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

ELA

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

1. List prioritized needs statements.

PM2 data indicates that by third grade only 43% of students are predicted to be proficient on the 3rd grade BEST Standards as per FAST testing. PM2 data suggests that exiting third grade, approximately 30% of students demonstrate a need of urgent intervention (Level 1) in 4th and 5th grade based on FAST testing. Based on PM2 data, only 32% of ELL's are predicted to be proficient. And at this time demonstrate a greater need for support than their ESE counterparts.

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

Core (Tier 1) Reading instruction and full understanding of BEST standards and curriculum alignment are not currently in place. The number of staff and time allocated in scheduling does not match the volume of students needing reading intervention. Many students lack basic phonics skills Teachers lack professional development in reading intervention programs.

3. Share possible solutions that address the root causes.

Teachers will be provided professional development opportunities during scheduled PD days, PLC days, and literacy cadres to better understand/unpack the FL BEST standards for ELA and the Benchmark curriculum. Additionally, teachers will engage high-yield effective instructional strategies to support phonics and reading literacy development in the lower grades while intermediate grades will conduct instructional rounds to collaborate and increase the use of effective instructional strategies specific to ELA. Additional personnel needed to support students in intervention using research-based approved instructional materials for interventions specifically addressing the needs for continued phonics instruction in the lower grades.

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

As an International Spanish Academy dual language school, all of our communication including parent conferences are provided in either English or Spanish depending on the parent's preference. School newsletters, parent trainings, written and oral communication, and school-wide functions always have opportunities of English or Spanish speakers to participate effectively receiving important information without feeling excluded based on their language. School front office staff is mostly bilingual and our school Community Language Facilitator is available to provide translation services where needed. Additionally, our school intends to offer virtual meetings as an option to working families to promote participation through multiple means (phone conference, virtual, in-person).

- **Parent Training**

Parents will be provided opportunities to engage in the following trainings throughout the year: - Parent university (bi-monthly) on relevant topics such as supporting with HW, communicating with teachers, understanding report cards & FL standards, bullying and technology. - Pastries with the Principal (bi-monthly) rotating themes based on school-based updates related to district changes to curriculum, assessment, and increasing parent involvement. - Curriculum Night informing parents of curricular expectations for grade level content areas, school and classroom policies, and - Literacy Night empowering parents with strategies to promote literacy skills such as phonics, high frequency word fluency, comprehension, and vocabulary development. - Dual Language Night benefitting parents of language learners in the parent and/or target language increasing understanding of supporting language development at home. - FAST Testing Night benefitting parents and increasing their awareness of state testing protocols and understanding score reports. - All trainings having a google meet link offered as well as in person

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

- **School**

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. Helping each child reach his/her highest potential every day through high quality lessons, access to quality core instruction with targeted interventions, and opportunities for enrichment. Providing personalized instruction opportunities through differentiated small group instruction, iReady, SuccessMaker, and project-based learning opportunities.

- **Students**

Engaging in classroom instruction and activities, completing all assignments, asking questions when I don't understand information, and participating in class. Following the school-wide rules and expectations and respecting myself, my classmates, my teacher(s) and school staff. I will refrain from bullying or using words that don't show kindness towards others.

- **Parents**

Supporting student learning at home by providing a quiet, structured location to complete home learning and reading nightly with my child.
Communicating with my child's teacher(s) on a regular basis maintaining awareness of how my child is progressing academically and socially.
Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTA, and Annual Title I Meeting.

- **Staff Training**

Staff will be provided opportunities to engage in the following professional development opportunities throughout the year: - How to communicate effectively with parents during parent conferences - How to communicate student data to parents effectively including next steps for building academic capabilities at home - How to increase opportunities for parent engagement through volunteer - Cultural sensitivity for diverse student populations including mental health trainings to support students that may be in need of additional services based on trauma

- **Accessibility**

New Horizons will facilitate the sharing of information for parents in need of accommodations (linguistic, special needs, or otherwise) by: - Allowing the continuation of virtual meetings where possible to accommodate schedules and/or special needs - Conducting home visits for parents that lack mobility/transportation - Offering meetings at different times of the day - Maintaining accurately translated school documents - Ensuring school website meets ADA compliance for those with accommodations - Ensuring building continues to meet ADA compliance

Math

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

1. **List prioritized needs statements.**

PM2 data indicates that 30% of existing second graders are predicted to be in need of support in mathematics upon entering third grade. PM2 data indicates that students not accessing AMP coursework in grades 4 and 5 are 90%+ below proficiency and not making adequate yearly progress in mathematics. Based on PM2 data, only 25% of ELL's are predicted to be proficient. And at this time demonstrate a greater need for support than their ESE counterparts.

