
Title I Comprehensive Schoolwide Plan
Highland Elementary (0671)

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	34	25	35	34	45

1. According to data, what are your top priorities? Include needs assessment statements.

- Literacy Interventionist
- Adaptive Technology (iReady, iStation, Imagine Learning),
- Instructional Resources
- Parent Liaison

2. List the root causes for the needs assessment statements for your top priorities.

excuse for not helping each of our students meet their learning goals.

- I believe that all students need the extra resources to help guide the instruction that we give in a classroom. The use of a parent liaison to show our parents way that they can help their child at home. Esol support needs to be made available to help our students in ELA, math and science
- lack of dedicated phonics based instruction and or ESOL support for new incoming non-English speaking INTERMEDIATE students, (particularly Dual Language),
- The root cause of our poor science scores is our student's lack of reading comprehension. Students are already struggling with reading, then doubling down on science, a subject they're not confident in.

3. Share possible solutions that address the root causes.

- Possibly having some parent education. Parent mentoring. Finding programs that teach parents how to read and write.
- Offer each teacher at Highland the tools to scaffold instruction. Have PLC's/PDDs focusing on ESOL strategies. Homeroom and ESOL teachers need to provide the adequate tools so EACH student can learn.

Also, keep the literacy focus on K-2, make a priority for primary teachers to teach science

- Continue to provide interventions in Spanish. Have primary teachers sit in intermediate PLC's so they can see what is expected and what are some ways we are teaching to the standards.
- Accessibility and use of adaptive technology in the household. (competition/reward system for at home use minutes).
- I think possible solutions are to have more support staff at Highland to help support teachers with students who are brand new to the country, especially entering the upper grades. In addition, I think it would be

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Continue to provide translation; ParentLink, Twitter & Facebook; Continue the Parent Google Classroom.

Include a training on how to use adaptive technology in the home. Continue the FSA Parent Nights. Continue the PAS series. Continue having parent meetings were we stress the importance of classwork, homework, limiting screen time

Consider a training for teachers on how to hold a family night in their classrooms.

Continue to offer some of the parent trainings multiple times at different times of the day (morning, after school, evening). Consider adding weekend events. Google classroom.

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

School

Students

Parents

- School; provide a google classroom for parents to offer virtual meetings and trainings or recordings of previously held gatherings. Offer field trips for families to show them ways to teach and learn with their children.

- School; provide a google classroom for parents to offer virtual meetings and trainings or recordings of previously held gatherings. Offer field trips for families to show them ways to teach and learn with their children.

- Parents: Add importance of positive attitude towards school; Leave space for parents to indicate when they are available for conferences and workshops; increase conversation time with children; parents will follow the school on social media to stay abreast of current events and news; join the parent google classroom; parent will notify

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	45	60	62	57	75

1. According to data, what are your top priorities? Include needs assessment statements.

Math proficiency on winter diagnostic was 49% 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. Top priorities identified include:
 K-2 Literacy Focus,
 PLC,
 Instructional Coaching,
 ESOL Support,

2. List the root causes for the needs assessment statements for your top priorities.

- parent involvement,
- More hands on and time for enjoying what they are learning.
- Support teachers are not given curriculum materials to use when lesson planning.
- Testing is the same for kids that know English that for others that just arrived from Guatemala with no English at all. Students lack background knowledge, some teachers are not prepared to work with diverse student population.
- I believe that all students need the extra resources to help guide the instruction that we give in a classroom. The use of a parent liaison to show our parents way that they can help their child at home. Esol

3. Share possible solutions that address the root causes.

- Accessibility and use of adaptive technology in the household. (Competition/reward system for at home use minutes).
- More specialized reading levels books and more ESOL support during the ELA or Math blocks
- Every student needs to have a Chromebook. The classes that have more access to technology are able to provide more hands on learning activities that engage and motivate their students..
- Have a Math and Science Fair
- Use ESOL teachers for small group remediation in math.
- ELL support via ongoing PD and effective push-in support (high quality staff equipped to address the specific needs of ELL students and are able to work independently)

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

- **Communication:** Continue to provide translation; ParentLink, Twitter & Facebook; Continue the Parent Google Classroom.

- **Parent Trainings:** Include a Math Family Night; Training on how to use adaptive technology in the home. Continue the FSA Parent Nights.

