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

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# ELA

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

## 1. List prioritized needs statements.

Most recent FSA data FY 22 Grade 3- 35 % of students proficient Grade 4- 48% of students proficient Grade 5- 25% of students proficient Target FY 23- 51 % of all students Grades 3, 4, and 5 will demonstrate proficiency

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

(1) In many instances our ESOL students are starting public school for the first time and its their first time being exposed to the English language.. (2) Limited parental support. Parent work schedules dont give them the flexibllity to attend afternoon or evening trainings. Homework is sent home daily but parents are not familiar with the content and are not able to help their child at home. (3) Limited time available in the schedule for small group instruction (4) District scope and sequence. Fast pacing of ELA focus calendars. (5) Limited academic vocabulary (6) Limited availability of technology in the home.

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

1. Resource teachers rotate among grade levels to support with small group instruction 2. Morning phonics 3. Implement Drop Everything and Read or daily schoolwide silent readig. 4. Extended school day 5. Continue use of of I ready and guided test prep 6. Hire additional resource teachers.

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

(1) Schedule weekly wellness home visits by community language facilitators and behavior health professional. (2) Quaterly phone call check by teaches with eacah parent of students in their class. (30 Flyers sent home to parents in all 3 languages. (English, Spanish, and Creole.)

- **Parent Training**

(1) Train parents on best the strategies of how they can help their child at home with their academics and socially/emotional behavior. 7 (2) Train parents on how to use Class Dojo (3) Train parents on how to use technology platforms- (I-ready and reflex) (4) Train parents on how to use phonics in the home- Sounding out words and how to identify and pronounce sight words (5) Continue to arrange at least two parent conferences a year. (6) Host - Fall and Winter data chat and curriculum night

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

- **School**

1. Each stakeholder group will advocate that ELA resources be provided for all student. 2. Each stakeholder group will advocate for a safe school environment. 3. Each stakeholder group will advocate for flexible scheduling of evening activities. 4. Each stakeholder group will advocate for all parents to attend at least one school advisory council meeting during the FY 24 school year.

- **Students**

1. Students will follow the Hope Centennial Code of Student conduct. 2. Students will come to school every day and be prepared to learn. 3. Students will do their best to accomplish all task. 4. Students will complete all of their assigned homework at home and return the next school day. 5. Students will be understanding and culturally sensitive to all students.

- **Parents**

1. Parents will make sure that students arrive to school on time and communicate regularly with the teacher. 2. Offer incentives for parents to increase their participation in school activities.

- **Staff Training**

1. Train teachers on how to effectively use Class DoJo. 2. Train teachers on how to conduct successful parent conferences. Key points on how to win the support of all parents. 3. Train teachers on how to be sensitive to the individual needs of parents and how to recognize and cultivate the diversity that exist across cultures. .

- **Accessibility**

1. Continue to communicate important school information to parents by fliers, school marquee and class dojo. 2. Continue to communicate and welcome the parents of any students that are homeless or migrant. Continue to provide them with information on services that are available to them within the local community.

## **Math**

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

### **1. List prioritized needs statements.**

Most recent FSA data- Grade 3- 36% of students proficient Grade 4- 48% of students proficient Grade 5- 25 % of students proficient Target FY 23- 62% of all students Grade 3, 4, 5 will demonstrate proficiency in the content area of Mathematics.

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

1. Math lessons and units are fast paced and students find it difficult to keep up with new content. 2. Students are unclear on how to answer questions that require multiple steps (extended response) in order to solve. 3. Students have been exposed to mathematics content but have limited opportunities to practice skills such as addition and subtraction. 4. Students have a limited mathematics vocabulary.

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

1. Develop real life scenarios whereby students can apply the use of math and subtraction facts. 2. Research the feasibility of extending the school day by one hour to provide more time for mathematics instruction. 3.. Offer intervention and tutorial groups to strengthen small group mathematics instruction.

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

- **Communication**

1. The school will offer CLF support by offering real time translation in Spanish and Creole for parents that come to the school with questions on curriculum or programs being offered by the school . 2. The school will send home informational flyers to parents in English, Spanish and Creole. 3. The school will post information in all 3 languages on the school marquee.

