Title I Comprehensive Schoolwide Plan

HIGHLAND ELEMENTARY SCHOOL (0671)

ELA

1. List prioritized needs statements.

ELA proficiency on PM 2 data indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. *PM 2 data indicates that 65% of our 3rd grade students are achieving a level 1 in ELA *PM 2 data indicates 58% of 4th grade students are achieving Level 1 in ELA *PM 2 data indicates 45% of our 5th graders are achieving Level 1 in ELA *PM 2 data indicates 7% of our K students are at or above the Benchmark *PM 2 data indicates 18% of our 1st grade students are at or above the Benchmark *PM 2 data indicates 8% of our 2nd grade students are at or above the Benchmark *PM3 ESSA subgroup data indicates our ELL's met 52% of the federal Index *PM3 ESSA subgroup data indicates our SWD'd met 43% of the federal index

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

* Lack of foundational skills K - 5 (phonics, decoding strategies, vocabulary development, etc) * High student absences * Teachers struggle to differentiate instruction due to lack of training/support * Instructional support gets pulled so support is inconsistent * ESOL students struggle with grade level text * Pacing of the district is too regimented * There are so many new teachers that require for the coaches to support which means other teachers don't get the coaching support * Lack of motivation from students * Lack of phonics in grades 3 - 5 *Teachers struggle to implement effective strategies * Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers

3. Share possible solutions that address the root causes.

ESOL/ESE teachers and support should be provided with training on how to scaffold/ESOL strategies/cognates and provide appropriate ESE accommodations. * Have a PDD during pre-school to train new teachers * Reading Support to address deficits in ELA * More time for independent reading/buddy reading * More PD opportunities outside of the school day * Provide tutorial earlier in the school year; Provide extended learning opportunities (after school, spring break. etc.) in grades K-5 * ESOL/ESE supports for scaffolding and meeting the needs of the students * More targeted interventions both for students (tutorial) and teachers (coaching) needing more support * Facilitate Professional Development focusing on strategies and techniques to scaffold instruction * Providing additional instructional materials to support student learning (print, online, hands-on; such as student workbooks, TEs, manupulatives, etc.) * Stronger structure for Tiered Support * Need for staff to support families and teacher during home-school collaboration * Provide additional parent trainings to support home-school collaboration * New BEST standards for writing in grades 4 -5; need support for implementation * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) * Provide additional staff to support interventions in a small group setting * Provide additional staff to support teachers in the delivery of instruction, standards, , collaborative planning, conference, etc. * Provide training and support for teachers to implement explicit lesson planning to support differentiated learning through the use of an SSCC, Coaches, Collab Planning, Conferences.

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

• Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

• Parent Training

The school will provide parent training focusing on the following skills: * How to navigate through their child's portal (iReady, SIS, etc.) * Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. * Parent Academic Success Night * ELA Night for 3 - 5 Parents and K-2 parents (based on foundational skills needed by grade levels - phonics, decoding strategies, vocabulary development, etc)

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

• School

Provide Monthly Workshops for Parents that include: * Implement B.E.S.T. Standards K - 5 * Provide more professional development to support ESOL/ESE students * Provide parents with materials and resources to support the learning at home with foundational skills (phonics, decoding strategies, vocabulary development, etc)

• Students

* Be on time for school * Read daily * Do homework regularly * Attend school regularly * Students will practice foundational skills at home (phonics, decoding strategies, vocabulary development, etc)

- Parents

* Commit to support students and communicate with teacher about issues at home. * Ensure that their child has the necessary materials for school. * Ensure their child gets to school on time. * Ensure attends school regularly * Have regular conferences with their teacher * Parents will support student learning at home (foundational skills - phonics, decoding strategies, vocabulary development, etc)

- Staff Training

The staff at Highland will participate in the following trainings: Continue to work with teachers on the following topics to build partnerships with families: * Cultural Awareness * How to have successful parent conferences * Communicating with families * Teach teachers how to communicate the effects of lack of education * Scaffolding * Phonics Instruction

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. We already have several strategies and activities that support families experiencing homelessness. We will continue to provide the support families needs, case by case, as needed. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Math

1. List prioritized needs statements.

PM 2 data is indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. *PM 2 data indicates that 41% of our 3rd grader are performing at a level 1 *PM 2 data indicates that 55% of our 4th graders are performing at a level 1 *PM 2 data indicates that 29% of our 5th graders are performing at a level 1 *PM 2 data indicates 12% of our K students are at or above the Benchmark *PM 2 data indicates 14% of our 1st grade students are at or above the Benchmark *PM 2 data indicates 20% of our 2nd grade students are at or above the Benchmark *PM3 ESSA subgroup data indicates our ELL's met 52% of the federal Index *PM3 ESSA subgroup data indicates our SWD'd met 43% of the federal index