- **Staff Trainings:** Consider a training for teachers on how to hold a family night in their classrooms

- **Accessibility:** Continue to offer some of the parent trainings multiple times at different times of the day (morning, after school, evening). Consider adding weekend events.

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

School

Students

Parents

- **School:** provide a google classroom for parents to offer virtual meetings and trainings or recordings of previously held gatherings. Offer field trips for families to show them ways to teach and learn with their children.

Students: Add importance of positive attitude towards school; limit screen time; student will learn/know his/her own academic data and set academic goals in an effort to keep them focused on instruction and academic achievement

- **Parents:** Add importance of positive attitude towards school; Leave space for parents to indicate when they are available for conferences and workshops; increase conversation time with children; parents will follow the school on social media to stay abreast of current events and news; join the parent google classroom; parent will notify

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	34	27	25	25	35

1. According to data, what are your top priorities? Include needs assessment statements.

Science proficiency on winter diagnostic was 23% 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.

Top priorities:

K-2 Literacy Focus,
PLC,
Instructional Coaching,

2. List the root causes for the needs assessment statements for your top priorities.

- Not enough ESOL support in students' native language.
- Support teachers are not given curriculum materials to use when lesson planning.
- Lack of Standards based Science content in the text sets for ELA., lack of assessment based Science instruction in K-4, and NO transition time.
- I believe that there are several roots behind our needs. The first cause is the lack of fundamental literacy skills. As a result of limited literacy skills, all other academics suffer because the children cannot read at grade level. Assessments are unforgiving. Students need to test at the grade level in which they are in. Students at Highland do not receive standards based science instruction in grades K-4. As a result, students enter fifth grade without the basic scientific knowledge found in the natural world. Another concern is Honestly, I believe that there are several roots behind our needs. The first cause is the lack of

3. Share possible solutions that address the root causes.

- More science related reading instruction at the k-3 level.
- For Science: Continue with Science Lab.
- Add the Science coach to the PD team.
- Schedule Science professional development.
- Adjust the master schedule.
- Have a science & math fair.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<ul style="list-style-type: none"> Communication: Continue to provide translation; ParentLink, Twitter & Facebook; Continue the Parent Google Classroom. 	<ul style="list-style-type: none"> Parent Trainings: Continue with the Family Science Night 	<ul style="list-style-type: none"> Staff Trainings: Consider a training for teachers on how to hold a family night in their classrooms. 	<p>Accessibility: Continue to offer some of the parent trainings multiple times at different times of the day (morning, after school, evening). Consider adding weekend events.</p>

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

School	Students	Parents
<ul style="list-style-type: none"> School; provide a google classroom for parents to offer virtual meetings and trainings or recordings of previously held gatherings. Offer field trips for families to show them ways to teach and learn with their children. 	<p>Students: Add importance of positive attitude towards school; limit screen time; student will learn/know his/her own academic data and set academic goals in an effort to keep them focused on instruction and academic achievement.</p>	<p>Parents: Add importance of positive attitude towards school; Leave space for parents to indicate when they are available for conferences and workshops; increase conversation time with children; parents will follow the school on social media to stay abreast of current events and news; join the parent google classroom; parent will notify the school of an</p>

Action Step	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.	Budget Total: \$273,325.21
Acct Description Description		
Single School Culture Coordinator	Single School Culture Coordinator will facilitate PLC's, assist teachers in lesson planning, progress monitoring and tracking student data in the areas of ELA, Math and Science K-5.	
Coach	Reading Coach will focus on the reading and writing efforts of our grades K-5 teachers to build knowledge of the standards, use data to drive/differentiate instruction, and balance whole/small group instruction through PLC's and coaching cycle.	
Coach	Math Coach will focus on the math efforts of our grades K-5 teachers to build knowledge of the standards, use data to drive and differentiate instruction, model instructional best practices, and balance whole/small group instruction through PLCs and the coaching cycle.	
Coach	Primary PD Resource Teacher will focus on the reading, writing, and numeracy efforts of our grades K-2 teachers to build knowledge of the standards, use data to drive/differentiate instruction, and balance whole/small group instruction through PLC's and coaching cycle.	
Supplies	PD supplies to support PLC's, PD, and coaches - 20 boxes of unruled chart paper at 4 per box for \$39.59 each = \$791.80, 20 boxes of ruled chart paper at 4 per box for \$39.59 each = \$791.80 , 10 cases of copy paper @ \$31.03 each = \$310.30, Lexmark ink for coaches, SBT Resource, PD resource, and SSCC (4 times per year times 5 employees (color ink - 20 @ \$34 = \$680.00, black ink - 20 @ \$22 = \$440.00), 15 packs of dry-erase markers at 12 per pack for \$7.02 = \$105.30, 16- 3" binders @ \$5.07 each = \$81.12, 10 boxes of 24 highlighters @ \$11.41 each = \$114.10, 3" square post-it notes - 20 boxes of 24 pads per box for \$16.17 = \$323.40	