- **Parent Training**

1. Parent training on how to help their child at home with mathematics. 2. Parent training on how to download Class Dojo and explain how it makes it easier for parents to communicate with the teacher. 3. Parent training on how to use I ready reading and I ready math inside of the home. 5. Parent training - Data chat night

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

- **School**

1. School will provide training for teachers and parents on strategies of how to support students at home to reinforce mathematics. 2. School will provide mathematics manipulative for students to enhance hands on learning. 3. School will host math and science night to familiarize parents with grade level mathematics content. 4. School will distribute school-parent compact at each SAC meeting and all parent conferences. 5. School will encourage the use of Class DoJo by teachers and parents to ask and answer any questions pertaining to mathematics.

- **Students**

1. Students will bring all materials needed for class during their mathematics block. Materials will include paper, pencil, math journals and all resource material assigned by the mathematics teacher. 2. Students will work with their parents at home in the evenings to practice their grade level mathematics facts. 3. Students will come to school daily prepared to be active participants in mathematics lessons.

- **Parents**

1. Parents will bring their child to school daily and be on time ready to start instruction by 8:05 a.m. 2. Parents will communicate with teacher on a regular basis. 3. Parents will attend at least one data chat night and parent conference during the academic school year. 4. Parents will practice math fluency facts with their child. 5. Parents will encourage their child to do their best each day.

- **Staff Training**

1. Staff training on how to assist teachers in understanding how to better engage and support parents and families as they work with their students at home with mathematics content. 2. Staff training on how to use Class Dojo. 3. Staff training on the usefulness of math cadres and the benefit of vertical planning for mathemaitcs instruction.

- **Accessibility**

No changes recommended.

## **Science**

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

### **1. List prioritized needs statements.**

Most recent FSA data: FY 22 FSA- 19 % of 5th grade students scored a level 3, 4, or 5 FY 23 Progress Monitoring Window # 3 - Goal- 42 % of all 5th grade students will score a level 3, 4, or 5.

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

1. Limited time during the instructional day to teach science content. 2. Students in the intermediate grades lack foundational knowledge in science content. 3. Limited parental support involvement

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

1. As a schoolwide initiative consider scheduling science from 8:00 - 8:30 a.m. (daily- all grade levels). 2. Research the possibilities of an adding an extra hour to the school day for science instruction. 3. Purchase additional resources for students to complete science projects 4. Incorporate planning for the content area of science during grade level team/common planning. 5. Increase number of hands on science experiments during science lab. 6. Fine arts teachers incorporate science instruction into their fine arts block.

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

- **Communication**

1. Hold at least one parent conference with teacher each semester. 2. Encourage parents to attend data chat night at the beginning of the school year and early Spring.

- **Parent Training**

1. Parent training to offer ideas and suggestions of what students can consider for creating their own science project.

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

- **School**

1. The school should consider hosting a science fun night. 2. Encourage staff to be more involved in their efforts to support SWPBS

- **Students**

1. Students will create their own individual projects for science night

- **Parents**

1. Parents will work together with their child to complete their project for science night.

- **Staff Training**

No changes recommended.

- **Accessibility**

No changes recommended.

## Action Step: Classroom Instruction

Instructional staff will provide strategic, rigorous and supplemental instruction.

Budget Total: **\$125,199.00**

Acct Description	Description											
Resource Teacher	Math/Science resource - Will provide support students in grades K-5 through a push-in/pull-out model of instruction by providing intervention.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 670 1003 748">Item</th> <th data-bbox="1003 670 1184 748">Quantity</th> <th data-bbox="1184 670 1344 748">Rate</th> <th data-bbox="1344 670 1724 748">Supply Type</th> <th data-bbox="1724 670 1877 748">Type</th> <th data-bbox="1877 670 2030 748">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Pencils	11	\$2.50	General Supplies	Original	\$27.50						
	I-Ready ELA 3rd Workbooks	150	\$12.75	Instructional Materials	Original	\$1,912.50						
	Shipping	1	\$521.00	General Supplies	Original	\$521.00						
	I-Ready ELA 4th Workbooks	140	\$12.75	Instructional Materials	Original	\$1,785.00						
	I-Ready ELA 3rd Teacher Edition	5	\$25.50	Instructional Materials	Original	\$127.50						
	I-Ready ELA 4th Teacher Edition	5	\$25.50	Instructional Materials	Original	\$127.50						
	Copy Paper	3	\$45.00	General Supplies	Original	\$135.00						
	I-Ready ELA 5th Teacher Edition	5	\$25.50	Instructional Materials	Original	\$127.50						
I-Ready ELA 5th Workbooks	130	\$12.75	Instructional Materials	Original	\$1,657.50							
Resource Teacher	Resource Teacher will provide support at-risk/struggling students in grades K-5 through a push-in/pull-out											



Acct Description	Description
	model of instruction by providing reading intervention during the ELA blocks

## Action Step: Parent Engagement

Engaging parents and the community by providing the support to improve student academic and social learning and living success.

