Basics is a non-profit community based organization based in Wellington, Florida that supports Hope Centennial Elementary families with school uniforms to support the uniform needs of some of our most needy students. Hope Centennial requires a dress of Solid color polo shirt and kaki or solid colored bottoms. Prior to students leaving for Winter Holiday break, Back to Basics provided one toy for each of our students Grades Pre K- 5

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

Documentation to support/showcase our partnership will include Emails between school and agency inviting Hope Centennial to participate in distribution of uniforms. Photos with captions to document pick up uniforms. Documentation during December 2024 to document pickup of Winter Holiday Toy give away items. Photos with captions to document actual pick up of material along with captions to memorialize students/families participating in the pick up Toys.

- Frequency

Pre school FY 25 for Uniform Donation and December 2024 for Toy Give Away

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

Hope Centennial Elementary will communicate to all stakeholders via parent link, class dojo, school marquee, written home notice in all three prevalent languages Title 1 programs being offered at Hope Centennial Elementary. At least 36 hours prior to the initial start of tutoring, mentoring, and parent family engagement trainings notice will be given to all stake holders. Emphasis will placed on communicating to all that Hope Centennial is a community based school and all are welcome to join us.

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

Evidence will include Invitations, agendas, sign in sheets, parent surveys to give feedback on the effectiveness of our programs.. Evidence will also include FY 25 PFEP Summary and School Compact, parent link messages, class dojo, school marquee, written home notices,

- Description

Hope Centennial will inform parents about curriculum and proficiency levels by hosting a curriculum night during the Fall of 2024 and Spring of 2025. At the meetings teachers will meet one on one with parents that attend to discuss minimum state/district /local requirements to demonstrate proficiency levels. Each teacher of record will personalize their one on one discussion with parent to discuss data points specific to their child. Ex- Report card, winter diagnostic, FSQ and USA trends.

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

Evidence will include announcement via parent link to invite parents to curriculum night, written invitation, agenda, PPT, electronic announcement via marquee, and photo documentation of stakeholder attendance, Evidence will also include Report card, winter diagnostic, FSQ and USA trends.

- **Description**

During curriculum night and at individual teacher/parent conferences parents will be informed of the different assessments that are used to measure students mastery of grade level standards. Assessments includes FSA, District diagnostic, FSQ's, and USA's, midterm progress reports, and report cards. Curriculum night will be held twice a year for Grades K-5. The goal is for parents to know how their child is performing academically but also for parents to know how they can support the learning process at home and support the importance of academic success in the classroom.

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

Evidence will include hosting of curriculum night Grades K- 5 to discuss individual progress towards reaching mastery of grade level standards. Samples will provided of teacher sign in log, EDW print outs to capture individual RRR levels (beginning of year-mid year), FSQ data, and Winter Diagnostc data, midterm progress reports, and and report cards.

- **Description**

To the extent possible, we will encourage all of our stakeholders to actively participate in our monthly school advisory council meetings parent-teacher conference, IEP/LEP meetings. Staff will continue to formally and informally praise our parents and encourage them to be thoroughly involved in the decision making process at Hope Centennial Elementary.

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

Evidence will include documentation of parent link to advertise SAC meetings. Written invitation in all 3 languages, agenda, and minutes of SAC meting. Items presented to the committee for discussion and vote for approval will be documented and recorded in the following months SAC minutes. Evidence may also include parent-teacher conferences, IEP amd LEP meetings.

- **Description**

To the extent possible, we will offer a majority of our trainings and events after 5:00 p.m. A majority of our families are working class families and many work during the school day. In order to reach maximum participation levels of our stakeholders, we have found over the years that events held after 5:00 p.m. usually are better attended by stakeholders. Child care will be provided.

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

Evidence will include notice on SAC agenda that child supervision will be offered during SAC meetings. Invitations to parent trainings and parent meetings will be to stakeholders. Light refreshments will be made available for families that are attending to assist with barrier of meeting occurring during early dinner at home hours.

