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

ELA

1. List prioritized needs statements.

Based on FY25 PM 3 data, the percent of students meeting proficiency in grades grades 3, 4, 5, is 36%. Our target at the end of FY26 is 41%

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

1. Limited grammar instruction 2. Limited practice with grade level text 3. Inconsistent use of writing strategies and structures 4. Gaps in early reading and language skills 5. Students rushing to complete assigned ELA lessons 6. Limited parental support 7. Limited student engagement on computer based instruction 8. Limited time allocated to develop grade level vocabulary 9. Limited knowledge of the ELA standards and best practices to meet the academic needs of students 10. Lack of knowledge of how to support student learning at home

3. Share possible solutions that address the root causes.

1. Increase pull out and push in support for ELL students 2. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for ELA/Reading/Writing, Math and Science to support student learning. 3. Purchase more resources for homework help 4. Additional instructional staff 5. Offer additional more school activities and extracurricular activities for foster a greater student love for reading 6. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) 7. Provide Professional Learning to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, standards, best practices, train teachers to understand the curriculum to provide explicit instruction, and train teachers to utilize engagement strategies (SSCC, coaches, collaborative planning, etc.. 8. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills.

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

• Communication

. More school-parent activities (literacy night) 2. Parents work beyond the 60 min student I Ready Reading requirement at home weekly 3. Class dojo and parent conferences 4. Bi -weekly/monthly news letters 5. Parent link messages 6. Language facilitators 7. Open house 8. Will continue to work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- Parent Training

1. Literacy Night 2. Curriculum Night 3. Parent Leadership Night 4. How to help my child at home

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

- School

1. Communicate with parents in person or on class dojo 2. Keep parents informed on school happenings thru fliers, marquee postings, and call outs 3. Remind parents of the importance of completing homework assignments

- Students

1. Attend school everyday 2. Complete all assignments 3. Respect teachers and classmates 4. Follow CHAMPs classroom rules and procedures 5. Practice reading and writing at home 6. Remain engaged during all instructional blocks

- Parents

1. Parents will support student learning at home 2. Parents will participate in parent/teacher meetings 3. Parents will monitor child's progress 4. Parents will maintain open two-way communication with teacher 5. Parents will help with student with homework daily

- Staff Training

1. Community awareness 2. PLC cadres 3. PDD on family engagement

- Accessibility

We will continue to work on strengthening how we partner with limited English proficiency families, disabled families, Migrant families, and families experiencing homelessness to help them be more knowledgeable and engaged in their child's education.

Math

1. List prioritized needs statements.

Based on FY25 PM 3 data, the percent of students meeting proficiency in grades 3, 4, 5, is 40%. Our target at the end of FY26 is 56%

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

1. Assessments not aligned with instruction 2. Gaps in foundational math problem solving strategies 3. Limited mathematics vocabulary 4. Pacing of mathematics lessons 5. Limited knowledge of the ELA standards and best practices to meet the academic needs of students 6. Lack of knowledge of how to support student learning at home

3. Share possible solutions that address the root causes.

1. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for ELA/Reading/Writing, Math and Science to support student learning. 2. Strengthen curriculum and assessment alignment 3. Increase guided and independent practice opportunities 4. Strengthen mathematics vocabulary 5. Provide targeted small group mathematics instruction 6. Extra support for new students 7. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Acaletics) 8. Provide Professional Learning to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, standards, best practices, train teachers to understand the curriculum to provide explicit instruction, and train teachers to utilize engagement strategies (SSCC, coaches, collaborative planning, etc.. 9. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. 10. Provide instructional resources for hands-on practice (Student consumables (manipulatives, Scratch paper, Chart paper, and other curriculum supports, consumables, workbooks, etc.)

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

• Communication

1. Allow students to do more than 60 minutes/per week of Iready math at home with their parents 2. Maximize opportunities to communicate on class dojo and parent link with important information pertaining to mathematics content. 3. Minimum of 2 parent conferences per year to discuss mathematics data 4. Will continue to work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- Parent Training

1. Parent training on how to communicate effectively with parents 2. Parent trainings on how families can work with their student at home 3. Parent training during curriculum night and SAC that enlighten parents on the importance of mathematics and the impact that it has on students being able to compete with their peers in the content area of mathematics.