**Budget Total: \$54,456.00**

Acct Description	Description																		
Social Service Facilitator	Social Service Facilitator will support families by facilitating parent trainings, conducting home visits (attendance, behavior, academic progress.																		
Parent Support by School Staff	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>CLF will serve as a temp Parent Liason to support school-home partnership and communication outside of contracted hours</td> <td>3</td> <td>\$15.00</td> <td>1</td> <td>2</td> <td>5</td> <td>Non-Certified</td> <td>Original</td> <td>\$450.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	CLF will serve as a temp Parent Liason to support school-home partnership and communication outside of contracted hours	3	\$15.00	1	2	5	Non-Certified	Original	\$450.00
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CLF will serve as a temp Parent Liason to support school-home partnership and communication outside of contracted hours	3	\$15.00	1	2	5	Non-Certified	Original	\$450.00											

## Action Step: Professional Development

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

**Budget Total: \$195,636.00**

Acct Description	Description																		
Single School Culture Coordinator	Single School Culture Coordinator will support K-5 teachers through PLC and data analysis, instructional strategy coaching and modeling.																		
Tch Res Staff Development	Teacher Resource Staff Development will support K-5 teachers with math/writing in all grade levels with data analysis, modeling instructional strategies, and PLCs.																		
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Teachers K-5, Resource Teachers, LTF Teachers K-5, Resource Teachers, LTF</td> <td>12</td> <td>\$25.00</td> <td>2</td> <td>2</td> <td>5</td> <td>Certified</td> <td>Original</td> <td>\$6,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Teachers K-5, Resource Teachers, LTF Teachers K-5, Resource Teachers, LTF	12	\$25.00	2	2	5	Certified	Original	\$6,000.00
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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.

### 1. Mission Statement

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

## Involvement of Stakeholders

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

Name	Title
Angela Anderson	Teacher
Tina Gore	Teacher
Tomaso Mendoza	Parent
Catania Black	Parent
Delmi Marroquin	Parent
Adrian Reyes	Parent
Lakeisha Nathan	Principal
Isabelle Andre	Teacher
Kamyra McNutt	Parent
Ketia Estefan	Parent
Isabelle Andre	Teacher
Trudi Brown	Teacher

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

The procedure for selecting members for the FY 24 school year started with outreach to stakeholders from FY 23 to ask if they would be interested in continuing as a SAC member for FY 24 in the same capacity. Once the core list from FY 23 was narrowed down suggestions/recommendations from staff members were considered. Care was taken to balance makeup of the staff. (Teachers/Parents/business partners/ethnic background.) Information was entered into the EDW platform to monitor our compliance for the makeup of our FY 24 SAC. Members that agreed to serve on the FY 23 SAC committee were invited to our SAC meeting that was hosted in August 2023

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

Stakeholders during the early Spring of 2023 will be invited to take a look at the SWOT from the FY 2022/23 school year and develop a CNA based on teacher input for FY 24 school needs. Feedback will include recommendations by grade level - strength, weaknesses and actions steps to overcome anticipated barriers in the content areas of ELA, Math, and Science. Tentative date by March 23, 2023-5:00 p.m.- 6:00 p.m.

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

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

<b>Name</b>	<b>Title</b>
Angela Anderson	Teacher
Tina Gore	Teacher
Delmi Marroquin	Parent
Tomasa Mendoza	Parent
Catania Black	Parent
Jorge Rodas Augustin	Ed Support Employee
Lakeisha Nathan	Principal

## **Annual Parent Meeting**

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

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

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

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

The tentative date for the Annual Title 1 Meeting is Wednesday, October 13, 2023 in the cafeteria from 6:00- 6:30 p.m. in the school cafeteria.

