

---

**Title I Comprehensive Schoolwide Plan**  
**HIGHLAND ELEMENTARY SCHOOL (0671)**

---

# ELA

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

## 1. List prioritized needs statements.

ELA proficiency on PM 2 data indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. \*PM 2 data indicates that 76% of our 3rd grade students are achieving a level 1 in ELA \*PM 2 data indicates 64% of 4th grade students are achieving Level 1 in ELA \*PM 2 data indicates 68% of our 5th graders are achieving Level 1 in ELA \*PM 2 data indicates 30% of our K-2 students are at or above the Benchmark

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

\* Lack of daily ESOL support during small group instruction \* Lack of foundational skills K - 5 \* High student absences \* Struggle to differentiate instruction due to lack of training/support \* Instructional support gets pulled so support is inconsistent \* ESOL students struggle with grade level text \* Pacing of the district is too regimented \* There are so many new teachers that require for the coaches to support which means other teachers don't get the coaching support \* Lack of motivation from students \* Lack of phonics in grades 3 - 5

## 3. Share possible solutions that address the root causes.

\* ESOL/ESE teachers and support should be provided with training on how to scaffold/ESOL strategies/cognates and provide appropriate ESE accommodations. \* Have a PDD during pre-school to train new teachers \* Reading Interventionist to address deficits in ELA \* Reinstate honor roll and perfect attendance to motivate children and parents \* More PD opportunities outside of the school day \* Provide tutorial earlier in the school year \* ESOL co-teach for scaffolding \* More targeted interventions both for students (tutorial) and teachers (coaching) needing more support \* Facilitate Professional Development focusing on strategies and techniques to scaffold instruction \* Utilization of instructional materials (print, online, hands-on) \* Stronger structure for Tiered Support \* Need for staff to support families and teacher during home-school collaboration \* New BEST standards for writing in grades 4 -5; need support for implementation

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

To emphasize the use of : Live Facebook Google meet Parent Link Parent Conferences

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Make plans for: \* Cultural Awareness \* How to have successful parent conferences \* Communicating with families \* Teach teachers how to communicate the effects of lack of education \* Scaffolding \* Phonics Instruction

- **Accessibility**

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. Provide accessible meetings throughout the day/after school to benefit the families.

# Math

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

## 1. List prioritized needs statements.

PM 2 data is indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. \*PM 2 data indicates that 74% of our 3rd grader are performing at a level 1 \*PM 2 data indicates that 94% of our 4th graders are performing at a level 1 \*PM 2 data indicates that 74% of our 5th graders are performing at a level 1 \*PM 2 data indicates that 51% of our K-2 students are at or above meeting the Benchmark

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

Lack of foundational skills \* Learning skills gaps \* Many teachers are in need of coaching and support - we currently have one coach to service the whole school K-5 \* Differentiating instruction \* Lack of push in support during math instruction \* Too much testing \* Lack of number sense and fluency \* Teacher capacity

## 3. Share possible solutions that address the root causes.

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

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

### • Communication

Live Facebook Google meet Parent Link Parent Conferences

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Cultural Awareness \*How to have successful parent conferences \*Communicating with families \*Teach teachers how to communicate the effects of lack of education \*National Council of Teachers of Mathematics Conference for selected math teachers to bring back effective, cutting-edge instruction to the rest of the teachers

- **Accessibility**

Ensure a strong partnership with the school and family. Provide meetings throughout the day/after school to benefit the families.

# Science

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

## 1. List prioritized needs statements.

Science proficiency on FY23 winter diagnostic was 19% indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency.

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

\*Lack of science instruction in grades K - 4. \*Lack on hands on activities \*The schedule doesn't permit enough time for science instruction \*Lessons in Blender are way too long for the allotted science block time \*Interruption of science block in K -2 leaving 15 minutes for the science block. Students are not getting the foundational science skills \*Lack of hands on labs

## 3. Share possible solutions that address the root causes.

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

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

### • Communication

Facebook Live Google meet Parent Link Parent Conferences

### • Parent Training

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

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Cultural Awareness How to have successful parent conferences Communicating with families Teach teachers how to communicate the effects of lack of education

- **Accessibility**

Ensure a strong partnership with the school and family. Provide meetings throughout the day/after school to benefit the families.