Action Step	Enhance students' academic development by providing effective and meaningful communication and conducting academically focused, relevant parent trainings.	Budget Total: \$39,371.22
Acct Description	Description	
Parent Liaison - Para Level	Parent Liaison will provide academic support and trainings for parents, assist with teacher/parent communication, attend parent conferences, and provide assistance with Bridges and other community organizations.	
Extra Duty Days - P.L. Teachers	Parent Liaison will provide academic support and trainings to parents through the Parent Resource Center for 12 days outside of regular contract time July 2020/June 2021. (\$109.04 + 31.46 per day = \$140.50 per day x 12 days)	
Consultants	South Florida Science Museum Consultant for STEAM Night in March 2021. South Florida Science Museum will provide a series of hands-on science experiences focused on Science standards designed to help parents support Science at home during a two hour STEM night event.	
Supplies	Copy paper for parent communication - 10 cases at \$31.03 each = \$310.30, colored cardstock @ \$7.88 per pack of 100 sheets and \$7.43 per pack of white cardstock of 100 sheets) times 20 packs of each = \$306.20, Kindergarten Round-up tote bags for instructional materials \$14.59 per dozen x 12 dozen = \$175.08 plus 10% shipping = \$192.59.	

Action Step	Engage all students in rigorous, differentiated, standards based, relevant instruction.	Budget Total: \$270,687.81
Acct Description	Description	
Resource Teacher	School-based resource teacher will provide tiered support to identified students, lead the School Based Team, and monitor students' data to ensure students receive the supplemental and intensive support they need in grades K-5.	
Resource Teacher	Science Resource Teacher will provide hands-on learning to support science core instruction in a lab setting on the Fine Arts wheel K-5.	
Resource Teacher	Math Resource Teacher will provide small group, differentiated instruction supportive of student skill development in math for students grades 3-5. Support will include pull-out for identified students during the fine arts block and push-in support during students' math lab time.	
Tutorial	Summer tutorial for June 2021 - 2 teachers for 12 days @ 3.75 hours per day @ \$25.00 per hour = \$2,250, 1 lead tutor for 12 days @ 4.75 hours per day @ \$25.00 per hour = \$1,425, 3 community language facilitators for academic and language support for 12 days @ 4 hours per day @ \$15.00 per hour = \$2,160.00.	
Supplies	Storyworks/Storyworks, Jr, as a standards based instructional resource for grades 3-5 that includes informational texts to support science standards infused through literacy instruction (625 @ \$8.49 each plus 10% shipping and handling of 530.63 = \$5,836.88); Ready Florida K-5 as a standards based instructional resource for grades K-5 that includes informational texts to support science standards infused through literacy instruction (1090 @ \$11.05 + 963.56 shipping = \$13,008.06); Foundations K-2 (54 ten packs @ \$67.40 each to cover 190 KG, 180 1st Grade and 170 2nd grade homeroom and intervention groups + \$291.17 shipping = \$3,930.77); Science Bootcamp instructional resource for 5th grade (6 sets of 25 Student Booklets @ \$350, 10 sets @ \$14.00, plus \$224 shipping and handling = \$2,464.00); AVID supplies for 410 students in 4th/5th grades: 3" binders (410 @ \$5.07 each = \$2,078.70), dividers (410 @ \$0.52 each = \$213.20), pencil pouches (410 @ \$1.16 each = \$475.60), copy paper - 200 cases at \$31.03 = \$6,206.00 for AVID; dry-erase markers (102 packs @ \$7.02 = \$716.04), Coach Spanish resources (Tutor de instruccion, Artes del lenguaje) from School Specialty for grades 3-5, (Grade 3 - 125 @ \$14.99 = \$1,873.75, Grade 4 - 100 @ \$14.99 = \$1,499.00, Grade 5 - 75 @ \$14.99 = \$1,124.25 + \$407.82 shipping = \$4,904.82)	
Out-of-system Tutors (Long Term)	Out-of-system tutors will provide Reading & Math support in grades K-5 in the iReady and Success Maker Labs and provide small group instruction aligned to student needs based on data. (2 non-certified tutors for 182 days @ 7 hours per day @ \$15.00 per hour)	