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

To accommodate families with limited English proficiency staff will be available to provide language support in Spanish and Creole. Translation will be available upon request during the normal school day and at all evening scheduled events.

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

Samples of translated documents in each language, calendar of events requesting translation support, photos to document services being offered to parents and families.

- **Description**

To accommodate families with disabilities wheelchair accessible facilities will be made available to facilitate movement within the building. Parking will be made available to facilitate parking nearest to the entry of the school building. School elevator will remain operational during the day and during all evening events for stakeholders requiring movement to 2nd or 3rd floor of the school building during normal operation and all evening events as required. If needed, the district will be contacted to provide additional support to parents with disabilities.

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

Service records of elevator, Photo with captions included of restroom facilities with rails to accommodate stakeholders needing wheelchair access inside of the school building. Photo with captions included to also document braille captions for stakeholders requiring assistance due to limited sight.

- **Description**

To accommodate migrant families with students attending Hope Centennial Elementary monthly contact will be made by the guidance department to update parents and students that are migrant. Monthly check-in with family will occur to provide support as needed. If needed, the district will be contacted to provide additional support to parents engaged in migratory work.

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

Request monthly report to document all families that are currently receiving services under the migrant umbrella at Hope Centennial. Monthly monitoring by administration to ensure on-going accessibility to available services, Emails, flyer of services/resources available

- **Description**

To accommodate migrant families with students attending Hope Centennial Elementary monthly contact will be made by the guidance department to update parents and students that are migrant. Monthly check-in with family will occur to provide support as needed. If needed, the district will be contacted to provide additional support to parents engaged in migratory work.

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

Parent phone contact logs will be used as evidence to document the frequency and type of support offered to families of homeless students attending Hope Centennial Elementary. Copies of referrals/services rendered will be kept on to document services offered by outside agencies.

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

N/A

- Brief Description

N/A.....

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A.....

3. Activity #3

- Name of Activity

N/A

• Brief Description

N/A.....

Building Non-Academic Skills

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

A students' capacity to learn not only depends on the nature of their academic success in school and teachers, however on the comfort and protection, they feel at school and the strength of their connections with adults and peers. At Hope, we build on student strengths and apply evidence-based strategies in order to develop cultural awareness, improve student-teacher relations, and to close existing social justice and equity gaps. Our dynamic approach includes interventions like classroom guidance and small group guidance, workshops, and assemblies. For a more intensive approach, students are supported through individual counseling or referral to community resources. In addition, we have afterschool programs in place to encourage and promote positive self-esteem. Various clubs are sponsored by our teachers, counselors and social service facilitators. Students who participated in these clubs have had improved attitudes socially and emotionally about themselves, others, and about the school.

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 Hope Centennial, we use the Tier model to service students who are considered at risk. Tier one is when the classroom teacher serves as the interventionist for all students in a general classroom setting during the core instruction. Tier 2 occurs inside or outside of the classroom. Resource teachers push in to work in small-group. Our Tier 3 strategies include LLI, an intensive reading acceleration program for students who aren't reading at grade level. In addition, we use I Ready resources available on the teacher toolbox website. Our SAI teacher also supports retained 3rd grade students in reading by pulling them out and work on reading strategies to increase their reading proficiency. Currently, we use our School Based Team meetings to monitor and identify if students need Tier 2 or Tier 3 support. Supports are determined and implemented based on teacher feedback given during SBT meetings. SBT Team is made up of Principal, Assistant Principal, Single School Culture Coach, homeroom teacher, ESE and ELL Contacts. Process- SBT Each grade level meets once during the week for common planning and once during the week for PLC. Team leaders facilitate the meetings and team members are given an opportunity to bring before the team any students that they feel are having concerns academically or behaviorally, Strategies are discussed to adapt instructional delivery to try to meet the students need. If this is not successful teachers are directed by their team leader to submit a referral for the student to screened for additional research based strategies to assist with possible academic or SEL deficiencies. . The team will look at all instructional practices that are implemented in the classroom of the teacher. Tier 1 instruction is analyzed to see if its appropriate for a particular student.. if Tier 1 is implemented with fidelity, the student needs additional support the team will recommend Tier 2. . (Note- Tier 2 adaptations and modifications are made) Typically data is taken for at least 2 weeks to determine if the Tier 2 supports are successful with the student. Goal of Tier 2 is for student to experience success academically or behaviorally. The students progress is monitored, tracked, and graphed for the six week period of interventions. If Tier 2 is not successful the team will meet again and recommend an additional level of modifications/adaptions above Tier 2 support. Known as Tier 3 support, the students success or lack their of is also monitored for and additional six week period. If Tier 3 support is successful then the team will recommend that Tier 3 supports move back to to Tier 2 support. The goal is for the student to be successful with only Tier 1 support. If Tier 3 support is not successful the team will continue to work with District and area resource personnel to determine if ESE services are appropriate.. .