## **Action Step: Classroom Instruction**

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

**Budget Total: \$370,024.79**

Acct Description	Description											
Paraprofessional	Para II to assist with reading lab. 182 days/7 hours											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="531 272 1144 329">Item</th> <th data-bbox="1165 272 1312 329">Quantity</th> <th data-bbox="1312 272 1438 329">Rate</th> <th data-bbox="1438 272 1711 329">Supply Type</th> <th data-bbox="1711 272 1900 329">Type</th> <th data-bbox="1900 272 2026 329">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Sharpened Pencils (48 per pack)	18	\$3.47	General Supplies	Original	\$62.46						
	Pens	1	\$0.58	General Supplies	Original	\$0.58						
	Added- Pocket Flash Cards Addition- Amend 19, BT 466407	150	\$2.64	Instructional Materials	Amendment	\$396.00						
	Added- Highlighter Pen Grip 5PK Asst- Amend 19, BT 466407	450	\$1.91	General Supplies	Amendment	\$859.50						
	Added- Post-it Easel Pads-Amend 19, BT 466407	199	\$33.60	Instructional Materials	Amendment	\$6,686.4						
	Added- Shipping- Amend 19, BT 466407	1	\$0.72	General Supplies	Amendment	\$0.72						
	Added- AVID Binders 3d-5th grades- Amend 19, BT 466407	453	\$5.98	General Supplies	Amendment	\$2,708.9						
	Added- Multiplication Flash Cards- Amend 19, BT 466407	150	\$4.31	Instructional Materials	Amendment	\$646.50						
	Added- 2 pocket HD Poly Port (Yellow)- Amend 19, BT 466407	250	\$1.79	General Supplies	Amendment	\$447.50						
	Added- 2 pocket HD Poly Port (Blue)- Amend 19, BT 466407	251	\$1.79	General Supplies	Amendment	\$449.29						
Added- Marker Flipchart 8 Color Set- Amend 19, BT 466407	120	\$8.22	General Supplies	Amendment	\$986.40							



Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="520 167 1157 232">Item</th> <th data-bbox="1167 167 1314 232">Quantity</th> <th data-bbox="1314 167 1436 232">Rate</th> <th data-bbox="1436 167 1715 232">Supply Type</th> <th data-bbox="1715 167 1900 232">Type</th> <th data-bbox="1900 167 2030 232">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	<table border="1"> <tbody> <tr> <td data-bbox="520 370 1157 386">Added- 2 pocket HD Poly Port (Green)- Amend 19, BT 466407</td> <td data-bbox="1167 370 1314 386">250</td> <td data-bbox="1314 370 1436 386">\$1.79</td> <td data-bbox="1436 370 1715 386">General Supplies</td> <td data-bbox="1715 370 1900 386">Amendment</td> <td data-bbox="1900 370 2030 386">\$447.50</td> </tr> </tbody> </table>	Added- 2 pocket HD Poly Port (Green)- Amend 19, BT 466407	250	\$1.79	General Supplies	Amendment	\$447.50					
Added- 2 pocket HD Poly Port (Green)- Amend 19, BT 466407	250	\$1.79	General Supplies	Amendment	\$447.50							
Resource Teacher	4-5 Student Support for ELA - Pushing in and supporting teachers (as teacher lead) and students in 4-5 with ELA. They will also facilitate ELA PLCs.											
Resource Teacher	2-3 ELA Support- Pushing in and supporting teachers (as teacher lead) and students with ELA. They will also lead 2-3 ELA PLCs.											
Resource Teacher	4th & 5th Grade Writing Support with BEST Standards (.5) - Provide students and teachers with writing support implementing the B.E.S.T. writing standards, state rubric, and new state requirements.											
Resource Teacher	K-5 Math Support- Pushing in and supporting teachers (teacher lead) and students in 3-5 with math. They will also facilitate 3-5 math PLCs.											
Resource Teacher	School-based team/MTSS resource teacher will provide tiered support to identified students, lead the School Based Team, and monitor students' data to ensure students receive the supplemental, behavioral, and intensive support they need in grades K-5.											

## Action Step: Parent Engagement

Enhance students' academic development by providing effective and meaningful communication and conducting academically focused, relevant parent trainings. Provide parents and families with strategies and skills to support learning at home to ensure that students have an equitable opportunity to succeed. Provide ongoing communication between school and families and build home-school connection for students' academic success. Provide parents and families with strategies and skills to support learning at home to ensure that students have an equitable opportunity to succeed. Provide ongoing communication between school and families and build home-school connection for students' academic success.