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

* Lack of foundational skills (addition, subtraction, multiplication, and division facts) * Learning skills gaps * Many teachers are in need of coaching and support - in the areas of ESE * Differentiating instruction * Too much testing * Lack of number sense and fluency * Teacher capacity * Lack knowledge of standards * Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers

3. Share possible solutions that address the root causes.

* Invest in Instructional Resources on number fluency program (online, hard copies, hybrid) * Classrooms need more hands on math tools (manipulatives) * Math training to build teacher capacity * Professional Development for differentiating math instruction, best practice, and effective classroom management; Collaborative Planning, Conferences, etc. * Provide tutorial earlier on the school year to targeted students and not limited to only 1 day per week; provide extended learning opportunities (afterschool, Spring break, etc.) * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc, * Staff that will support in school-home collaboration * Provide additional staff to support interventions in a small group setting * Provide additional staff to support teachers, delivery of instruction, standards, etc.* Maintain instructional personnel for 3-5 and K-2 * Math tutors during the day- pulling small groups * Provide additional parent trainings to support home-school collaboration * Provide training and support for teachers to implement explicit lesson planning to support differentiated learning through the use of an SSCC, Coaches, Collab Planning, Conferences.

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

• Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

• Parent Training

The school will provide parent training focusing on the following skills: *Math Parent Night for grades 3-5 and K-2 (based on foundational skills needed by grade levels - (addition, subtraction, multiplication, and division facts) *Teach parents math strategies and how to use manipulatives *Mathematics Fair Night *How to navigate through their child's portal (iReady, SIS, etc.) *Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. *Parent Academic Success Night

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

- School

Provide Monthly Workshops for Parents Implement B.E.S.T. Standards K - 5/ Big M Provide more professional development to support ESOL and ESE students * Provide parents with materials and resources to support the learning at home with foundational skills (addition, subtraction, multiplication, and division facts)

- Students

Communicate with parents about their education Be on time for school Practice math fluency frequently * Students will practice foundational skills at home (addition, subtraction, multiplication, and division facts)

- Parents

Commit to support students and communicate with teacher about issues at home. Ensure that their child has the necessary materials for school. Ensure their child gets to school on time. Have regular conferences with their teacher * Parents will support student learning at home (foundational skills -addition, subtraction, multiplication, and division facts)

- Staff Training

The staff at Highland will participate in the following trainings: Continue to work with teachers on the following topics to build partnerships with families: Cultural Awareness *How to have successful parent conferences *Communicating with families *Teach teachers how to communicate the effects of lack of education

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. We already have several strategies and activities that support families experiencing homelessness. We will continue to provide the support families needs, case by case, as needed. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Science

1. List prioritized needs statements.

Science proficiency on FY25 winter diagnostic was 30% indicating that we need to continue to focus on delivering effective and relevant instruction to meet the needs of all students in order to increase proficiency. PM3 ESSA subgroup data indicates our ELL's met 52% of the federal Index PM3 ESSA subgroup data indicates our SWD'd met 43% of the federal index

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

*Lack of science instruction in grades K - 4. *Lack on hands on activities *The schedule doesn't permit enough time for science instruction *Lessons in Blender are way too long for the allotted science block time *Interruption of science block in K -2 leaving 15 minutes for the science block. Students are not getting the foundational science skills *Lack of hands on labs * Teacher Capacity with science concepts and standard *Parents struggle with support their kids at home due to: work, lack of knowledge, and language barriers * Lack of knowledge of fair game benchmarks * Lack of vocabulary skills

3. Share possible solutions that address the root causes.

*Move from concrete to abstract concepts *More hands on science experiments resources (manipulatives, etc) *Allow more time for science *More PD on sharing instructional best practices in grades K-5 *Use hands on tools and classroom supplies to differentiate instruction *Continue having science on the fine arts rotation *Staff to support school-home collaboration *Science instructional support *Provide additional parent trainings to support home-school collaboration * Provide extended learning opportunities through tutorial programs (afterschool, Spring Break, Summer) * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning) * Provide additional staff to teachers for delivery of instruction, standards, intervention. * Provide training and support for teachers to implement explicit lesson planning to support differentiated learning through the use of an SSCC, Coaches, Collab Planning, Conferences.

