
Title I Comprehensive Schoolwide Plan
NEW HORIZONS ELEMENTARY SCHOOL (2051)

ELA

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

1. List prioritized needs statements.

In grades 3-5, we currently have a projected proficiency/on-track status for 58% of students in ELA. We will focus on the 42% of the students in grades 3-5 for all students, that are not meeting proficiency.

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

*Lack of Tier 1 Core Standards based Core 1 Tier instruction *Lack of background knowledge of content including content related vocabulary *Lack of standards based rigorous small group differentiated instruction based on data *Lack of teacher knowledge of the reading process *Lack of explicit phonics instruction and the resources * Lack of parent training communication and knowledge on school ClassTag school status on academics to support learning at home

3. Share possible solutions that address the root causes.

* Provide some opportunities for professional development for all teachers/new teacher to address the needs of students through a variety of methods (PLC meetings, collaborative planning, PD days, webinars, etc.) * Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Summer) for ELA to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 3-5 * Increase opportunities for language development through field trips, presentations, hand-on activities * Provide additional staff to build stamina and meet the individual needs of students through small groups (resource teacher, temp tutors, para professionals, etc.) * Provide information and trainings for parents to build their knowledge and capacity to support learning at home * Provide opportunities for students to use hands-on experiences/practice/real world application/assistive technology to support student learning through the use of resources and supplies

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

- Communication

As an International Spanish Academy dual language school, all of our communication is provided in either English or Spanish depending on the parent's preference. Our school utilizes diverse methods of communication in both, English and Spanish including. online through Classtag, on-campus meetings, virtual meetings, SAC Meetings, Curriculum Night, Title I annual meetings, Parent link calls, Parent link emails, school marquee and paper flyers, and everything in multiple languages. We strive to always have opportunities of English or Spanish speakers to participate effectively in receiving important information without feeling excluded based on their language. The school front office staff is mostly bilingual and our school Community Language Facilitator is available to provide translation services where needed.

- Parent Training

Parents will be provided opportunities to engage in trainings throughout the year to support families on effective ELA strategies and the knowledge of the reading process. Parent training will focus on the reading process and hands-on experiences with the reading process. The school will host a literacy night for parents to learn and practice the process with their child at home. Trainings will empower parents with strategies to promote literacy skills such as phonics, high frequency word fluency, comprehension, and vocabulary development.

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

- School

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. *Provide a safe and orderly school climate that is consistently conducive to learning. *Provide consistent high-quality instruction where the academic needs of the students are always put first. *High standards will be set forth for every student on our campus and supports provided. *Provide strategies for targeted interventions and enrichment opportunities. *Providing personalized instruction opportunities through differentiated small-group instruction *Providing families with specific strategies and resources to support their child's learning at home

- Students

*Attendance is a priority and being on time every day *Participating Daily *Read daily in English and/or Spanish *Prepared for school daily and dressed appropriately *Adherence to rules and guidelines based on our PBIS expectations. *Refraining from bullying or using words that don't show kindness towards others *Practicing what is being taught in school at home and completing homework

- Parents

*Attendance is a priority and ensure that students are on time and in school daily with minimal early release *Ensure that students are prepared with all necessary learning tools that are required to participate daily *Communicate and collaborate effectively with teachers in a positive manner regarding the academic performance of their child and SLL * Families will support learning by providing a quiet structure location to complete home learning and reading nightly with their child *Communicate with my child's teacher(s) regularly maintaining awareness of how my child is progressing academically and socially. *Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTA, and Annual Title I Meeting.

- Staff Training

Staff will be trained in: - the reading process - the depths of knowledge of questioning - explicit phonic instruction - trainings on how to differentiate small group lessons using authentic texts and tasks to meet grade-level standards. - teachers will be trained on how to build parent capacity during literacy night to support student learning at home. Teams will use data to decide strategies, standards, or skills that students need support with and look for resources to develop make and takes for parents to support math at home.

- Accessibility

New Horizons is a welcoming and inclusive campus where parents can attend numerous on-campus meetings, events, and celebrations. *Inviting parents to attend numerous on-campus meetings, events, and celebrations *Allowing the continuation of virtual meetings where possible to accommodate schedules and/or special needs *Promotion of SLL within the learning environment and at home. *Continue to provide resources (tutorials, resources, etc.) for students and families engaged in Migratory work. *We will work on strengthening how we partner with limited English Proficiency families, homeless families, migrant families to help them be more knowledgeable and engaged in their child's education. *Maintaining accurately translated school documents

Math

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

1. List prioritized needs statements.

PM2 data indicates that 36% of existing second graders are predicted to be in need of support in mathematics upon entering third grade. PM2 data indicates that 79% of students in grades 4 and 5 are below proficiency and not making adequate yearly progress in mathematics.

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

*Core (Tier 1) Math instruction and full understanding of BEST standards and curriculum alignment are not currently in place across all classrooms.
*Students struggle with fact fluency, numeracy, and basic number sense and operations *Students lack mathematical understanding of problem-solving concepts *Students lack the vocabulary and stamina to persevere through math problems requiring more than one step or that require high cognitive complexity. *There is currently inadequate use of mathematics intervention programs supporting students in need of intervention/support.
*Lack of parent capacity and knowledge of how to support learning at home. *Lack of materials/resources/technology.