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

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

3. Share possible solutions that address the root causes.

Teachers will be provided professional development opportunities during scheduled PD days, PLC days, and math cadres to better understand/unpack the FL BEST standards for Mathematics and the routines are resources recommended by the Savaas curriculum. Additionally, teachers will engage high-yield effective instructional strategies to support numeracy and basic fact fluency (addition/subtraction concepts) in the lower grades and fact fluency (multiplication/division concepts) in the intermediate grades. Additional personnel will be recruited and hired to support students in intervention using research-based approved instructional materials for interventions specifically addressing the needs for number sense and operations, problem-solving strategies for complex problems, and mathematics best practices for students.

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

• Communication

As an International Spanish Academy dual language school, all of our communication including parent conferences are provided in either English or Spanish depending on the parent's preference. School newsletters, parent trainings, written and oral communication, and school-wide functions always have opportunities of English or Spanish speakers to participate effectively receiving important information without feeling excluded based on their language. School front office staff is mostly bilingual and our school Community Language Facilitator is available to provide translation services where needed. Additionally, our school intends to offer virtual meetings as an option to working families to promote participation through multiple means (phone conference, virtual, in-person).

- **Parent Training**

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

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

- **School**

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. Helping each child reach his/her highest potential every day through high quality lessons, access to quality core instruction with targeted interventions, and opportunities for enrichment. Providing personalized instruction opportunities through differentiated small group instruction, iReady, SuccessMaker, and project-based learning opportunities.

- **Students**

Engaging in classroom instruction and activities, completing all assignments, asking questions when I don't understand information, and participating in class. Following the school-wide rules and expectations and respecting myself, my classmates, my teacher(s) and school staff. I will refrain from bullying or using words that don't show kindness towards others.

- **Parents**

Supporting student learning at home by providing a quiet, structured location to complete home learning and reading nightly with my child. Communicating with my child's teacher(s) on a regular basis maintaining awareness of how my child is progressing academically and socially. Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTA, and Annual Title I Meeting.

- **Staff Training**

Staff will be provided opportunities to engage in the following professional development opportunities throughout the year: - How to communicate effectively with parents during parent conferences - How to communicate student data to parents effectively including next steps for building academic capabilities at home - How to increase opportunities for parent engagement through volunteer - Cultural sensitivity for diverse student populations including mental health trainings to support students that may be in need of additional services based on trauma

- **Accessibility**

New Horizons will facilitate the sharing of information for parents in need of accommodations (linguistic, special needs, or otherwise) by: - Allowing the continuation of virtual meetings where possible to accommodate schedules and/or special needs - Conducting home visits for parents that lack mobility/transportation - Offering meetings at different times of the day - Maintaining accurately translated school documents - Ensuring school website meets ADA compliance for those with accommodations - Ensuring building continues to meet ADA compliance

Science

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

1. List prioritized needs statements.

Data indicates that by the end of 5th grade, only 46% of students are predicted to be proficient in Science

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

Not enough instructional time built into master schedule Currently there is not enough of a hands-on and authentic approach to instruction. Training is needed to support high-yield instructional strategies (5E's) Progress monitoring is needed prior to 5th grade to ensure adequate yearly progress is being made by students Lack of vertical planning with an emphasis on fair game benchmarks build in to PLC cycle.

3. Share possible solutions that address the root causes.

Teachers will be provided increased time to instruct science, where possible, in the master schedule. PLC's will be utilized to develop and support the use of high-yield instructional strategies and incorporate hands-on and authentic learning opportunities for students. Data will be collected and reviewed periodically by unit for the purposes of progress monitoring and lesson planning. At least once per trimester, grade level teams will engage in vertical planning opportunities to engage in discourse and action planning around the "fair game" benchmarks needed in order to increase the level of proficient students across all grade levels and especially in 5th grade.

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

• Communication

As an International Spanish Academy dual language school, all of our communication including parent conferences are provided in either English or Spanish depending on the parent's preference. School newsletters, parent trainings, written and oral communication, and school-wide functions always have opportunities of English or Spanish speakers to participate effectively receiving important information without feeling excluded based on their language. School front office staff is mostly bilingual and our school Community Language Facilitator is available to provide translation services where needed. Additionally, our school intends to offer virtual meetings as an option to working families to promote participation through multiple means (phone conference, virtual, in-person).