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

• Communication

In order to communicate information to our stakeholders regarding Title 1 information, curriculum, and student progress, we share information through the following mediums: Facebook Live Google meet Parent Link Parent Conferences We also allow parents to have the option of flexible meetings and participate in school related decision making.

• Parent Training

The school will provide parent training focusing on the following skills: How to navigate through their child's portal (iReady, SIS, etc.) Grade level teachers provide training to their parents on how to support with reading so it is geared towards the specific grade level. Parent Academic Success Night Science Night for 3 - 5 Parents (based on foundational skills needed by grade levels - (fair game benchmarks and science vocabulary) STEM Night k-5

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

• School

Provide Monthly Workshops for Parents Implement B.E.S.T. Standards K - 5 Provide more professional development to support ESOL students * Provide parents with materials and resources to support the learning at home with foundational skills (fair game benchmarks and science vocabulary)

• Students

Communicate with parents about their education Be on time for school Read daily * Students will practice foundational skills at home (fair game benchmarks and science vocabulary)

• Parents

Commit to supporting students and communicate with teachers about issues at home. Ensure that their child has the necessary materials for school. Ensure their child gets to school on time. Have regular conferences with their teacher * Parents will support student learning at home (foundational skills -(fair game benchmarks and science vocabulary)

• Staff Training

The staff at Highland will participate in the following trainings: Continue to work with teachers on the following topics to build partnerships with families: Cultural Awareness How to have successful parent conferences Communicating with families Teach teachers how to communicate the effects of lack of education

- Accessibility

To include: Ensure a strong partnership with the school and family- ELL, Migrant, Homeless and with disabilities. We already have several strategies and activities that support families experiencing homelessness. We will continue to provide the support families needs, case by case, as needed. Provide accessible meetings throughout the day/after school to benefit the families by offering translation services, flexible meeting time, and easily accessible locations.

Action Step: Classroom Instruction

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

Budget Total: **$191,409.00**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Certified Tutorial</td><td>
<table>
<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>
<tr><td>Certified Teachers will provide tutoring for 3-5 grade at-risk/struggling students to reinforce learning in ELA, Math and Science after school. / Tentative start date is Oct. 2026</td><td>4</td><td>$37.00</td><td>2</td><td>1.25</td><td>20</td><td>Certified</td><td>Original</td><td>$7,400.0</td></tr>
</table>
</td></tr>
<tr><td>Resource Teacher</td><td>The ELA Resource Teacher will focus on providing support to at-risk/struggling students, based on need, in grades 3-5 ELA through a push-in small groups model of support.</td></tr>
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Acct Description	Description
Online subscription	

Item	Quantity	Rate	Type	Total
Roster Sync Access for Write Score to support student learning in writing / Access fee for teachers and students grades 3-5	1	$187.00	Original	$187.00
Write Score to support student learning in writing (License for 422 students grades 3-5)	422	$16.47	Original	$6,950.3
Amend 13/BT 542106 COLLAPSE Write Score to support student learning in writing (License for 422 students grades 3-5)	-422	$16.47	Amendment	-$6,950.3

Out-of-system Tutors

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Amend 13/BT 542106 - ADDED: Certified out-of-system temp tutor to provide support during-the-day for at-risk/struggling students in grades 3-5 in ELA through a push-in and/or pull-out model of support. / Tentative start date is September 2026.	1	$37.00	2	3.5	27	Certified	Amendment	$6,993.0

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Acaletics workbooks for 2-5 to support student learning	1	$35,512.40	Program Supplies	Original	$35,512.4
Shipping for Magnetic	1	$526.32	General Supplies	Original	$526.32
Magnetic for ELA grades 3-5 to support student learning	430	$13.60	Manipulatives	Original	$5,848.0

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Copy Paper	1	$943.94	General Supplies	Original	$943.94
Chart Paper	1	$393.00	General Supplies	Original	$393.00
Amend 13/BT 542106 - INCREASE classroom supply items already listed in SWP	1	$647.34	General Supplies	Amendment	$647.34

Resource Teacher	The Resource Teacher will provide school-based team/MTSS tiered support to identified students, lead the School-Based Team, and monitor students' data which includes academics, behavior, and attendance to ensu students receive the supplemental, behavioral, and intensive support they need in grades K-5. She will assist i the classroom with positive behavior systems and tiered support.