3. Share possible solutions that address the root causes.

*Provide content related vocabulary *Provide standards-based rigorous small group differentiated instruction based on data *Provide teacher knowledge of the math standards and process *Provide training and support for teachers to implement explicit lesson planning to support differentiated learning *Provide explicit and effective instructional strategies to support fact fluency *Provide parent training communication and knowledge on school ClasTag school status on academics to support learning at home *Provide support to students on resiliency standards in grades K-5 to increase student achievement

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

• Communication

As an International Spanish Academy dual language school, all of our communication are provided in either English or Spanish depending on the parent's preference. Our school utilizes diverse methods of communication in both, English and Spanish including. online through Classtag, on-campus meetings, virtual meetings, SAC Meetings, Curriculum Night, Title I annual meetings, Parent link calls, Parent link emails, school marquee and paper flyers, and everything in multiple languages. We strive to always have opportunities of English or Spanish speakers to participate effectively in receiving important information without feeling excluded based on their language. The school front office staff is mostly bilingual and our school Community Language Facilitator is available to provide translation services where needed.

- **Parent Training**

Parents will be provided opportunities to engage in trainings throughout the year to support families on effective Math vocabulary, fact fluency, and word problem-solving strategies. Parent training will focus on mathematical hands-on experiences. The school will host a family math night for parents to learn and practice the process with their child at home. Trainings will empower parents with strategies to promote mathematical skills such as vocabulary development, fact fluency, and word problem-solving strategies. Parents will be provided opportunities to engage in the following trainings throughout the year: - Parent university (bi-monthly) on relevant topics such as supporting with HW, communicating with teachers, understanding report cards & FL standards, bullying and technology. - Pastries with the Principal (bi-monthly) rotating themes based on school-based updates related to district changes to curriculum, assessment, and increasing parent involvement. - Curriculum Night informing parents of curricular expectations for grade level content areas, school and classroom policies, and - Math Night empowering parents with strategies to promote math skills such as place value, fact fluency, geometry, and problem solving skills development. - Dual Language Night benefitting parents of language learners in the parent and/or target language increasing understanding of supporting language development at home. - FAST Testing Night benefitting parents and increasing their awareness of state testing protocols and understanding score reports. - All trainings having a google meet link offered as well as in person

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

- **School**

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. *Provide a safe and orderly school climate that is consistently conducive to learning. *Provide consistent high-quality instruction where the academic needs of the students are always put first. *High standards will be set forth for every student on our campus and supports provided. *Provide strategies for targeted interventions and enrichment opportunities. *Providing families with specific strategies and resources to support their child's learning at home * Providing personalized instruction opportunities through differentiated small-group instruction

- **Students**

*Attendance is a priority and being on time every day *Participate in STEAM weekly *Prepared for school daily and dressed appropriately
*Adherence to rules and guidelines based on our PBIS expectations. *Refraining from bullying or using words that don't show kindness towards others *Practicing what is being taught in school at home and completing homework

- Parents

*Attendance is a priority and ensure that students are on time and in school daily with minimal early release *Ensure that students are prepared with all necessary learning tools that are required to participate daily *Communicate and collaborate effectively with teachers in a positive manner regarding the academic performance of their child and SLL * Families will support learning by providing a quiet structure location to complete home learning and reading nightly with their child *Communicate with my child's teacher(s) regularly maintaining awareness of how my child is progressing academically and socially. *Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTA, and Annual Title I Meeting.

- Staff Training

Parents will be provided opportunities to engage in the following trainings throughout the year: - Parent university (bi-monthly) on relevant topics such as supporting with HW, understanding report cards & FL standards, and hands on engagement with mathematical practices. - increasing parent involvement. - Curriculum Night informing parents of curricular expectations for grade level content areas, school and classroom policies - Math Night empowers parents with strategies to promote math skills such as place value, fact fluency, geometry, and problem-solving skills development. - FAST Testing Night benefitting parents and increasing their awareness of state testing protocols and understanding of score reports. - Teachers will be trained on how to build parent capacity during Math Night focusing on foundational skills - Teams will use data to decide strategies, standards, or skills that students need support with look for resources to develop make and takes for parents to support math at home.

- Accessibility

New Horizons is a welcoming and inclusive campus where parents can attend numerous on-campus meetings, events, and celebrations. *Inviting parents to attend numerous on-campus meetings, events, and celebrations *Allowing the continuation of virtual meetings where possible to accommodate schedules and/or special needs *Promotion of SLL within the learning environment and at home. *Continue to provide resources (tutorials, resources, etc.) for students and families engaged in Migratory work. *We will work on strengthening how we partner with limited English Proficiency families, homeless families, migrant families to help them be more knowledgeable and engaged in their child's education. *Maintaining accurately translated school documents

Science

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

1. List prioritized needs statements.

Based on the recent Winter Diagnostic test FY23, NH is currently at 56% proficiency. Based on end of year assessment FY22 NH was at 46%

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

*Lack of hands on learning opportunities *Lack of foundational skills/comprehension (Fair Game Standards) *Lack of content vocabulary *Lack of rigorous small-group instruction *Lack of time in schedule *Lack of parent capacity to support learning at home *Lack of teacher knowledge of the science standards

3. Share possible solutions that address the root causes.

*Hands on Science Lessons and authentic approach to instruction. *PDD for Science instruction *Progress monitoring is needed prior to 5th grade to ensure adequate yearly progress is being made by students *Lack of vertical planning with an emphasis on fair game benchmarks built into to the PLC cycle. *Provide support to students on resiliency standards in grades K-5 to increase student achievement *Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources *Provide PD to train teachers to teach a systemic approach to scientific processes and vocabulary. Train teachers to understand the curriculum to provide explicit instruction

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

• Communication

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- Parent Training

Parents will be provided opportunities to engage in the following trainings throughout the year: - *Parent trainings that will be offered to support families with resources on how to effectively work with their students at home in Science - STEM Night empowering parents with strategies to promote STEM skills through hands-on learning opportunities alongside their children.