Budget Total: \$42,644.96

Acct Description	Description								
Enrichment Contracts	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Cox STEAM Science Museum - Hands-on Science		1	\$450.00	Original	\$450.00			
	Reallocated Cox STEAM- Amend 19, BT 466407		-1	\$450.00	Amendment	-\$450.00			
Postage	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Stamps to send invitations and communication to families		92	\$0.63	Original	\$57.96			
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Additional Time for Y. Paredes - Parent Liaison temp job code 36415	1	\$16.00	22	8	1	Non-Certified	Amendment	\$2,865.00
	Additional Time for CLFs temp job code 36415	5	\$23.00	1	10	1	Non-Certified	Amendment	\$1,125.00
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	K-5 Parent Student Planners		965	\$1.70	General Supplies		Original	\$1,640.50	
	K-5 Parent StudentPlanners (shipping)		965	\$0.12	General Supplies		Original	\$115.80	
	Supplies for Parent Training (chart paper, paper, cardstock, chart markers, folder, pens/pencils,		1	\$950.00	General Supplies		Original	\$950.00	

Acct Description	Item Description	Quantity	Rate	Supply Type	Type	Total
	Supplies for K Round Up (books, baggies, crayons, index cards, flashcards)	1	\$819.45	Instructional	Original	\$819.45
	Science manipulatives for Science Fair Family Event (science project boards, markers, construction paper, scissors, glue, art materials, pens, pencils)	1	\$500.00	Manipulatives	Original	\$500.00
	Science manipulatives for Science Fair Family Event - misc science manipulatives)	1	\$500.00	Manipulatives	Original	\$500.00
	Reallocated Parent Engagement Supplies- Amend #19,BT 466407	-1	\$4,525.75	Program Supplies	Amendment	-\$4,525.75
Overtime	Overtime for Yacenia Paredes, Salary \$113, Benefits \$37 to assist with translation services and parent involvement. 5 hours of overtime at \$22.50 per hour.					
Parent Liaison - Para Level	Parent Liaison will provide academic support and training for parents, assist with teacher/parent communication, attend parent- teacher conferences, and provide assistance with Bridges and other community organizations					

## Action Step: Professional Development

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

**Budget Total: \$127,620.00**

Acct Description	Description									
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="462 162 1386 243">Item</th> <th data-bbox="1396 162 1543 243">Quantity</th> <th data-bbox="1543 162 1711 243">Rate</th> <th data-bbox="1711 162 1900 243">Type</th> <th data-bbox="1900 162 2016 243">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	<p>NABE/March 28-30, 2024, New Orleans- Attending the NABE Conference will enable our teachers to learn best practices to provide equity and academic excellence for our bilingual and multilingual learners. As a Dual language school it's imperative that we stay at the forefront of educational initiatives for bilingual and multilingual learners. Attending NABE will allow for this growth to occur.</p>	5	\$2,295.00	Amendment	\$11,475.00					
<p>Ron Clark Academy/Atlanta, GA/November 16-17, 2023/ Reaching &amp; Teaching Boys PD- Reaching and teaching Boys PD offered by the RCA will enable our teachers to leave with powerful strategies and techniques that will motivate and equip and empower them to reach and teach our male students' with success.</p>	5	\$1,533.00	Amendment	\$7,665.00						
Single School Culture Coordinator	The SSCC will facilitate PLC's, assist teachers in lesson planning, progress monitoring, and tracking student data in the areas of K-5 ELA, math, science.									

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

## 1. Mission Statement

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

## **Involvement of Stakeholders**

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Frances Frye	Principal
Edna Martinez	Assistant Principal
Martina Hewitt	Assistant Principal
Yecenia Paredes	Parent Liaison
Mariana Blanco	Guatemalan Mayan Center Executive Directors
Milagros Toro	Bridges / SAC Member
Ray Lofton	Community Partner/SAC Member
Andrea Hernandez	Parent
Ericka Vicente	Parent

Name	Title
Miguel Chavez	Parent
Delidy Rodriguez	Parent
Bessy Figueroa	Parent
Mercedes Jimenez	Parent
Lwidoina Jean	Parent
Nanette Brizarry	Parent

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

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

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

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

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

Stakeholders met at the CNA Stakeholders meeting in early March of 2023. The outcome was Parent Engagement Trainings on ways to support their child at home, ensuring attendance is a priority, homework support from parents. Also, the importance of our Parent Liaison position. New Title I budget was submitted and approved by Title I. Compliance evidence was submitted to FSP. Title I will purchase the home-school folder, Steam night with Cox, and Science manipulatives for the science fair family event.