Action Step: Professional Learning

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

Budget Total: **$207,735.00**

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator will facilitate Professional Learning Communities, Coaching, Professio Learning, model lessons, positive behavior support system (PBIS), AVID program, scheduling instructional support, support teachers in lesson planning, progress monitoring, and tracking student data in the areas of Math and Science in grades K-5.
Teacher Collaboration	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teachers (K-5, ESE, ESOL) will work together to analyze student data, identify needs of students, create action plans, create instructional calendars, and create lesson plans to meet the needs of students in all content areas (ELA, Math, and Science) to increase student achievement. /Tentative start date is July 2026 - Ongoing, various dates throughout the year	48	$25.00	1	1	32	Certified	Original	$38,400.0
Amend 13/BT 542106 - REDUCED BY 71 HRS: Teachers (K-5, ESE, ESOL) will work together to analyze student data, identify needs of students, create action plans, create instructional calendars, and create lesson plans to meet the needs of students in all content areas (ELA, Math, and Science) to increase student achievement. /Tentative start date is July 2026 - Ongoing, various dates throughout the year	1	$25.00	1	-71	1	Certified	Amendment	-$1,775.0(

Acct Description	Description
Tch Res Staff Development	The 0.5 Teacher Resource Staff Developer will provide support for teachers in grades 3-5 to implement standards based lessons (ELA/Writing) through Professional Learning opportunities, coaching and build teachers' capacity to deliver effective standards and differentiation instruction.

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: **$86,456.00**

Acct Description	Description
Teacher Parent Liaison	Teacher Parent Liaison will design and deliver parent workshops, teacher workshops, work with Community Partners, host parent meetings focused on Literacy, Math, Science, and Life skills. The Teacher Parent Liais will continue to work with parents, on the school-home communication and partnership, as well as continue support family engagement and student achievement.
Enrichment Contracts	**Item** / **Quantity** / **Rate** / **Type** / **Total** Cox Science Museum will provide Science Workshop for a Parent training to support science in grades K-5. / Tentative date is October 1, 2026 / 1 / $550.00 / Original / $550.0

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Frances Frye	Principal/ SAC Member
Martina Hewitt	Assistant Principal
Jobita Crespo	Parent Liaison / SAC Member
Mildred Rodriguez	Community partner /SAC Member
Miriam Maldonado	Bridges / SAC Member
Andrea Hernandez	Parent
Emmanuel Fergile	SAC Chair
Erica Kaplan	SSCC/ Title 1 Contact

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

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

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

Stakeholders will be involved in developing the SWP through SAC (1st Wednesday of every month at 8:15 AM) The Leadership with our leadership team to review data took place February 6, 2026. The Staff were able to provide feedback and input through the CNA Meetings that took place February 9th through February 18, 2026 On February 4, 2025 at 9 am stakeholders (parent, teachers, admin and community rep) met to plan the SWP and make suggestions for the compact and PFEP. Stakeholders will have the opportunity to share feedback/input with discussion being captured through the Recording Template.

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

Stakeholders met at the CNA Stakeholders meeting in early February 2026. The outcome was Parent Engagement Trainings on ways to support their child at home, ensuring attendance is a priority, homework support from parents. Also, the importance of our Parent Liaison position. New Title I budget was submitted and approved by Title I. Compliance evidence was submitted to the crate. Title I funds will be used for a Parent Liaison teacher to support parent engagement, and Cox Museum for a family night to support science learning.

Name	Title
Frances Frye	Principal
Emmanuel Fergile	SAC Chair, Music Teacher
Deanna Jones	SAC Secretary, Science Coach
Ester Andres	CLF, Educational Support Staff
Millie Rodriguez	Community Member, Mentoring
Milagros Toro	Community Member, Bridges Outreach Coordinator
Thelma Addarich-lopez	Community, Adopt-A-Family
Andrea Hernandez	Parent
Lucie Louis	Parent

Annual Parent Meeting

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

Wednesday, October 7, 2025 at 9:00 AM in the Media Center at Highland Elementary School.

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

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

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent-Teacher Conferences 2.0: The Goal Setting Model

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

This training is designed to empower educators to move from reporting data to co-creating goals.

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

The purpose of this training is that staff have families be a part of the mission of the student's success.

- What will teachers submit as evidence of implementation?

Reflection on this training and communication with families and conference notes stating how families will be part of student success.