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

- School

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. *Provide a safe and orderly school climate that is consistently conducive to learning. *Provide consistent high-quality instruction where the academic needs of the students are always put first. *High standards will be set forth for every student on our campus and supports provided. * Provide strategies for targeted interventions and enrichment opportunities. *Providing families with specific strategies and resources to support their child's learning at home * Providing personalized instruction opportunities through differentiated small-group instruction

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- Parents

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- Staff Training

*Staff PDD that will be offered to assist teachers in understanding how to better engage students during instructional block with hands on science and use of content vocabulary. *How to communicate student data to parents effectively including next steps for building academic capabilities at home *How to increase opportunities for parent engagement and involvement by having parents volunteer *Teachers will be trained on how to build parent capacity during Science/STEM Night to support Science/STEM Night focusing on science skills based on data to support student needs.

- Accessibility

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Action Step: Classroom Instruction

Classroom supplies will support student learning, teaching and instruction, as well as student access to supplemental educational technology resources.

Budget Total: \$127,273.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	BT 492427- Primary Composition Books (set of 10) to support student learning (200)	19	\$26.67	General Supplies	Budget Transfer	\$506.73

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="464 164 1211 228">Item</th> <th data-bbox="1226 164 1373 228">Quantity</th> <th data-bbox="1373 164 1509 228">Rate</th> <th data-bbox="1509 164 1730 228">Supply Type</th> <th data-bbox="1730 164 1925 228">Type</th> <th data-bbox="1925 164 2024 228">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	BT 492427-Intermediate Composition Books (400) to support student learning	400	\$1.64	General Supplies	Budget Transfer	\$656.00						
	T 492427-Expo Makers to support delivery of instruction and student learning	3	\$9.00	General Supplies	Budget Transfer	\$27.00						
	BT 492427-Chart Paper for delivery of instruction/student learning	1	\$149.00	General Supplies	Budget Transfer	\$149.00						
	BT 492427-Color ink for teachers use for learning materials/tools	3	\$40.00	Technology	Budget Transfer	\$120.00						
	BT 492427-Pencils for student learning	1	\$16.77	General Supplies	Budget Transfer	\$16.77						
	BT 492427- White Copy Paper to support delivery of instruction, student learning	4	\$45.00	General Supplies	Budget Transfer	\$180.00						
Resource Teacher	Resource Teacher will provide Math support to Tier 1 and Tier 2 students in grades K-5 through a pushing in model of support to increase student achievement.											
Resource Teacher	0.5 Resource Teacher will provide support to K-5 low 25% students with resiliency standards to increase student success in all content areas.											

Action Step: Professional Development

Professional Development Days help to build capacity for classroom teachers in an effort to implement high-yield effective instructional strategies in literacy and math.

Budget Total: \$3,226.50

Acct Description	Description																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>K-5 Classroom Teachers will participate in collaborative planning analyzing data for ELA, Math and Science. Teachers will create standards based lesson plans for differentiated small groups interventions to support student learning.</td> <td>5</td> <td>\$25.00</td> <td>4</td> <td>4.75</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$2,375.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K-5 Classroom Teachers will participate in collaborative planning analyzing data for ELA, Math and Science. Teachers will create standards based lesson plans for differentiated small groups interventions to support student learning.	5	\$25.00	4	4.75	1	Certified	Original	\$2,375.00
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Travel out-of-state	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ASCD Leadership Conference / October 18-20, 2024 / Nashville, TN.: The principal will enhance her leadership skills by collaborating with other leaders on current educational topics to increase student achievement and build capacity of her staff. (Registration - \$550.00, Transportation \$200.00, Lodging \$740.00, Per Diem \$108.00)</td> <td>1</td> <td>\$1,598.00</td> <td>Original</td> <td>\$1,598.00</td> </tr> <tr> <td>BT 492427- Removed ASCD Conference</td> <td>-1</td> <td>\$1,598.00</td> <td>Budget Transfer</td> <td>-\$1,598.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	ASCD Leadership Conference / October 18-20, 2024 / Nashville, TN.: The principal will enhance her leadership skills by collaborating with other leaders on current educational topics to increase student achievement and build capacity of her staff. (Registration - \$550.00, Transportation \$200.00, Lodging \$740.00, Per Diem \$108.00)	1	\$1,598.00	Original	\$1,598.00	BT 492427- Removed ASCD Conference	-1	\$1,598.00	Budget Transfer	-\$1,598.00			
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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: \$3,784.50