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

Students participate in a broad range of core classes at Hope Centennial Elementary. Our core includes subjects ranging from English language arts, writing, science, mathematics, and social studies. Each day at Hope Centennial our core is supplemented with a 25 minute period of fine arts instruction. Our fine arts rotation consists of 5 offerings: Music, Art, P.E, Character Education, and Media. Students rotate through the fine arts each 5 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. Our after school program offers interest clubs to students who participate in after care. Clubs include: The soccer club, music club, and all boys club. Soccer Club focuses on team building thru the game of soccer. We offer Social Studies and Language Arts Academic Games for students, who will compete as a team. STEM (Science, Technology, Engineering and Math) is offered to enhance Science skills. Students are selected into the various clubs by submitting a letter of interest. Typically each club has a capacity of 30 students. Typically during the summer months Progress Monitoring data (ELA, math, and Science) from the Spring is reviewed to determine core instructional needs for the upcoming Fall and Spring Semester. The administrative team and coaches meet to develop focus calendars for all Grades (K-5). As focus calendars are developed Grade level standards are used as a guide to ensure that all learning targets are aligned to grade level standards. Presently Hope Centennial does not offer elective or job skill related courses. To ensure that instruction is aligned to grade level standards all Grade levels (K-5) meet with content area instructional coaches weekly for PLC. During PLC each team aligns their monthly/weekly focus calendars in accordance with the recommended District scope and sequence In addition, during the FY 25 school year plans have been made for all students to participate in extended learning time opportunities. After the winter break selected students will be identified to participate in after school tutoring twice a week from 2:15p- 3:30 p.m. The focus of the after school tutoring will be to provide remediation and enrichment for students to assist them with test taking strategies and review of appropriate grade level standards in preparation for State and district assessments given during the Spring semester. Extra curricular activities such as basketball, soccer, Art, and Drumline are opportunities offered after school to assist in the overall character development of students attending Hope Centennial. Club sponsors believe that in order for a scholar to reach his or her fullest potential their needs to be a social emotional component that gives the scholar an opportunity to excel outside of the classroom and feel good about themselves. If the scholar is happy at home and has success with things they enjoy doing it will translate into a child that will be motivated to excel in all areas. Our goal at Hope Centennial Elementary is to provide rigorous instruction as determined by the State of Florida and our local educational agency. We provide time for teachers to meet on a regular basis (PLCs) to look at standards and plan instructional calendars/ lessons that aligned to the appropriate grade level standards for all content areas. Each grade level has PLC once a week. The instructional coaches as well as the leadership team meet with teachers to plan and align their focus calendars in accordance with grade level standards. Data from assessments is also discussed during PLC's to determine where reteach is needed. We believe that our primary focus is to provide all students access to an enriched curriculum and educational experience in accordance with (ESSA, section 8101 (52)).

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Hope Centennial, school guidance counselors are on the wheel and provide support to each class Grade K- 5 on a 5 day rotation. Each year the school guidance department host career day in which various professionals are invited to come into and speak to our 5th graders on their profession. Several of the professions represented during career day included lawyers, doctors, military soldiers, electricians and plumbers. In addition, during career day the professionals offer suggestions to our students on coursework needed while enrolled in secondary education. By speaking to the students at an early age, they will be better prepared to be successful in the workforce once they matriculate out of secondary education.