- Month of Training

September 2026

• Responsible Person(s)

Erica Kaplan and Jobita Crespo (Parent Liaison)

3. Staff Training for Parent and Family Engagement #2

• Name of Training

Collaborative Success: Building a 360 Degree Support System

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

This training is designed to empower educators with a comprehensive understanding of the wraparound service model, moving beyond the classroom to address the holistic needs of every student. Teachers will see themselves as key navigators within a multi-layered support network.

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

The primary goal of this session is to merge educational instruction and community-based support. This will provide teachers with resources they can offer families.

• What will teachers submit as evidence of implementation?

Parent conference notes stating strategies to use and resources (with examples), Referrals to guidance for additional support (Homelessness, trauma, etc)

• Month of Training

February 2027

• Responsible Person(s)

Erica Kaplan and Jobita Crespo (Parent Liaison)

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent University - Literacy

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

The parents will learn practical strategies to use at home to increase literacy skills and comprehension; with a special emphasis on ELL readers.

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

The parents will learn how to use practical strategies to use at home to increase literacy skills and comprehension. Parents will practice reading aloud with their child and how to use comprehension handouts (questions) to use at home. Parents will be able to enroll in the New Worlds Reading free book subscription where students will get brand new books mailed to them to create their libraries.

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

Parents will be better equipped to use literacy skills and comprehension at home, which will increase student achievement. Parent University will be monthly and parents have the opportunity to earn a certificate after completion.

- Date of Training

October 2026

- Responsible Person(s)

Erica Kaplan and Jobita Crespo (Parent Liaison)

• Resources and Materials

Books, comprehension handouts (questions) to support literacy skills and comprehension at home.

• Amount (e.g. $10.00)

N/A

3. Parent and Family Capacity Building Training #2

• Name of Training

F.A.S.T Parent Night

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

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

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

Parents will practice how to use manipulatives to support math at home. Parents will practice how to use books, texts, and graphic organizers to support the reading process, comprehension, and decoding words at home.

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

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

• Date of Training

January 2027

• Responsible Person(s)

Erica Kaplan and Jobita Crespo (Parent Liaison)

• Resources and Materials

Manipulatives (counters, flashcards, etc.) Invitation, sign-ins, reflection/evaluation, presentation, handouts and agenda.

• Amount (e.g. $10.00)

N/A

5. Parent and Family Capacity Building Training #3

• Name of Training

SLL Parent Workshop: Building Resilience through Growth Mindset

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

In this Skills for Life and Learning workshop, parents will learn to become "growth coaches" for their children. The session provides a practical toolkit to help children embrace challenges. Parents will learn how to be a good listener, model the behavior that you are seeking, and nurture their child's self-esteem

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

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

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

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

• Date of Training

March 2027

• Responsible Person(s)

Erica Kaplan and Jobita Crespo (Parent Liaison)

• Resources and Materials

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

• Amount (e.g. $10.00)

N/A

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

Multicultural Department

• Describe how agency/organization supports families.

The Multicultural Department provides support to families by: Migrant Tutorials - Supports our students in 2nd Grade to ensure students reach challenging academic standards ESOL Guidance Counselor - Supports our families with home visits and day to day counseling as needed

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

Migrant - Attendance ESOL Guidance Counselor - Home Visit Log/parent contact Migrant -Communication with parents (Brochures, Annual Meeting presentation slides, list of migrant students that receive support)

• Frequency

Trimester

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

• Name of Agency

Guatemalan Mayan Center

• Describe how agency/organization supports families.

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

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

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

• Frequency

Trimester

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

• Name of Agency

Adopt A Family/Bridges at Highland

• Describe how agency/organization supports families.

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

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

Pictures, emails, and Adopt a Family calendar of events

• Frequency

Trimester

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

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

• Description

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

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

Flyers, conference notes, parent link messages, social media, letters,

• Description

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

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

Curriculum Night (slide presentation), meeting agendas, conference notes, program flyers, reports

• Description

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

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

Facebook live doc; Flyers and agendas, progress reports, report cards, assessment results, and other documents with the parents to know their child's progress

• Description

Parents will be informed during Meet the Teacher, Monthly SAC meetings, parent conferences, School Based Team Meetings, progress reports, report cards, parent trainings,

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

SAC documentation, training agenda, sample academic data, invitations to meetings, virtual links, home visits, parent conference notes,

• Description

Meetings are held at various times throughout the day - morning, afternoon, and early evening. Meetings are done virtual or in person to accommodate the families. This will offer the parents the flexibility as well as allow to have our CLFs available to assist with translating.