Acct Description	Description								
Temp Parent Support	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Temp Parent Liaison Out of System will support the school's mission and vision in cultivating home to school connections. Temp Parent Liaison will support community/parent outreach efforts, establish a parent resource room, host educational and informative meetings with parents, and support the school with building capacity with parents and teachers in an effort to increase parent involvement, participation, and support of school initiatives.	1	\$15.00	2	3.75	12	Non-Certified	Original	\$1,350.00
	BT 492427- Removed the Temp Parent Liaison to add Classroom and PE supplies	-1	\$15.00	2	3.75	12	Non-Certified	Budget Transfer	-\$1,350.00
Supplies					Quantity	Rate	Supply Type	Type	Total
	BT 492427- Markers/Pencils wood #2 pre-sharpened 48 pack				10	\$3.45	General Supplies	Budget Transfer	\$34.50
	BT 492427- Chart paper for parent trainings/meetings, Math, Science, ELA				3	\$76.55	General Supplies	Budget Transfer	\$229.65
	BT 492427- Cardstock for flash cards, ELA question STEM bookmarks				10	\$15.82	General Supplies	Budget Transfer	\$158.20
	BT 492427- Dice for Math engaging activities for parent trainings, pack of 9				20	\$5.99	General Supplies	Budget Transfer	\$119.80

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	BT 492427- Markers Dry Erase (pack of 12)	15	\$8.06	General Supplies	Budget Transfer	\$120.9				
	BT 492427- Vinyl Sheet Protectors for parent night/trainings used as a dry erase for ELA. Math, Science games	1	\$975.45	General Supplies	Budget Transfer	\$975.4				
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Kindergarten - 5th Grade Teachers will conduct parent-teacher conferences during the day sharing student progress and resources to increase parent engagement and student success.	5	\$16.00	4	6.5	1	Non-Certified	Original	\$2,080.0	

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

New Horizons Elementary's mission is to encourage parents and families to be actively involved in their child's education by increasing the opportunities for parents to engage in school-wide activities, build home-to-school connections, continually inform parents/families of their child's progress, and become more aware of the ways in which they can support their child's education.

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
Dana Pallaria	Principal
Monica Anthony	AP
Jaqueline Barreras	Dual Language Coach
Josie Sutton	SAI
Jessica Leon	Kindergarten Grade Chair
Sara Cabrera	1st Grade Chair
Samantha Starr	2nd Grade Chair
Omayra Figueroa	3rd Grade Chair
Chantel Sease	4th Grade Chair
Crystal D'Agostino	5th Grade Chair
Amy Acosta	ESE Grade Chair
Krista Basore	Business Partner/SAC Member
Leslie Lefler	Parent/SAC Member
Sonia Garate	Parent/SAC Member
Latarsha Pearson-Fox	Parent/SAC Member

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

Team leaders are selected to participate by the school's administration based on input from their colleagues. All Staff Members were invited to participate. Parents are invited to participate in the PFEP/Compact process via Class Tag and invitation. Staff leaders who want to volunteer will be part of SAC. Parents who consistently attend and volunteer who commit to participate will be part of SAC. All Stakeholders are voted in to represent the community the school serves.

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

All stakeholders contributed their input to the various components of the schoolwide plan using the approved templates at several meetings including leadership team, School Advisory Council (SAC), and Staff/Faculty Meeting. Each stakeholder group contributed verbally while minutes were taken at each meeting by a member of the leadership team on the approved templates shared by the Dept. of Federal and State programs. The initial Team Leadership meeting was held on 2/5/24 from 2:30-3:30 p.m., the Staff/Faculty Meeting on 2/20/24 from 2:20-3:30 p.m., and the SAC meeting on 2/26/24 from 7:15-8:45 a.m.

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

Stakeholders contributed input related to allocating funding to support parent engagement by securing substitutes for teachers to conduct parent trainings, conferences, and data chats. Funds will also be utilized to support parent trainings (STEAM Night, Literacy Night, Math Night...etc).

Name	Title
Monica Anthony	AP
Dana Pallaria	Principal
Krista Basore	Parent/SAC Member
Sonia Garate	Parent/SAC Member
Juan Hurtado	Parent/SAC Member
Catherine Delaura	Parent/SAC Member

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 Parent Meeting will be held on Wednesday, October 9, 2024, at 5:30 p.m. in the Media Center.

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

All communication as well as the presentation will be shared in both languages with community members, teachers, and all stakeholders. Notification of the meeting will be shared by posting the invitation on: - School Website - School Communication Page (Class Tag) - via email with teachers - Hard Copy invitation will be sent home with all students - and will be posted on our school marquee.

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

The meeting will include a presentation that will inform parents of the Title I Program at New Horizons Elementary school including details related to funding allocations that support student learning, staff development opportunities, and resources to support the school in connecting with families. All attendees will be provided with an agenda, a copy of the parent compact, and a survey/evaluation whereby our leadership team can gather parent feedback on the meeting. - Meeting Presentation - PA system for amplifying speaker voices - Meeting Agenda - FY24 PFEP Summary - FY24 Compact - Parent Evaluation/Survey - Sign in Sheets - Reflection Notes by Admin

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

Leading a Differentiated Classroom

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

Teachers will engage in PD opportunities for developing strong standards-based differentiated instruction, across all 4 core content areas to ensure that they are well-versed in providing enrichment opportunities, and intervention to students based on their individual needs to build on learning opportunities. Teachers will continue to identify different types of learners in all content areas to plan differentiated instruction in order to push students into their respective zones of proximal development with tasks that are slightly more complex than each student could manage alone. Teachers will support student learning and provide feedback to parents on how to better support and assist their children at home based on their individual needs that the teacher has observed during differentiated instruction.