Out-of-system Subs	Subs for Science Resource Teacher for science on the fine arts wheel - 7 days @ \$87.04 per day = \$609.28
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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.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Frances Frye	Assistant Principal
Lila Greenidge	Bridges / SAC Member
Elena Villani	Principal
Edna Martinez	Dual Language Coach
Yecenia Paredes	Parent Liaison
Erin Walsh	Assistant Principal
Tim Gamwell	Guatemalan Mayan Center Executive Directors
Ray Lofton	Community Partner/SAC Member

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

Volunteers were requested (school invitation) and these members were because they each have a stake in supporting our students at the school.

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 3:30PM), 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 compact.

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 2020. 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.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Elena Villani	Principal
Frances Frye	Assistant Principal
Erin Walsh	Assistant Principal
Yecenia Paredas	Parent Liaison
Amerelis Leon	Bookkeeper
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative

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

Thursday, September 17, 2020, at 3 p.m. Via Google Meets

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 notified parents and community members through call outs. Staff is notified through weekly bulletins and the school wide calendar.

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 was: Invitation/flyer, agenda, Google Slides (PPT), Google Link, technology (computer)

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Building Positive	Teachers will be able to explore classroom strategies and practices on positive relationships	Teachers will gain the tools they need to build positive relationships with families	Follow up activity will be submission of parent contact log	Begin in November	Walsh & Paredes

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
The School Family	The teachers will be able to implement the compact with parents and students in the context	The anticipated impact is awareness of each others' roles to increase family	Evidences will be signed parent compacts and conference notes	October	Frye

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Parent Academic Success	To support students at home, the parents will be able to understand their child's current academic data for math and/or reading, the grade level expectations, and will learn several activities to duplicate in the home with their child to build academic success and support the work they	Trainings will be held via google meets. The parents will learn the I Do/We Do/You Do model for both reading and math. Reading and math strategies and	The expected impact of this training on students achievement will build their child's math fluency, reading stamina and provide students with strategies to be proficient readers	November 11, 2020 Jan 2021 Feb 2021	Paredes	Agenda, websites, sign in sheet, school created handouts	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
FSA Parent Night	To support student learning at home, the parents will be able to understand their child's current academic data for math and/or reading, what grade level expectations are and what the FSA will be like. In addition, they will learn sample reading and math	The training will be via Google Meets. The parents will will learn the I Do/We Do/You Do FSA strategy in both reading and math. Activities to be determined.	The expected impact of this training on student achievement will be the parents gaining a better understanding of ways they can support their child at home to prepare for the FSA.	November 18, 2020 Jan 2021 Feb 2021	Paredes and classroom teachers	Agenda, websites, sign in sheet, school created handouts	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Family Science Night	Families will learn specific science activities that they can engage in at home with their child to support the learning that is happening at school.	Highly interactive and engaging stations for both children and adults. Students and parents are engaged in science, math, engineering, technology, and art	The expected impact of this training on student achievement is understanding science standards and bringing awareness of the importance of STEM.	Tentative ly, March 2021	Paredes, Classroom Teachers, and The Science Museum	Invitation, handouts, station schedules	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<p><input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>How do you know?</p> <p>N/A</p>	N/A	N/A

Coordination and Integration

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

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Bridges	Provides Early Learning Literacy Parent Workshops as well as provide additional services for our parents and students including	Agendas, Sign-In Sheets, Calendar of Events, Photos	Monthly

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Guatemalan Mayan Center	Provides Pre-K and aftercare services to our migrant families. Also, supporting parents and adults on how they can support students in	Sign-In Sheets, Photos of Events	Weekly

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Adopt A Family	Provides training to strengthen families with children in their efforts to achieve stability and self-sufficiency by providing access to all-	Pictures, emails, calendar of events	Daily

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.