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

- School

1. School will ensure that all staff read and understand all components of the Title 1 Compact 2. School will ensure that all parents are aware of individualized student improvement plans 3. School will meet with parents in person or class dojo

- Students

1. Students will attend school, complete school work and will show respect at all times to teachers and classmates 2. Students will participate in mathematics tutoring 3. Students will always remain on task

- Parents

1. Parents will help with homework daily 2. Parents will support their child at home, attend parent/teacher meetings, and participate in evening school sponsored activities 3. Parents will continue to communicate with the teacher via class dojo on questions related to mathematics content 4. Parents will collaborate with their child's teacher to establish mathematics goals and monitor their child's progress during the academic school year 3. Parents will attend at least 2 parent conferences for the year and discuss/review mathematics data.

- Staff Training

1. Staff training to assist teachers in understanding how to better engage and support parents and families as they work with their students at home 2.. During PLC's and grade level team meetings offer strategies on how staff can support mathematics instruction during parent conferences and data chat nights 3. Train staff on how to effectively create engaging activities to share with parents doing Math night. (Make doing the training and take home and share with the student at home). 4. Offer trainings doing PDD's that support mathematics instruction

- Accessibility

1. Reach out to parents that may need accommodations and offer/give assistance as needed 2. Offer community language facilitator support as needed 3. We will continue to work on strengthening how we partner with limited English proficiency families, disabled families, Migrant families, and families experiencing homelessness to help them be more knowledgeable and engaged in their child's education.

Science

1. List prioritized needs statements.

Based on FY25 PM 3 data, the percent of students meeting proficiency in grades 3, 4, 5, is 24%. Our target at the end of FY26 is 45%

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

1. Limited parent involvement 2. Limited time to teach Science content 3. Limited hands on Science activities 4. Limited teacher training of science content 5. Limited knowledge of the ELA standards and best practices to meet the academic needs of students 6. Lack of knowledge of how to support student learning at home 7. Lack of vocabulary skills 8. Missing fair game benchmarks in lower grades 9. Lack of ELA skills needed to take FSA science 10. Not enough exposure in primary grades due to scheduling 11. Prior Knowledge 12. Lack of reading stamina and the understanding of science vocabulary 13. Lack of ability to think critically 14. Lack of teacher knowledge of the science standards

3. Share possible solutions that address the root causes.

1. Create more engaging science lessons applicable to students real life experiences 2. Provide more professional development for teachers 3. Increase hands on science instruction 4. Create simple science activities that can be sent home with students 5. Create virtual labs 6. Create excitement in science lessons 7. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda) 8. Provide Professional Learning to train teachers (new teachers, ELA, reading, etc.) to teach a systematic approach to phonics instruction, standards, best practices, train teachers to understand the curriculum to provide explicit instruction, and train teachers to utilize engagement strategies (SSCC, coaches, collaborative planning, etc.). 9. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. 10. Provide instructional resources for hands-on practice (Student consumables (manipulatives, Scratch paper, science lab materials, Chart paper, and other curriculum supports, consumables, workbooks, etc.) 11. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for ELA/Reading/Writing, Math and Science to support student learning.

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

- Communication

1. Class Dojo to communicate Science content area information 2. Email parents to communicate Science content area information 3. Phone calls to parents to communicate Science content area information 4. Send home flyers to parent to communicate Science content area information 5. During parent conferences share Science content area information

- Parent Training

1. Offer more face to face trainings 2. Parent trainings on simple science experiments to parents and do with their child at home 3. Science night for families

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

- School

1. School will request additional funding for science resources from SAC 2. School will provide high quality science instruction aligned to standards 3. School will continue to provide opportunities for parents to have input and ownership of the school compact 4. School will offer incentives for students demonstrating mastery on USA's and FSQ's in the content area of Science 5. School will enhance communication and organize family events to encourage student participation in the content area of Science

- Students

1. Students will use science vocabulary and participate in science lesson 2. Students will participate in a school wide science fair

- Parents

1. Parents will support science learning at home 2. Parents will encourage the curiosity of science 3. Students will complete science homework as assigned 4. Students will use caution and practice safety while experimenting with safety science projects

• Staff Training

1. PDD to support Science instruction 2. Staff training on how to use McGraw Hill online (Science)

• Accessibility

1. Flexible meeting times 2. We will continue to work on strengthening how we partner with limited English proficiency families, disabled families, Migrant families, and families experiencing homelessness to help them be more knowledgeable and engaged in their child's education.

Action Step: Classroom Instruction

Instructional staff will provide strategic, rigorous and supplemental instruction.