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

Parents will be provided opportunities to engage in trainings throughout the year to support families on effective ELA Strategies that align to their child's type of learning. Parent training will focus on hands-on experiences with the reading process. The school will host a literacy night for parents to learn and practice the process with their child at home based on their child's interest and type of learning. Training will empower parents with strategies to better assist their child with literacy at home based on their individual learning needs.

- What will teachers submit as evidence of implementation?

Sign-in sheet, Plan of differentiated lesson, Sample list of activities for literacy.

- Month of Training

August

- Responsible Person(s)

Dana Pallaria

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

Planning for Academic Conferencing

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

Teachers will engage in data disaggregation of initial assessments, Florida Assessment of Student Thinking (FAST) Progress Monitoring 1 (PM 1) and iReady Fall Diagnostic, to determine opportunities for improvement for students. Teachers will be able to download, share, and interpret assessment results to plan for academic conferencing with families. Teachers will communicate and help parents interpret assessment results to better understand their child's strengths and opportunities for improvement in order to better support and assist their child at home.

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

Parents will receive reports outlining specific academic strengths and opportunities for growth. Parents will have a better understanding of their child's assessment results and where they can support their child at home. Parents will also be informed that these conferences for students scoring significantly below grade level will take place.

- What will teachers submit as evidence of implementation?

Parent conference notes that states what the data/resources reveal, schedule, and student data from the assessments.

- Month of Training

October

- Responsible Person(s)

Dana Pallaria

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Math Night

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

Families will engage in a multitude of activities and games to build math fluency to support their child at home. Students and families will learn more about building skills while making math fun! Families will receive a good bag of learning games to continue supporting math fun at home.

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

Families will play hands-on math games and engage in activities that build math fluency with students to enhance learning in math.

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

We anticipate that students and their families will be able to develop fun and engaging ways to support their children with applying mathematical fluency building at home.

- Date of Training

October

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

Resources and math manipulatives aligned with supporting Math Standards and take-home activities will support fluency building.

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

Families will learn about resources available to support their child's literacy development at home. Resources will include digital and print materials as well as strategies that can be easily incorporated from home to support student's literacy skills.

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

Families will engage in a variety of hands-on learning opportunities including creating retelling cubes for summarizing stories and other thematic crafts used to support literacy skills and development.

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

Students and families in grades K-5 will walk away having experienced a read-aloud paired with a hands-on activity that can be duplicated at home. Additionally, families will leave with strategies and skills at their disposal that they can utilize when reading with their child at home to support their literacy development and skills.

- Date of Training

Novemeber

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

Home Connection Reading Bags, leveled readers, copy paper, construction paper

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM Night

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

Families will engage in a multitude of hands-on STEAM activities. Students and families will learn more about specific STEAM standards and skills including resources to support students with engaging in STEAM activities at home.

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

Families will play hands-on games with their children to enhance learning of Science, Technology, Engineering, Art, and Math.

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

We anticipate that students and their families will be able to develop fun and engaging ways to support their children by applying STEAM concepts at home.

- Date of Training

February

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

Resources aligned with supporting Science Standards integrated with ELA/Math standards, and take-home activities will support STEAM.

- 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

Department of Multicultural Education - Dual Language

- Describe how agency/organization supports families.

The Department of Multicultural Education provides training/support for parents on language acquisition, supporting their children learning a second language, and locating resources to support multilingual learners and their family. Additionally, the Department of Multicultural Education provides professional development to staff to train parents/families on a variety of research-based educational strategies that support student achievement and second language acquisition. Additionally, the Department of Multicultural Education provides resources and professional development to staff members on a variety of research-based educational strategies to support student achievement and second language acquisition.

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

Sign-in sheet for Parent Meeting(s), handouts provided at meetings, resources, and presentation.

- Frequency

Ongoing throughout the year

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

- Name of Agency

SDPBC McKinney Vento and Foster Department

- Describe how agency/organization supports families.

The partners in the McKinney Vento and Foster Care Department support families through connecting them with community resources, transportation, school supplies, uniforms, etc.

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

Emails, SBT Meeting Notes, Calendar invites

- Frequency

Ongoing Throughout the Year

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

- Name of Agency

Parent Teacher Association

- Describe how agency/organization supports families.

The school's Parent Teacher Association supports families in staying connected to school-wide events, fundraising for school initiatives, and providing an avenue where parents can learn more about volunteering and supporting school initiatives during and after the school day. The PTA supports parent informational nights by recruiting additional business partners and community stakeholders to participate in extracurricular activities and/or events.

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

Agendas, Sign-in sheets, Shared events through: email or School Status (formally Class Tag) or Social Media.

- Frequency

Ongoing throughout the year

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

New Horizons Elementary School will communicate with parents in a variety of ways including school website, phone calls (as needed), parent newsletter, emails, School Status Connect (formally Class Tag), and flyers sent home in hardcopy form. Because we are a choice dual language International Spanish Academy, all of our parent communication will be translated into English and Spanish to increase parent accessibility. Additionally, information will be provided during school-wide events, parent-teacher conferences, and our annual curriculum night and Title I Parent night.

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

Sign-in sheets, evaluations, Communication Platform Posts(School Status Connect; formally known as Class Tag), conference notes from parent conferences, newsletters, and flyers.

- Description

New Horizons Elementary School will maintain high levels of parent awareness around curriculum and student proficiency levels through our Open House, School Advisory Council Meetings, parent universities, SBT meetings, parent teacher conferences (two times per year minimum). We will increase parent participation in parent conferences by offering teachers opportunities to leverage substitutes to conduct conferences throughout the day, by phone, virtually, or in person to accommodate parent schedules and needs.