• Parent Training

Parents will be provided opportunities to engage in the following trainings throughout the year: - Parent university (bi-monthly) on relevant topics such as supporting with HW, communicating with teachers, understanding report cards & FL standards, bullying and technology. - Pastries with the Principal (bi-monthly) rotating themes based on school-based updates related to district changes to curriculum, assessment, and increasing parent involvement. - Curriculum Night informing parents of curricular expectations for grade level content areas, school and classroom policies, and - STEM Night empowering parents with strategies to promote STEM skills through hands-on learning opportunities alongside their children. - All trainings having a google meet link offered as well as in person - Dual Language Night benefitting parents of language learners in the parent and/or target language increasing understanding of supporting language development at home. - FAST Testing Night benefitting parents and increasing their awareness of state testing protocols and understanding score reports.

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

- **School**

Providing a safe learning environment conducive to learning that demonstrates respect and promotes parent engagement. Helping each child reach his/her highest potential every day through high quality lessons, access to quality core instruction with targeted interventions, and opportunities for enrichment. Providing personalized instruction opportunities through differentiated small group instruction, iReady, SuccessMaker, and project-based learning opportunities.

- **Students**

Engaging in classroom instruction and activities, completing all assignments, asking questions when I don't understand information, and participating in class. Following the school-wide rules and expectations and respecting myself, my classmates, my teacher(s) and school staff. I will refrain from bullying or using words that don't show kindness towards others.

- **Parents**

Supporting student learning at home by providing a quiet, structured location to complete home learning and reading nightly with my child. Communicating with my child's teacher(s) on a regular basis maintaining awareness of how my child is progressing academically and socially. Attending at least two parent conferences annually and staying informed of school initiatives, events, parent training, SAC, PTA, and Annual Title I Meeting.

- **Staff Training**

Staff will be provided opportunities to engage in the following professional development opportunities throughout the year: - How to communicate effectively with parents during parent conferences - How to communicate student data to parents effectively including next steps for building academic capabilities at home - How to increase opportunities for parent engagement through volunteer - Cultural sensitivity for diverse student populations including mental health trainings to support students that may be in need of additional services based on trauma

- **Accessibility**

New Horizons will facilitate the sharing of information for parents in need of accommodations (linguistic, special needs, or otherwise) by: - Allowing the continuation of virtual meetings where possible to accommodate schedules and/or special needs - Conducting home visits for parents that lack mobility/transportation - Offering meetings at different times of the day - Maintaining accurately translated school documents - Ensuring school website meets ADA compliance for those with accommodations - Ensuring building continues to meet ADA compliance

Action Step: Classroom Instruction

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

Budget Total: **\$171,946.54**

Acct Description	Description				
Resource Teacher	0.5 Math resource to support K-5 and strengthen Tier 1 and Tier 2 instruction, increasing overall math proficiency.				
Resource Teacher	ELA resource to support K-5 and strengthen Tier 1 and Tier 2 instruction and increase overall ELA proficiency				
Charter bus	Item	Quantity	Rate	Type	Total
	Frost Museum -Charter Bus 7803	3	\$800.00	Original	\$2,400.00
Extra Periods	ELA, Math, and Science intermittent tutorial to prepare for FAST assessments for 3-5. 6 tutors x 2 periods per week x 1 period per day x 8 weeks at \$37.00/hour.				
Field trip admissions	Item	Quantity	Rate	Type	Total
	The Phillip & Patricia Frost Museum of Science located on 1101 Biscayne Blvd. in Miami, FL 33132 will be attend by enrolled 5th grade students on or around February 21st, 2024. The purpose is to provide students avenues to access and engage in science exhibits and activities that reinforce Science Next Generation Sunshine State standards. Approximately 120 5th grade students will attend and the cost of admission per student is approximately \$25.00. One adult chaperone is included in the cost of admission for every 10 students.	115	\$25.00	Original	\$2,875.00

Acct Description	Description									
Supplies	Item		Quantity	Rate			Supply Type		Type	Total
	Chart Paper/Markers/Pens/Paper		1	\$454.54			General Supplies		Original	\$454.54
	Headphones - Kensington K97602WW		700	\$7.13			Technology		Original	\$4,991.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023		1	\$31,395.00			General Supplies		Original	\$31,395.00
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 support for ELA and Math August - May		1	\$15.00	2	4	30	Non-Certified	Original	\$3,600.00
Educational consultants	Item		Quantity		Rate		Type		Total	
	High Touch High Tech for 4th Grade		1		\$1,875.00		Original		\$1,875.00	

Action Step: Parent Engagement

Family Engagement support build home and school relationships by maintaining high levels of communication between school, teachers, and parents as well as providing opportunities for parents to engage in academic activities and training that supports their children's learning.