Budget Total: \$105,083.00

Acct Description	Description					
Social Service Facilitator	(Amend 11/BT 541889) The Social Service Facilitator will support students and families by facilitating parent trainings, conducting home visits, and connecting families with appropriate social service resources based on their identified needs. The facilitator will collaborate with parents and school staff to address barriers that may impact student success, including attendance, behavior, and academic performance. Additionally, the facilitator will promote meaningful parent and family engagement, provide ongoing support to families, and assist in developing strategies that strengthen student engagement and learning for students in grades K–5 across all content areas. (206 Days)					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	I-Ready Workbooks 3rd-5th (multiple) w/ shipping (Classroom supplies to support student learning and	1	\$6,292.57	Instructional Materials	Original	\$6,292.5

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	delivery of instruction)					
	Manipulatives for Reading, Math, Science	1	\$2,500.00	Manipulatives	Original	\$2,500.00
	Copy paper, color paper, chart paper, crds stock, post-its markers, dry erase markers, chart paper markers, tape for students, pocket folders with prongs, file folders, hanging files, composition notebooks, dividers and sheet protectors, binders	1	\$3,000.00	General Supplies	Original	\$3,000.00
	Final Allocation Differential	1	\$577.00	General Supplies	Original	\$577.00
	Amend 11/BT 541889 - Reduce supplies already listed in SWP	-1	\$2,528.57	General Supplies	Amendment	-\$2,528.57
	(BT 543569) Reduce supplies listed in swp to cover deficit incurred in Classroom instruction & Parent Engagement for SSF Extra Time	-1	\$38.00	General Supplies	Budget Transfer	-\$38.00
Online subscription	Item		Quantity	Rate	Type	Total
	Scholastic Pro to enhance students' reading and comprehensive skills, access for teachers and student in grades K-5 / School site license		1	\$4,924.00	Original	\$4,924.00
	Top Score to support writing in grades 4 , 5 / (Site License)		1	\$1,500.00	Original	\$1,500.00
	Amend 11/BT 541889 - COLLAPSED Top Score to support writing in grades 4 , 5 / (Site License)		-1	\$1,500.00	Amendment	-\$1,500.00

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide tutorial support to identified K-5th grade students after school to assist students in meeting grade level mastery in ELA, Math, and Science. / Tentative start date is January/February 2027	20	\$37.00	2	1.5	13	Certified	Original	\$28,860.00
	Planning for tutorial	20	\$37.00	1	0.5	13	Certified	Original	\$4,810.00
	Amend 11/ BT 541889: Reduced 35 hours from afterschool tutorial	1	\$37.00	1	-35	1	Certified	Amendment	-\$1,295.00
Extra Time	(BT 543569) FY27 Extra Time incurred by Social Services Facilitator								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified, temporary personnel will support K-5th grade teachers in providing small-group rotations in Reading, Math, and Science during the school day, through a push-in and/or pull-out model of support. / Tentative start date is the week of Sept 21st till End of April	1	\$37.00	3	4	28	Certified	Original	\$12,432.00

Action Step: Professional Learning

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

Budget Total: \$209,545.00

Acct Description	Description								
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided to allow K-5 grade teachers the opportunity to conduct attend training and/or collaborative planning during the day to improve delivery of instruction and increase student learning (K-5 and in all content areas).	8	\$21.00	1	6.5	2	Non-Certified	Original	\$2,132.00
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	All Teachers will plan and focus on analyzing data, create instructional calendars, create lesson plans, and curriculum writing in order to improve reading, math, and science instruction to increase student learning in grades K-5. / Summer (June 2027)	4	\$25.00	4	5	1	Certified	Original	\$2,000.00
	All Teachers will plan and focus on analyzing data, create instructional calendars, create lesson plans, and curriculum writing in order to improve reading, math, and science instruction to increase student learning in grades K-5. / Summer (July 2026)	4	\$25.00	4	5	1	Certified	Original	\$2,000.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Books for professional learning for a book study with teachers in grades K-5.	1	\$562.43	Program Supplies	Original	\$562.43
	Amend 11/BT 541889 - Collapsed Books for professional learning for a book study with teachers in grades K-5.	-1	\$562.43	Program Supplies	Amendment	-\$562.43
Tch Res Staff Development	Resource Staff Development Teacher will support K-5 teachers in ELA/Math/Writing and Science with data analysis, modeling instructional strategies, through Professional Learning Communities (PLC), and other Professional Learning opportunities.					
Single School Culture Coordinator	Single School Culture Coordinator (260 DD) will support K-5 teachers in all content areas (ELA, Math and Science) through Professional Learning Communities (PLC) and data analysis, instructional strategy coaching and modeling.					