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
- Looping from Pre-K to K

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

Advancing to kindergarten is a significant life event, and preschoolers can feel excited or anxious about the transition. Parents may also experience similar emotions because their child is moving onto "big school." Hope-Centennial support students and families throughout this process by our VPK program which targets students that speak Spanish as a native language and three ESE units of VPK. Students who attend are in school from 8:00 a.m. until 2:00 p.m. VPK students work closely with teachers practicing social readiness skills through structured play, interaction with peers and learning. These guidelines are in place, so when transitioning students they have the appropriate social and communication skills to fit into Kindergarten. In May of each school year, Hope Centennial hosts Kindergarten Round Up. All preschool programs from the surrounding community are invited to come out for a one hour program that is put on by the current Kindergarten class. The students showcase for the incoming preschoolers many of the important things that they have learned during their first year at school. At the end of the program the preschoolers along with their parents are given the opportunity to go back to the Grade K classes to see what a Grade K classroom looks like and the warmth and excitement that goes on inside of the classroom. Parents of the incoming preschoolers are also encouraged to ask questions of the Grade K teachers. Parents are also provided with a list of supplies that the transitioning preschoolers will need to begin the Grade K school year. * Note- Currently, Hope Centennial does not offer a staggered start for Grade K 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

Teachers are afforded appropriate professional development and classroom support by a team of school-based and district-based resource teachers. As well as, supported by district-level professional development in literacy, mathematics, writing, science and social studies curriculum. Also, in house common planning and PLCs teams play an essential role in professional development because it is driven towards supporting the new teachers and veteran teachers as they adjust to the rigors of teaching. During Primary Learning Communities PLC's)/SHARE time teachers meet weekly by grade level to discuss each teachers student data. Teachers analyze their data to determine strength and weaknesses based on the data. Teachers discuss and adjust their teaching practices based on strategies that are proving to be most effective for our population of students. Monthly the Employee Support Program contact and lead teacher mentor meet with each new teacher. Support is given in any area that the new teacher needs help. Those areas include behavior management, lesson planning, organization, and networking with other colleagues. Individual peer mentors are assigned to each new teacher. The goal of the peer mentor is to be that daily "go to person" if the new teacher needs immediate help (with anything) but is reluctant to ask for it. During each faculty meeting administration opens each meeting by giving kudos for noteworthy happenings on campus. Teachers attending workshops and or conferences often bring back the information that they have learned. As a faculty we all grow professionally by the sharing of this information. Each month one teacher from each grade level attends district/area math cadre meetings. The cadre meetings are designed to give teacher leaders an overview of current math standards and best practices of how to deliver the standards inside of the classroom during our 60 minute math block.. Each teacher on the grade level are debriefed during common planning on what the lead teacher learned during math cadre.

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 know teachers have the most significant impact on student achievement, at Hope Centennial, openings are posted by the school's principal. Certified applicants are screened and interviewed by a panel of administrators and peers, and selected based on meeting the standards concluded by the team. A requirement that we seek with any applicant is the ability to teach at-high risk populations with a proven data track record. Our school recruits and retains highly qualified and effective teachers that can service our high-need school. Therefore at our school each new teacher is paired up with a mentor teacher and with a grade level team leader in the Educator Support Program (ESP). Teachers are paired according to certification, grade level, expertise and the ability to handle areas in which the new teacher may require support. To retain effective teachers we acknowledge all of their hard efforts and we recognize those teachers who go above and beyond in their classroom and for school. We also acknowledge teachers and staff by submitting positive feedback publicly, like through emails, memos, during the announcements, on the school's marque, and on social media outlets like Facebook and Twitter. We let teachers and all staff know that we appreciate all their hard efforts in maintaining a positive learning environment and coming to school every day through occasional free staff lunches. There are opportunities for teachers to earn part-time pay for tutoring.