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

Sign-in or Sign-up sheets, conference notes (stated with how the meeting was held, in-person, phone conference, or virtual), school communication platform, & newsletters.

- Description

New Horizons Elementary School will maintain high levels of parent awareness about forms of academic assessments through our Open House, School Advisory Council Meetings, parent teacher conferences (two times per year minimum). We will increase parent participation in parent conferences by offering teachers opportunities to leverage substitutes to conduct conferences throughout the day, by phone, virtually, or in person to accommodate parent schedules and needs.

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

Agenda for SAC, Presentation for Open House, sign-in sheets, conference notes, school communication platform, newsletters, progress reports, report cards.

- Description

New Horizons Elementary School will communicate with parents regarding opportunities to participate in decision-making related to the education of their children in a variety of ways. This will include a marquee, flyers, newsletters, callouts, text messages, and emails. Parents will have opportunities to provide input during School Advisory Council meetings,

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

Flyer, Newsletter, Communication Platform, parent-teacher/IEP/LEP conference notes Sign-in sheets/invitations to SAC meetings, Title I Stakeholder Meetings, and Annual Title I Meetings.

- Description

New Horizons Elementary school will continue to offer parents the opportunity to engage in trainings virtually, where possible. Additionally, parent communication related to school meetings will be translated into English and Spanish. Substitutes will be used to support teachers in scheduling conferences that may be conducted during the school day if it is more convenient to the parent.

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

Invitations, letters asking parents to choose a time that is more convenient, newsletter, school communication platform, presentations, hardcopy flyers sent home.

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**

As a dual language International Spanish Academy school, it is our goal to ensure that all written and verbal translations are provided to parents. We recruit and retain a diverse and bilingual instructional and non-instructional staff including Front Office Staff, Community Language Facilitator, Parent Liaison, Choice Programs Coordinator, Dual Language coach, ESOL Coordinator and Assistant Principal on campus to assist parents with translations during the school day and at afterschool events such as parent trainings and/or meetings. Many of our non-instructional staff also speak Spanish fluently. Where needed, phone translations can be scheduled for parent conferences. At our SAC meetings, there is always a volunteer from our staff available to translate for those families that need it.

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

Translated documents (PFEP Summary, Compact), SAC meeting agendas & documents (flyers, Communication Platform)

- **Description**

New Horizons Elementary School is handicap accessible and if the need arises, interpretation services will be provided by district staff. Parking spaces, ramps, and bathrooms, etc will be readily available.

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

Photos with descriptions (Parking spaces, ramps, bathrooms, etc.), copies of documents that are large print, copies of ADA compliance throughout the campus

- **Description**

The parent liaison provides information online and via handouts in different languages (flyers, resources, translation, etc.). Families are referred to the Migrant Education Program for support, home visits, tutorials, and additional childcare services for students in PreK/VPK-5.

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

Translated Handouts, emails from/to Migrant Dept, meeting notes

- **Description**

Families identified upon enrollment or through other means as homeless are provided with resources aligned with the MVP program at the school district. These resources can be tangible in nature but also extend to wraparound services providing families support with transportation, childcare programs, and mental health resources where applicable.

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

SBT Meeting Notes for MVP students, Flyers, and Title I Annual Meeting slides regarding MVP

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**

Meet and Greet

- Brief Description

Parents are invited to attend and visit their child's classroom one day during pre-school week to meet their child's teacher and possibly classmates. Families can drop off supplies to support a smooth transition at the beginning of the school year. Teachers will share relevant information with parents including school procedures, general expectations, communication guidelines, as well as the Parent Compact.

2. Activity #2

- Name of Activity

Curriculum Night

- Brief Description

Parents are invited to attend the school's curriculum night where they can visit their child's teachers and receive information about the school's curriculum, and their child's progress, see their child's work on display, and receive assessment results from state and district diagnostic or Progress Monitoring assessments. Teachers will share information about curricular expectations for their child's progress and will also provide opportunities for parents to sign up for additional parent conferences to discuss in greater detail each child's academic and behavioral progress.

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

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 partnership with the Village of Wellington (VOW) and the community resources are available as needed to ensure that families have the resources they need. VOW offers community workshops and free services for families in need. *School-based mentoring programs include: WHS (Wellington High School) Latinos in Action, WHS teaching program, and WHS BLAST (Black Leadership in Achievement Student Team) all come to NH once a week to support various grade levels and mentorship with students who are new to NH and also work with students in our dual language program and students who are struggling. *Our Behavior Health Professional and our Crisis Intervention Teacher have lunch bunch daily with students to support their SLL *Village of Wellington (VOW) and PBC Sheriffs department work closely with our community of families that are in need for food and provisions for their homes. *All faculty and staff teach, review, and enforce the school-wide expectation matrix, "TRAIL- We are on the Trail of Excellence!" Teachers review and enforce grade-level, classroom rules and academic and behavioral expectations daily. Character assemblies facilitated by Administration, guidance counselors and our Behavior Health Professional (BHP) provide opportunities for healthy relationships, school wide academic and behavioral success. *Safe Schools comes to NH for anti-bullying prevention programs and behavior plans and techniques. Social personal education includes monthly lessons by our Guidance Counselor to all grade levels and she reaches out to our community resources [Safe Schools, PBC Sheriff Department]. Students are taught anger management, violence prevention, conflict resolution, decision making and transdisciplinary skills. *All homeroom teachers conduct a Morning Meeting utilizing research based Skills for Learning and Life (SLL) resources. *The school counselor provides social skills grade level groups monthly during their Fine Arts block of time in the day. *The Behavioral Health Professional offers one-to-one and small group sessions to improve student's mental/emotional health. *Character building assemblies and anti-bullying education is offered through fine arts and homeroom classrooms by our Guidance Counselor and BHP. Character Now instruction is conducted during Fine Arts. Character Now focuses on six themes to organize character education program: 1. Showing Empathy and Kindness 2. Being Responsible 3. Having a Growth Mindset 4. Demonstrating Trustworthiness 5. Demonstrating Respect 6. Being a Good Citizen