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

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

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

Resources needed to host the meeting are 1. CLFs to provide English to Spanish/Creole translation for stakeholders in need of translation 2. Manual audio translator units with headphones for stakeholders to have real time translation 3. Hard copies in English, Spanish, and Creole of the agenda, final version of the FY 24 School/Parent Compact, Summary of Parent/Family Engagement Plan in all 3 languages 4. Light refreshments- Under \$100.00 5. Invitations, Agendas, Sign In Sheets, and Exit Ticket s) Survey/Feedback, ) 5. PPT will be provided in English, Spanish, and Creole 6. All stakeholders will provided with a summary of the FY 24 Parent Family Engagement Plan and the FY 24 School Parent Compact

## **Staff Trainings**

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

**1. Staff Training for Parent and Family Engagement #1**

**• Name of Training**

Class Do Jo Training for Teachers

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

Teachers will receive training on how to log into the Class Do Jo platform and communicate daily/weekly with parents.

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

The expected outcome is to improve open lines of communication between teachers and parents. Individual student concerns or celebrations of student reaching individual milestones will be communicated in real time. Class Do Jo messages sent by teachers or parents are received immediately by cell phone or digital device.

- What will teachers submit as evidence of implementation?

As evidence of teacher implementation teachers will submit a copy of instructions given to parents during open house and meet the teacher on the purpose of class DoJo. Information will be provided on how to register and receive messages on Class Do Jo. Samples of DoJo logs will be submitted as evidence of implementation and use of the Class Do Jo platform.

- Month of Training

September 2023

- Responsible Person(s)

Title 1 Team and team leaders

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

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

- Name of Training

Reading Tips for Literacy



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

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

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

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

- What will teachers submit as evidence of implementation?

Sign in sheets, and parent survey/feedback documentation.

- Month of Training

October 2023

- Responsible Person(s)

Title 1 team and all grade level teachers.

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

- Name and Brief Description

N/A.....

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

## Parent Trainings

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

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Data Chat Night

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

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

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

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

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

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

- Date of Training

September 2023 and February 2024

- Responsible Person(s)

Title 1 team and all grade level teachers

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

60.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

Parent Data Chat Night

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

N/A

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

- **Name of Training**

Literacy Night Training for Parents

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

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

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

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

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

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

- **Date of Training**

October 2023

- **Responsible Person(s)**

Title 1 team and all grade level teachers.

- **Resources and Materials**

Flash cards and take home books.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

60.00

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

- Name of Training

Lietracy Night Training for Parents

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

N/A

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

- Name of Training

Math and Science Night Training for Parents

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

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

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

Parents will receive information mathematics content and effective strategies of how to use mathematics manipulatives at home. In addition parents will receive information on the scientific process and suggestions/recommendations on how to complete science fair projects.

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

As a result of this training parents will be able to track their child's progress in each the content areas of mathematics and science. Goal - For each student to become more proficient in the content areas of mathematics and science.

- Date of Training

November 2023

- **Responsible Person(s)**

Title 1 Team and Math/Science Coach

- **Resources and Materials**

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

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

on

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

60.00

## 6. Reflection/Evaluation of Training #3

- **Name of Training**

Math and Science Night Training for Parents

- **Number of Participants**

N/A

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

N/A



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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

N/A

## Coordination and Integration

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

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

- Name of Agency

Migrant Education

- Describe how agency/organization supports families.

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

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

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

- Frequency

Each marking period during the academic school year.

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

- Name of Agency

Early Learning Coalition of Palm Beach County

- Describe how agency/organization supports families.

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

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

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

- Frequency

Child care relief is available daily for parents/families

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

- Name of Agency

Back to Basics School Supply

- Describe how agency/organization supports families.

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

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

Documentation to support/showcase our partnership will include Emails between school and agency inviting Hope Centennial to participate in distribution of uniforms. Photos with captions to document pick up uniforms. Documentation during December 2023 to document pickup of Winter Holiday Toy give away items. Photos with captions to document actual pick up of material along with captions to memorialize students/families participating in the pick up Toys.