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$32,149.00**

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Refreshments for parent trainings (per PFEP)		2	\$100.00	Program Supplies			Original	\$200.00	
Social Service Facilitator	(Amend 11/BT 541889) - The Social Service Facilitator will support students and families by facilitating parent trainings, conducting home visits, and connecting families with appropriate social service resources based on their identified needs. The facilitator will collaborate with parents and school staff to address barriers that may impact student success, including attendance, behavior, and academic performance. Additionally, the facilitator will promote meaningful parent and family engagement, provide ongoing support to families, and assist in developing strategies that strengthen student engagement and learning for students in grades K–5 across all content areas. (206 Days)									
Parent Support by Comm Language Facilitator	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Community Language Facilitators (CLFs -Spanish/Creole) will support parent trainings/events after school hours to increase parent engagement for student success in grades K-5.		2	\$27.00	1	2	8	Non-Certified	Original	\$864.00
	Amend 11/BT 541889 - COLLAPSED Community Language Facilitators (CLFs -Spanish/Creole) will support parent trainings/events after school hours to increase parent engagement for student success in grades K-5.		-2	\$27.00	1	2	8	Non-Certified	Amendment	-\$864.00

Acct Description	Description									
Non-Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Social Service Facilitator will support parent trainings/events after school hours (K-5) to increase parent engagement for student success in grades K-5. (ET/OT).	1	\$36.00	1	2	8	Non-Certified	Original	\$576.00	
	Amend 11/BT 541889 - COLLAPSED Social Service Facilitator	-1	\$36.00	1	2	8	Non-Certified	Amendment	-\$576.00	
Social Service Facilitator	(Amend 11/BT 541889 - COLLAPSED) Social Service Facilitator will support families by facilitating parent trainings, conducting home visits (attendance, behavior, academic progress) to support student engagement and learning in grades K-5 in all content areas. (196 DD)									
Extra Time	(BT 543569) FY27 Extra Time incurred by Social Services Facilitator									

Mission Statement

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

Name	Title
Angela Anderson	Teacher
Tina Gore	Teacher
Tomasa Mendoza	Parent
Lakeisha Nathan	Principal
Kamyra McNutt	Parent
Ketia Estefan	Parent
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 FY26 school year started with outreach to stakeholders from FY25 to ask if they would be interested in continuing as a SAC member for FY26 in the same capacity. Once the core list from FY25 was narrowed down suggestions/recommendations from staff members were considered. Care was taken to balance makeup of SAC. (Teachers/Parents/business partners/ethnic background.) Information was entered into the EDW platform to monitor our compliance for the makeup of our FY 25 SAC. Members that agree to serve on the FY 26 SAC committee were invited to our SAC meeting that will be hosted in August 2025

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

The Leadership Meeting to develop the FY27 CNA took place March 6th, the Staff Meeting took place Jan, 16th - 30th, and the Stakeholders Meeting took place February 17th. All Stakeholders were invited to participate in the SWP Development. Attendees took a look at the SWOT from the FY 2025/26 school year and develop a CNA based on teacher input for FY 27 school needs. Feedback from staff was recording in the Recording Templates including recommendations by grade level - strength, weaknesses and actions steps to overcome anticipated barriers in the content areas of ELA, Math, and Science. Stakeholder feedback as also recorded using the Recording Templates.

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, kanjobol, and creole) to support parent trainings, overtime as needed and refreshments for parent trainings as noted in the SWP.

Name	Title
Angela Anderson	Teacher
Tina Gore	Teacher
Johneicia Allen	Parent
Tomasa Mendoza	Parent
Jorge Rodas Augustin	Ed Support Employee
Lakeisha Nathan	Principal

Annual Parent Meeting

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

The Annual Title 1 Meeting will be held on October 14, 2026 from 5:00- 5:30 p.m. The annual meeting will be held 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. Presentation Slide 4. Hard copies in English, Spanish, and Creole of the agenda, final version of the FY 27 School/Parent Compact, Summary of Parent/Family Engagement Plan in all 3 languages 5. Light refreshments

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Communication with Parents During a Conference

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

Teachers will receive training on how to communicate in a positive and parent friendly manner with parents to build a partnership for student success. They will learn how to share the compact with parents for student success.

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

The expected outcome is for parents to be aware of student progress, register to receive free books to read with their child at home to increase student achievement.

- What will teachers submit as evidence of implementation?

As evidence of teacher implementation teachers will submit a copy of a parent-teacher conference note stating positive partnership, collaboration between teacher and parent, Stating that the Compact was shared with families. Notes will also stating the resources shared with families to support learning at home.

- Month of Training

September 2026

- Responsible Person(s)

Title 1 team and Grade level teachers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Reading Tips for Literacy (K-2 and 3-5)

- 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/resources they will share with parents for them to support learning at home (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 use resources with their child at home to increase reading achievement.