Budget Total: \$8,029.00

Acct Description	Description									
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Kindergarten conference day	4	\$16.00	1	6.5	2	Non-Certified	Original	\$832.00	
	First Grade conference day	4	\$16.00	1	6.5	2	Non-Certified	Original	\$832.00	
	second grade conference day	4	\$16.00	1	6.5	2	Non-Certified	Original	\$832.00	
	third grade conference day	4	\$16.00	1	6.5	2	Non-Certified	Original	\$832.00	
	fourth grade conference day	2	\$16.00	1	6.5	2	Non-Certified	Original	\$416.00	
	fifth grade conference day	2	\$16.00	1	6.5	2	Non-Certified	Original	\$416.00	
Enrichment Contracts	Item					Quantity	Rate	Type	Total	
	Cox Science Center - STEM Cox Family Night for K-5					1	\$550.00	Original	\$550.00	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Temporary Parent Liaison - The parent liaison will support the school's mission and vision in cultivating home to school connections. This staff member will support with community/parent outreach efforts, establish a parent resource room, host educational and informative meetings with parents, and support the school with building capacity with parents and teachers in an effort to increase parent	1	\$15.00	2	4	20	Non-Certified	Original	\$2,400.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	involvement, participation, and support of school initiatives.								

Action Step: Professional Development

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

Budget Total: \$12,137.71

Acct Description	Description								
Computer HW; non-cap	Item	Quantity	Rate	Type	Total				
	Color Printer for Coach to print data Lexmark CS521dn Color Laser Printer	1	\$524.71	Original	\$524.71				
Out-of-system PD Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Instructional Rounds - 6 teachers walk with admin to see teachers modeling and mentoring other staff	6	\$16.00	3	6	4	Non-Certified	Original	\$6,912.00
	K-5 ELA and Math Instructional Planning for Units	2	\$16.00	3	6	1	Non-Certified	Original	\$576.00

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	PDD will focus on explicit instruction, small group instruction as a teaching expansion, and conferring and monitoring students during independent time to support all readers August 1-3, 2023	5	\$25.00	3	4	1	Certified	Original	\$1,500.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	ink for data reports black/colored	8	\$237.00	Technology		Original	\$1,896.00			

Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

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

Name	Title
Dana Pallaria	Principal
Monica Anthony	Assistant Principal
Jacqueline Barreras	Dual Language Coach
Josie Sutton	SAI Teacher
Omayra Figueroa	3rd Grade Chair
Patricia Gordon	1st Grade Chair
Jennifer Ortiz	Kindergarten Grade Chair
Crystal D'Agostino	5th Grade Chair
Samantha Starr	2nd Grade Chair
Amy Acosta	ESE Resource Teacher/ESE Grade Chair

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

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

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

All stakeholders contributed their input to the various components of the schoolwide plan using the approved templates at several meetings including leadership team, School Advisory Council, and Staff/Faculty Meeting. Each stakeholder group contributed verbally while minutes were taken at each meeting by a member of the leadership team on the approved templates shared by the Dept. of Federal and State programs. The initial leadership team meeting was held on 3/2 from 2:30-3:30 p.m., SAC meeting on 3/13 from 7:15-8:45 a.m., and the Staff/Faculty Meeting on 3/6 from 2:20-3:30 p.m.

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

Stakeholders contributed input related to allocating funding to support parent engagement by securing substitutes for teachers to conduct parent trainings, conferences, and data chats. Funds will also be utilized to purchase a part-time parent liaison, materials and home learning resources for parent trainings (STEAM Night, Literacy Night, Math Night...etc).

Name	Title
Dana Pallaria	Principal
Monica Anthony	Assistant Principal
Jacqueline Barreras	Dual Language Coach
Cynthia Gomez	ESOL Resource Teacher

Annual Parent Meeting

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

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

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

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

The Annual Parent Meeting will be held on Wednesday, October 11th, at 5:30 p.m. in the school's Media Center.

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

Notification of the meeting will be shared in both languages with parents, community members, teachers, and all stakeholders by posting the invitation on our school website, monthly newsletter, via email, callout, text message, and will be posted on our school marquee. All communication and presentation will be shared in multiple languages.

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

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

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

Utilizing Assessment Data to Communicate Student Progress and Plan for Instruction

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

Teachers will engage in data disaggregation of initial assessments, Florida Assessment of Student Thinking Progress Monitoring 1 and iReady Fall Diagnostic, to determine opportunities for improvement for students. Teachers will leverage this data analysis to support programming changes to meet the enrichment and/or intervention needs of students in order to ensure that students meet the required proficiency for grade level standards for each of the assessed content areas. Teachers will be able to download, share, and help parents interpret assessment results to better understand their child's strengths and opportunities for improvement.