- Frequency

Pre school FY 24 for Uniform Donation and December 2023 for Toy Give Away

## Communication

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

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

- Description

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

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

Evidence will include Invitations, agendas, sign in sheets, parent surveys to give feedback on the effectiveness of our programs.. Evidence will also include FY 24 PFEP Summary and School Compact, parent link messages, class dojo, school marquee, written home notices,

- Description

Hope Centennial will inform parents about curriculum and proficiency levels by hosting a curriculum night during the Fall of 2023 and Spring of 2024. At the meetings teachers will meet one on one with parents that attend to discuss minimum state/district /local requirements to demonstrate proficiency levels. Each teacher of record will personalize their one on one discussion with parent to discuss data points specific to their child. Ex- Report card, winter diagnostic, FSQ and USA trends.

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

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

- Description

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

## **Accessibility**

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• **Description**

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

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

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

• **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

## **Other Activities**

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

1. **Activity #1**



- Name of Activity

N/A

- Brief Description

N/A.....

## 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A.....

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A.....

# Building Non-Academic Skills

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

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

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

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

## **SBT/MTSS Implementation**

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

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

## 1. SBT/MTSS Implementation

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

## Provision of a Well-Rounded Education

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

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

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

## 1. Well-Rounded Education

Students participate in a broad range of core classes at Hope Centennial Elementary. Our core includes subjects ranging from English language arts, writing, science, mathematics, and social studies. Each day at Hope Centennial our core is supplemented with a 25 minute period of fine arts instruction. Our fine arts rotation consists of 5 offerings: Music, Art, P.E, Character Education, and Media. Students rotate through the fine arts each 5 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. Our after school program offers interest clubs to students who participate in after care. Clubs include: The soccer club, music club, and all boys club. Soccer Club focuses on team building thru the game of soccer. We offer Social Studies and Language Arts Academic Games for students, who will compete as a team. STEM (Science, Technology, Engineering and Math) is offered to enhance Science skills. Students are selected into the various clubs by submitting a letter of interest. Typically each club has a capacity of 30 students. Typically during the summer months Progress Monitoring data (ELA, math, and Science) from the Spring is reviewed to determine core instructional needs for the upcoming Fall and Spring Semester. The administrative team and coaches meet to develop focus calendars for all Grades (K-5). As focus calendars are developed Grade level standards are used as a guide to ensure that all learning targets are aligned to grade level standards. Presently Hope Centennial does not offer elective or job skill related courses. To ensure that instruction is aligned to grade level standards all Grade levels (K-5) meet with content area instructional coaches weekly for PLC. During PLC each team aligns their monthly/weekly focus calendars in accordance with the recommended District scope and sequence In addition, during the FY 24 school year plans have been made for all students to participate in extended learning time opportunities. After the winter break selected students will be identified to participate in after school tutoring twice a week from 2:15p- 3:30 p.m. The focus of the after school tutoring will be to provide remediation and enrichment for students to assist them with test taking strategies and review of appropriate grade level standards in preparation for State and district assessments given during the Spring semester. Extra curricular activities such as basketball, soccer, Yearbook, Art, and Drumline are opportunities offered after school to assist in the overall character development of students attending Hope Centennial. Club sponsors believe that in order for a scholar to reach his or her fullest potential their needs to be a social emotional component that gives the scholar an opportunity to excel outside of the classroom and feel good about themselves. If the scholar is happy at home and has success with things they enjoy doing it will translate into a child that will be motivated to excel in all areas. Our goal at Hope Centennial Elementary is to provide rigorous instruction as determined by the State of Florida and our local educational agency. We provide time for teachers to meet on a regular basis (PLCs) to look at standards and plan instructional calendars/ lessons that aligned to the appropriate grade level standards for all content areas. Each grade level has PLC once a week. The instructional coaches as well as the leadership team meet with teachers to plan and align their focus calendars in accordance with grade level standards. Data from assessments is also discussed during PLC's to determine where reteach is needed. We believe that our primary focus is to provide all students access to an enriched curriculum and educational experience in accordance with (ESSA, section 8101 (52)).

## Post-Secondary Opportunities and Workforce Readiness

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

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

### 1. Post-Secondary Opportunities and Workforce Readiness

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

## Transition From Early Childhood to Elementary School

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

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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Collaboration with local preschools to develop readiness skills

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

### 1. Transition to Elementary School

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

## Professional Development

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

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

- Multicultural and ESE trainings

## 1. Professional Development

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

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

### Retention:

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



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

## 1. Recruitment and Retention

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