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed through Title I Annual meeting, Monthly SAC meetings, monthly Breakfast with the Principal Meetings, and parent meetings/conferences about Title I programs.</p>	<p>Meeting minutes, letters, invitations, flyers, newsletters, conference notes, parent link messages, marquee photos</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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.</p>	<p>Meeting agendas, conference notes, program flyers, sample academic reports (report cards, progress reports, LEP plans, IEPs, Diagnostic reports)</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed through FSA Night, Teacher - Parent Conferences in grades 3 - 5, Breakfast with the Principal</p>	<p>Flyers, Meeting minutes from conferences, agendas</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Meet the Teacher, Monthly SAC meetings, parent conferences, School Based Team Meetings, progress reports, report cards, parent trainings</p>	<p>Report cards where parents request conferences, teacher notes inviting parents to conferences, conference notes, IEP meetings, LEP meetings, SAC documentation, training agenda, sample academic data.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Meetings are held at various times throughout the day - morning, afternoon, and early evening. Whenever possible, child care is provided.</p>	<p>Events's schedules of staggered times for meetings, schedule of different times for meetings/trainings, child care schedule</p>

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	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Written communication such as flyers, letters, etc. Parent-teacher conference notes with evidence of CLF in attendance.</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Support staff is available to assist the parents and families when needed. Our school is handicapped accessible (parking, ramps, elevators, etc.)</p>	<p>Photo of handicapped accessible (parking, ramps, elevators, etc.), Conference notes/schedules of support staff assisting families.</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Emails, conference notes</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>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</p>	<p>Conference notes from SBT, emails, McKinney Vento flyer</p>	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
Start Proud	Start Proud is an Office Depot event that selects a couple of schools to kick off the school year. This event took place on 8/26. Each student received a backpack filled with school supplies and a \$20 giftcard to

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' 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.

We build students' skills outside of academic subject areas in the following ways: * Counseling support: In addition to the Guidance Program that is on the Fine Arts wheel, our two guidance counselors provide targeted small group counseling sessions on issues identified as a need: divorce, grief, anger management, 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 - 2 classrooms implement Morning Meeting and Fine Arts utilizes Stanford Harmony for all K - 5 classes. * Other special programs: through a Team Work USA grant, we are able to offer music programs (band and Orff). Due to pandemic, some reasonable restrictions on students activities will be implemented to ensure safety of students and staff.

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.

Highland engages in data-based decision-making utilizing a Multi-Tiered System of Support at the Tertiary (Core Curriculum, Tier 1), Supplemental, (Interventions, Tier 2) and Intensive (Interventions, Tier3). 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, diagnostics, 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 Leveled Literacy Intervention (LLI), Foundations, Words Their Way, Palabras a Sus Pasos, targeted resources from the Florida Center for Reading Research, and resources from the iReady toolkits in both reading and math. Interventions are done during the Tiered Support block 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.

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 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)].*

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 within the Strategic Plan, "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: music, art, Physical Education, Guidance (which covers job/career skills, nutrition, and character education), computer lab, 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. 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.

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.

To build students' awareness of and readiness for post secondary 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. Due to pandemic, some restrictions will be implemented to ensure the safety and well beings of all at Highland Elementary.

Transition from Early Childhood Education Programs 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

Students entering pre-school at Highland Elementary become part of our Pre-K to 5th Grade Dual Language program. Highland employs CHAMPS as our school wide behavioral program. Our school norms are agreed to early on in the school year and it is expected that all who are on the Highland campus live up to them. Training is provided to parents, students and teachers on a year-round basis. Students in Pre-K transition seamlessly into KG as they are already familiar with routines and expectations. Additional parent training for Pre-school 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.

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 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

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 once a every six days for every grade level with a focus on data-driven planning of their instruction 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.

Recruitment and Retention of Effective Educators

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

Retention:

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
- 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

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. Work with Florida Atlantic University's Accelerated Induction into Teaching (AIT) Program. This is a specialized student teaching program with approved undergraduates hired to fill a vacant teaching position (as the teacher of record) in a local school district. The university hires a mentor to support the AIT student teacher. There is also a school-based peer teacher for support. 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.