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

Parents will have a better understanding of their child's academic strengths and opportunities for growth using the grade level expectations for the grade level they are enrolled in. Additionally, parents will receive reports outlining specific opportunities for growth along with resources shared by teachers where they can support their children at home. Parent conferences for students scoring significantly below grade level will take place.

- What will teachers submit as evidence of implementation?

Student/parent score reports, Family score reports, and conference record forms for students scoring significantly below grade level based on assessment data.

- Month of Training

August

- Responsible Person(s)

Dana Pallaria

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Standards-based Instruction for Core Areas

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

Teachers will be trained on standards-based instruction, including unpacking Florida B.E.S.T standards across all 4 core content areas to ensure that they are well versed in providing standards-based instruction, enrichment opportunities, and intervention to students based on their assessment results and progress. Teachers will continue to immerse themselves in the new curricular resources available to support student learning and provide support to families so they may better assist their child at home.

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

It is expected that families will receive detailed information related to their child's progress, strengths, and opportunities for growth based on grade level standards. Families will have opportunities to use this understanding of the Florida standards, academic skills, and curricular resources to support students in their identified area of need at home.

- What will teachers submit as evidence of implementation?

Conference Record Forms, Parent Handouts, Standards-based home resources, sample activities

- Month of Training

October

- Responsible Person(s)

Dana Pallaria

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Technology Resources Training

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

Families will learn about resources available to support their understanding and access to district technology resources including curricular support resources and parent resource pages such as the SIS Gateway.

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

Families will engage in a variety of hands-on opportunities including navigating the district student portal, parent resource page, and SIS gateway for parents.

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

Families of parents in grades K-5 will have a better way to track their child's progress, assessment results, and locate resources on the district parent resource page and student portal to support their child's learning at home.

- Date of Training

October

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

Resources aligned with supporting Literacy Standards and the Make and Take retelling activity

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

STEAM Night

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

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

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

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

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

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

- Date of Training

December

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

Cox Science Center will provide hands-on activities for STEAM night.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Literacy Night

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

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

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

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

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

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

- Date of Training

February

- Responsible Person(s)

Dana Pallaria

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

No

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

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

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

- Name of Agency

Department of Multicultural Education - Dual Language

- Describe how agency/organization supports families.

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

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

Sign-in sheet for Parent Meeting and/or teacher PD sessions, handouts provided at meetings and emails

- Frequency

Ongoing throughout the year

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

- Name of Agency

SDPBC McKinney Vento and Foster Department

- Describe how agency/organization supports families.

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

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

Emails, SBT Meeting Notes, Calendar invites

- Frequency

Ongoing Throughout the Year

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

- Name of Agency

Parent Teacher Association

- Describe how agency/organization supports families.

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

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

Meeting Notes, Agendas, Sign in sheets

- Frequency

Ongoing throughout the year

Communication

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

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

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

New Horizons Elementary School will communicate with parents in a variety of ways including school website, parent newsletter, the ParentLink callout system, emails, text messages, and flyers. Because we are a choice dual language International Spanish Academy all of our parent communication will be translated into English and Spanish to increase parent accessibility. Additionally, information will be provided during school-wide events, parent teacher conferences, and our annual curriculum night and Title I Parent night.

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

Agendas, sign-in sheets, evaluations, parent link printouts, conference notes from parent conferences, newsletters, and flyers

• Description

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

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

Agendas, sign-in sheets, conference notes, school website, newsletters, and parent call logs

• Description

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

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

Agendas, sign-in sheets, conference notes, school website, newsletters, and parent call logs

- Description

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

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

Flyer, Newsletter, ParentLink Printouts

- Description

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

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

Agendas, sign-in sheets, evaluations, newsletter, school website, parent link printout

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• **Description**

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

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

Translated documents (PFEP Summary, Compact), SAC meeting agendas and documents (flyers, social media)

• **Description**

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

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

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

- **Description**

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

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

Translated Handouts, emails to Migrant Dept, communication logs, meeting notes

- **Description**

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

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

SBT Meeting Notes for MVP students, evidence of donations, Flyers, and Annual Meeting slides

Other Activities

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

1. Activity #1

- **Name of Activity**

Meet and Greet

- Brief Description

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

2. Activity #2

- Name of Activity

Curriculum Night

- Brief Description

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

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

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

Professional Development

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

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- 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
- 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

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