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

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Tuesday, October 3, 2023 from 8:30-9:30 AM Cafeteria at Highland Elementary School.



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

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

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

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

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Lake Worth Beach Community Tour

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

Drawing from the work of Kathleen Budge and William Parrett as presented in their book, *Disrupting Poverty: Five Powerful Classroom Practices*, we would like to organize a neighborhood tour for our teachers to allow them to see the community in which their students live. In order to implement the first and best strategy of developing caring student-teacher relationships and advocating for students, it will serve the educators well to have the foundational knowledge of the students' environment.

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

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

- What will teachers submit as evidence of implementation?

Reflection

- Month of Training

August 2023

- Responsible Person(s)

Yecenia Paredes

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

## 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Lake Worth Beach Community Tour Part II with Community Partners

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

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

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

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

- What will teachers submit as evidence of implementation?

Reflection

- Month of Training

February 2024

- Responsible Person(s)

Yecenia Paredes

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

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

Kindergarten Focus Parent Group

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

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

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

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

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

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

- **Date of Training**

September 7, 2023

- **Responsible Person(s)**

Yecenia Paredes

- **Resources and Materials**

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

- **Will use funds for refreshments as noted in SWP:**

on

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

0.00

## 2. Reflection/Evaluation of Training #1

- **Name of Training**

Kindergarten Focus Parent Group

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

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

F.A.S.T. Parent Night

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

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

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

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

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

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

- Date of Training

10/26/23, 11/9/23, 1/25/23, 2/22/23

- Responsible Person(s)

Yecenia Paredes

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

F.A.S.T. Parent Night

#### 5. Parent and Family Capacity Building Training #3

- Name of Training

SEL Parent Workshop

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

Parents will learn how to be a good listener, model the behavior that you are seeking, nurture their child's self-esteem, and respect differences.

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

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

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

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

- Date of Training

10/12/23

- Responsible Person(s)

Yecenia Paredes

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00



## 6. Reflection/Evaluation of Training #3

- Name of Training

SEL Parent Workshop

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

TBD

## Coordination and Integration

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

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

- Name of Agency

Multicultural Department.

- Describe how agency/organization supports families.

The Multicultural Department provides support to families by: Migrant Tutorials - Supports our students in 2nd Grade to ensure students reach challenging academic standards Welcoming Schools supports our families that are new to the country to ensure a smooth transition to Highland. Also, all staff receive specific training to best support students that are new to the country. ESOL Guidance Counselor - Supports our families with home visits and day to day counseling as needed.

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

Migrant - Attendance Welcoming Schools - Staff Training Sign In (Google Form) ESOL Guidance Counselor - Home Visit Log

- Frequency

Trimester.

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

- Name of Agency

Guatemalan Mayan Center.

- Describe how agency/organization supports families.

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

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

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

- Frequency

Trimester

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

- Name of Agency

Adopt A Family.

- Describe how agency/organization supports families.

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

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

Pictures, emails and Adopt a Family calendar of events

- Frequency

Trimester

## Communication

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

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

- Description

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

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

Flyers, conference notes, parent link messages

- Description

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

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

Meeting agendas, conference notes, program flyers

- Description

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

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

Facebook live doc; Flyers and agendas

- Description

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

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

SAC documentation, training agenda, sample academic data.

- Description

Meetings are held at various times throughout the day - morning, afternoon, and early evening. Meetings are done virtual or in person to accommodate the families. We are trying out something new this year. We will hold Parent Conference Days for school wide in the beginning of the school year and again the second half of the school year. This will offer the parents the flexibility as well as allow to have our CLFs available to assist with translating

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

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

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

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

- Description

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

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

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

- Description

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

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

Emails, conference notes and SAC meeting minutes.

- Description

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

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

Conference notes from SBT, emails, and McKinney Vento flyer

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

• Name of Activity

None.

• Brief Description

N/A

2. Activity #2

• Name of Activity

None.

• Brief Description

N/A

3. Activity #3

• Name of Activity

None.

• Brief Description

N/A

## Building Non-Academic Skills



How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

### 1. Building Students' Non-Academic Skills

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

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

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

## 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

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

## Transition From Early Childhood to Elementary School

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

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

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

## 1. Transition to Elementary School

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

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

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

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development

- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

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