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

Teachers at NH complete a School Based Team referral packet for each student making insufficient academic (more than 1 year below grade level), behavioral, and/or mental health progress. The referral packet includes documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher, and notes regarding the student's academic and/or behavioral concerns. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms, and atypical behavior. Also, the performance levels in the areas of reading, math, writing, and speech and language are recorded. At least two observations are conducted: one by the teacher and one other professional working with the student. One conference is conducted with the parents of the student. Teachers use the progress monitoring SBT form to track their daily 30 minutes of Intensive or Supplemental intervention with the student for a minimum of 4 to 6 weeks and collect biweekly data to discuss with the SBT. The school-based team meets weekly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, social-emotional, and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is facilitated by our Principal. Other instructional staff that are in attendance at the meeting are the ESE coordinator, assistant principal, Dual Language Coach, teachers, school psychologist, parents, and any other support staff that works with the child being discussed. Tier I, Tier II, and Tier III represent the continuum of services, intervention, and support provided to each student. Tier I support is provided by the homeroom teacher using high-quality standards-based core instruction. Students receive an additional 30 minutes of reading instruction daily. Tier II interventions are developed and implemented when a student's academic, behavioral, and/or social-emotional difficulties continue. Tier II interventions occur one on one or in groups of 2-6 students outside the core instructional blocks. More explicit instruction addresses one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include iReady lessons selected by the teacher, LLI, check-in/check-out, behavior contracts, and daily behavioral forms, with a teacher or specialist. The School-Based team monitors the student's data to determine whether the student still requires interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, a reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension research-based interventions. Student progress is monitored every 2-4 days. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Academic and behavioral tiered support for students is implemented virtually for distance learners. Close monitoring takes place to ensure students are participating in tiered support. However, tiered support nor daily instruction is delivered to scholars who are not participating in learning at all. SBT/MTSS professional development is provided to each grade level during PLC in the first month of school. School support staff participate in the training as well as teachers. All teachers are held accountable for updating student graphs and student information for SBT in the calendar invite that they receive 3-4 weeks prior to the meeting. Every grade level meets once every 6 weeks on a rotating basis on Wednesdays. This allows the SBT team to be in compliance always.

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

Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes the application of knowledge. Teachers use formative data to chart the progress of individual students and entire class progress on a standard. In addition to core content instruction, a robust Fine Arts rotation exposes students to STEAM, Media Center, Physical Education, Guidance Music in both English and Spanish. All students learn about the Spanish culture, art, and Spanish vocabulary in all of our Fine Arts classes. Literacy instruction is enforced during Media, STEAM, Art and Music fine Arts as students listen to engaging and rigorous text and engage in reading, writing, art, and musical activities centered around all subject areas. Health, wellness, and gross motor skill exercise are promoted during Physical Education. Skills for learning and Life, mental health skills, and wellness are included and promoted during Guidance. We have a dual language program that offers daily instruction in both English and Spanish in ELA, Science, Social Studies, and writing. We offer Advanced Math to all of our third grade. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments via an uninterrupted 120-minute literacy block which includes writing, daily Science instruction, instruction is aligned with the Language Arts Florida Standards for every grade level, engaging and rigorous classroom libraries that have a variety of leveled texts to support units of study, modules, leveled books for small group instruction and resources to support instruction for students having difficulty attaining proficiency as well as those who advanced skills and in both languages English and Spanish for our dual language classroom libraries. NH utilizes USA assessments which measure instructed standards utilized at the end of units of study and other subject areas when units are completed, NH teachers monitor class and grade level progress using informal collection of evidence through the use of student journals, turn and talks, exit tickets, small group rotations and keep accurate record keeping in order to disaggregate data through Professional Learning Communities. NH teachers conduct data chats and establish small groups based on current data and individual student needs. Students receive in-class push-in services for ESE and ELL support. Trained staff utilize Foundations/Estrellita/Heggerty/LLi/Voyager/Benchmark Advance among other research-based literacy resources to support supplemental and intensive interventions. Teachers Integrate cross-curricular connections to critical content and establish routines for student grouping and student interaction for the expressed purpose of processing new content and/or building capacity in prerequisite skills. Teachers provide guidance on one or more cognitive skills, organize students into ad hoc and/or flexible groups for the lessons and provide enrichment activities in the classroom as well as offer opportunities for students to be included in SECME, AG equations, our NH School Safety Patrol program, Teachers of Tomorrow, Battle of the Books and many more clubs provided by our classroom teachers.