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

Schedule of different times for meetings/trainings (am / pm), flyers, parent , invitations, conference notes, link to virtual meetings,

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

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

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

Translated letters, Parent-teacher conference notes evidence of CLF in attendance, parent link translated, PFEP Summaries and Parent-School Compact in all languages.

- Description

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

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

Photo of handicapped accessible parking, photo of ramp, and photo of elevator, email communication to ESE Dept for support as needed.

- Description

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

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

Emails, conference notes and SAC meeting minutes, home visits, photos of resources for families, brochures of services, Annual meeting slides about resources

- Description

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

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

Conference notes from SBT, emails, and McKinney Vento flyer, photos of resources for families, Annual meeting slides about resources

Other Activities

1. Activity #1

Activity #1

• Activity #1

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

• Activity #2

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

• Activity #3

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

Our school has emphasis on student achievement using multiple data sources. Transparency coupled with High Expectations is set forth by school leadership, and there is an explicit drive towards equitable access to provide different opportunities and to personalize learning for all students. A central theme , “Effective and Relevant Instruction to meet the needs of all Students” is focused on the achievement of all students. Within this theme, there are embedded objectives to ensure a shared commitment and collective responsibility for the academic success of every student and to establish personalized learning opportunities for all students with initiatives focused on providing equitable access to high level rigorous instruction. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of: Music, Art, Physical Education and Guidance (which covers job/career skills, nutrition, and character education). Our after school program offers interest clubs to students who participate in after care. Clubs include: Drama/theatre Club, Chorus, Art Club, and more. Additionally at Highland Elementary our students have the opportunity to participate in a variety of grant funded music programs: Beginning and Advanced Band, World Drumming, and Orff. We also follow CDC and district guidelines to ensure safety and well beings of all. If the need arises, we can demonstrate implementation through copies of SWP schedule and programs offerings. We offer opportunities to extend learning time for our students - Math - AMP grades 3-5 during the day; We will also offer Spring Break tutorial for students in grades 3-5 in all content areas.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Students entering pre-school at Highland Elementary become part of our Pre-K to 5th Grade Dual Language program. Students in Pre-K transition seamlessly into KG as they are already familiar with routines and expectations. Additional parent training for Preschool to kindergarten transition is offered through Bridges. We also offer a Transition to kindergarten (T2K) to all feeder Pre-Ks as an orientation and parent capacity building opportunity. We also provide a Meet the Teacher and for the incoming Kindergarten students. Parents can also call to schedule a tour of our school.

Professional Learning

1. Professional Learning

A big opportunity for faculty and staff to improve delivery of instruction and the use of data to support instructional decisions is through Professional Learning Community (PLC) meetings. PLCs are held weekly for every grade level with a focus on standards based explicit instruction instruction and scaffolding in literacy, mathematics, and science. Additionally, once a month on a Friday afternoon teachers serve on a committee of their choice with the goal of enhancing the overall school community by focusing on best instructional practices, school safety, school incentives, and more. As the situation requires, PD will be conducted face to face and or virtual. New educators participate in the district's Educator Support Program which is blended learning -- online resources and monthly face to face meetings with the Assistant Principals. In addition the program matches new educators with veteran teacher mentors who provide support, modeling, resources, and guidance. The Central Regional Literacy Specialists provides support as needed with PLC's, modeling in the classroom, and planning.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

We recruit and retain certified and effective teachers by: 1. Monthly meetings with the Principal or Asst. Principal as a part of the Educator Support Program where we review instructional best practices and provide opportunities for new educators to receive support from mentors and district instructional leaders. 2. New teachers are partnered with veteran faculty members (mentors) for support. 3. New Teachers are provided extra support through instructional coaches who can provide professional development, model lessons and support through the coaching cycle, provide resources, and encouragement. 4. Referrals from District Personnel Office, Colleagues and Co-Workers of potential candidates are one of the most reliable sources. Through these referrals we are able to schedule interviews to identify candidates who would be a good fit for our school. 5. Professional Development throughout the year is a way to help teachers grow. As they learn more about the profession they feel more confident in their craft and are more likely to stay in the profession. 6. Professional Learning Community (PLC) Meetings are a weekly forum for collaboration among team members. 7. Grade Level/Department Meetings are monthly opportunities for support and collaboration among colleagues. 8. Administration has an Open Door policy 9. We offer opportunities for part-time pay (tutorial opportunities) and Collaborative Planning 10. Provide many activities during the year to celebrate and thank teachers for their hard work (Panther's Cafe, etc.)