- What will teachers submit as evidence of implementation?

Sample of how teachers shared the strategies/resources with families (conference notes, Class Dojo, sample of the activity)

- Month of Training

February 2027

- Responsible Person(s)

Title 1 Team and Grade level teachers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Effective Communication with Parents Reading Academic Expectations and Resources

- 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 provided access to leveled books (New World login to access books); Learn what students need to be proficient; Learn how to help their child login to iReady to read at least 50 minutes per week and pass at least 2 lesson; Learn academic expectations regarding reading levels at the end of the year.

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

Parents will be presented with mini-modeling sessions for parents to visualize best practices of how to sit down with their child in a quiet setting in the home and listen to their child read. Parents will learn how to access several platforms regarding reading.

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

Parents will make it a priority to be active participants at home in helping to build their child's capacity to become proficient readers.

- Date of Training

October 2026 and February 2027

- Responsible Person(s)

Title 1 team and grade level teachers

- Resources and Materials

Local assessment data, (FSQ's, USA's, Winter Diagnostic data), link to academic platforms)

- Amount (e.g. \$10.00)

\$66.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Haitian Helping Hands - Strategies to support learning at home.

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

Parents will learning activities they can use at home to support their child's learning (ELA and math); Importance of academic success for the child, and Tools to foster success at home. Parents will use an electronic device to register to receive free books at home.

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

Parent will practice using activities that they can use with child at home and will also use an electronic device to register to receive free books

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

Parents will be able to support learning at home and use best strategies for communication with school.

- Date of Training

December 2026

- Responsible Person(s)

Title 1 team and grade level teachers

- Resources and Materials

Flash cards and take home books. Local assessment data, (FSQ's, USA's, Winter Diagnostic data)

- Amount (e.g. \$10.00)

\$66.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Parent Data Chat Night / Literacy Night

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

Parents will learn how access and log in to SIS Gateway to retrieve their child's progress. Parents will learn of resources to support student learning at home parents will be able to encourage and guide the academic progress of their child in the home setting. 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 use an electronic device to login to SIS Gateway to retrieve their child's progress. They can navigate to digital resources to support learning at home. 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 progress thru the year. 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 monitor weekly their child's progress towards achieving weekly/monthly academic goals. 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**

November 2026

- **Responsible Person(s)**

Title 1 team and grade level teachers

- **Resources and Materials**

Take home books. Local assessment data, (FSQ's, USA's, Winter Diagnostic data) Flash cards, BEST Standards (Mathematics), and mini Science experiments.

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

\$66.00

Coordination and Integration

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

- **Name of Agency**

McKinney Vento Program

- **Describe how agency/organization supports families.**

The McKinney Vento Program provides support for families to help them be engaged in their child's education. They provide resources to support families (food, transportation, information to community resources).

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

Documentation of emails from school staff asking support for families, flyers of services, information of community resources.

- **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 unifrom 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 2026 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 27 for Uniform Donation and December 2026 for Toy Give Away

Communication

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 27 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 2026 and Spring of 2027. 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 Conference notes, 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, conference notes EDW print outs to capture individual RRR levels (beginning of year-mid year), data reports, midterm progress reports, 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 invitations, IEP meeting invitations and LEP meetings invitations.

- **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, Link to virtual meetings at a time that is convenient to parents as possible.

Accessibility

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 and Creole. Translation will be available upon request during the normal school day and at all evening scheduled events. Translation of flyers, letters, documents in all languages will be provided to families.

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

Samples of translated documents in each language, calendar of events requesting translation support, School-Parent Compact, PFEP Summary, 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. Email communication for support as needed.

- 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 families experiencing homelessness, Hope Centennial Elementary staff will contact the MVP department for support. Staff will conduct monthly check-in with families, provide information, services and resources available.

- 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

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

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. Skills for Learning and Life (SLL): Daily Morning Meetings: Homeroom teachers use research-based SLL resources to foster positive connections and life skills. Weekly Life Skills Groups: The school counselor provides targeted support for specific grade levels. One-on-One and Small Group Support: Our Behavioral Health Professional offers personalized assistance to address mental and social well-being. Character Education Program: Weekly discussion topics and activities reinforce these values. Safe and Supportive Environment: Anti-bullying Initiatives: We have a zero-tolerance policy and provide resources for students to report incidents.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

At Hope Centennial, we use the Tier model to service students who are considered to be 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 be 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

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 27 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, 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

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

1. Transition to Elementary School

Advancing to kindergarten is a significant life event, and preschool age students 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 Learning

1. Professional Learning

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. 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 have been proven 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

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 work and efforts. 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 Instagram. 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.