Post-Secondary Opportunities and Workforce Readiness

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

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

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

1. Post-Secondary Opportunities and Workforce Readiness

NH hosts a Career Day in the Spring. The event is organized by our Guidance Counselor and our Business community members and all grade levels participate. NH school participates in a monthly college t-shirt on Friday to show their interest and college pride and to encourage a post-secondary mindset. A 5th-grade completion ceremony is conducted in May at Wellington High School and the ceremony mirrors a high school graduation with speeches by the class officers, a guest speaker, and a professional. The neighboring schools come and speak to our 5th-grade students about middle and high school pathways to college in the spring. Teachers of Tomorrow encourage all students to join and participate in activities that show them what it is like to be a teacher. Student council is a part of NH and students learn about roles similar to government roles and hold an election for officers.

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

At NHES, we provide Kindergarten Kick-Off (formerly Kindergarten Round-up) opportunities in the Spring for incoming Kindergarten and VPK families. These events provide information to parents about NH programs including our dual language, ASD, ESE, and ELL support systems, grade level expectations, Florida Standards, and the skills that each child will learn in Kindergarten. The Kindergarten teachers and VPK participate along with our Dual Language coach and fine arts team. All families are given a tour of the campus and what a typical day would be like for a kindergartener and/or VPK student. We provide families with activities to develop scholars starting with emergent reading, writing, math skills, social-emotional development, and resources that they can work on with their child over the summer to assist with Kindergarten "readiness". Each parent/guardian/family member receives a packet that includes materials, supplies, letters, and manipulatives to support the acquisition of letter shape and sound identification, numeration and name writing. We also invite the public library, PTA, Aftercare, and other members of our village to participate in our Kindergarten Kick-Off. Our full day Voluntary Prekindergarten (VPK) programs are supported by the Department of Early Childhood Education and follow all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida Department of Education. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at New Horizons we engage in the following kindergarten transition activities: Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) -Distribution of a letter, flyer or informational brochure sent to families of preschool children to come to our Kindergarten Kick-Off for families of incoming kindergarten children.

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

NH is participating in their own Professional Development facilitated by the Principal, Assistant Principal, and the Dual Language Coach as well as 6 instructional leaders at each grade level who participated in a summer PDD on explicit instruction with strengthening Tier 1 instruction. NH analyzed its data over the last five years and determined the root cause of multiple areas of weaknesses across campus. The administrative team works closely with the SwPBIS team, the BHP, the guidance counselor, and district specialists to ensure that SLL is a major focus within our school in order to show student growth and achievement. The ELA, Math, and Science resource support systems from the district work closely with NH to provide literacy, math, and science support through ongoing professional development as needed. NH allows district teams to come and conduct instructional walks to improve instructional practices and student achievement. Site-based Professional Development is offered to teachers and support staff through the district PD as well. All faculty and staff are trained in assessment/testing procedures with the assistant principal. Ongoing training and coaching are provided on the district's strategic plan, Positive Behavior Support, behavior interventions, writing and implementing interventions, and the RTI/MTSS process. The principal, assistant principal, Dual Language Coach, ELA Resource, Math Resource teachers, and teacher leaders facilitate a robust Educator Support Program. Veteran teachers are assigned to each new teacher. Teachers are supported by a grade level and/or content mentors and grade level chair. Ongoing professional development is facilitated by district, Regional, SIG4 specialists, and school-based staff. During PLC's instructional staff (teachers, academic tutors, etc.) learn how to unpack the Florida Standards, plan, implement, and monitor with fidelity reading, math, science, social studies, and writing curriculum; How to use adaptive technology/iReady/IStation/Imagine Learning for reading instruction and small group instruction. Additionally, the instructional staff is trained on how to effectively align core instructional groups and materials with Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice.

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

At NHES, the principal notifies district recruitment and retention staff of current vacancies and needs. The principal notifies her local Wellington schools principals to support any vacancies if they have staff interested and they do not have openings at their schools. The principal shares this information with the Village of Wellington Council which advertises and seeks out potential teaching candidates. A video is created to advertise NH and the successful programs and facilities it has to recruit and retain current staff. The school principal supports growing teachers by supporting substitutes and academic tutors as they complete college and certification requirements through FAU. The principal supports staff and grows her leaders who then train newly incoming staff. As a dual language school, the principal works closely with the Ministry of Spain to recruit Spaniards to hire for our dual language classrooms for at least three years if not five years. The principal attends teacher job fairs in Palm Beach County. Current teachers recruit teachers from within their circle of influence. A model coaching cycle is practiced to build teacher capacity. The principal practices an open-door policy extending a welcoming invitation to staff, parents, students, and community members. The principal and assistant principal as well as teacher leaders facilitate a robust Educator Support Program. Teachers and academic tutors are eligible for opportunities for part-time pay hours for the purpose of before and after school tutorial. Veteran teachers are assigned to each new teacher. New teacher gatherings are conducted once at the beginning of the school year and once at the middle of the school year. New teachers meet monthly with their mentors and team leaders for the first five years. Teachers are afforded the opportunity to serve as grade level and/or content mentors, grade level, department, and Professional Learning Community leaders. They also coordinate school-based clubs and community and parent events. Ongoing professional development is facilitated by district or regional specialists and school-based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, plan, implement, and monitor with fidelity reading, math, science, social studies, and writing curriculum; how to use adaptive technology/iReady/iStation for reading and math instruction. Additionally, the instructional staff is trained on how to effectively align core instructional groups and materials with Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice.