Title I Comprehensive Schoolwide Plan

CORAL SUNSET ELEMENTARY SCHOOL (1811)

ELA

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

1. List prioritized needs statements.

Our FY23 school goal for proficiency in ELA is 67%. 37% of the K-5 students performed on or above grade level based on the mid-year iReady diagnostic results. 3rd grade performed at the 72% median percentile for meeting growth targets on the mid-year iReady diagnostic. In FY22, 3rd grade students performed at 64% proficiency on the ELA FSA, which was above the district average. Based on FAST data students in 3-5 are performing below last years ELA FSA scores 3rd grade at 44% (FY22 64%) 4th grade 55% (FY22 70%) 5th grade 67% (FY22 61%)

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

New Florida Standards/curriculum New statewide computer based standardized assessment Lack of explicit phonics instruction causing low proficiency of students school wide A large number of new students enrolling throughout the year with limited english proficiency A high number of absenteeism and tardiness Fluency has decreased as students increase in grade levels. Students need to be given independent reading on their level and for their interests Gaps of instructional learning between grade levels Integrate more writing within the ELA block Lack of explicit reading strategies taught Lack of time and personnel to provide additional interventions for students Lack of teacher knowledge of the reading process and standards Lack of use of engagement strategies Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Use personnel (instructional SSCC / coach) to provide support for staff on instructional practices and provide professional development (collaborative planning, stipend, webinars, conferences, etc.) to meet the staff needs to increase student achievement. Supplemental instructional materials (reading intervention materials, classroom libraries, student workbooks, manipulatives, etc) Provide extended learning opportunities (Tutorial funding for after school, Saturday, and summer) tutorial to support student learnings Use Academic tutor (possibly bilingual), resource teachers, paras to provide small group individualized instruction during the day after school. Parent engagement nights- expand and include spanish and portuguese PD on explicit reading and testing strategies for K-5 PD on foundational skills K-2 (phonics) PD for ELL and ESE teachers for instructional resources Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady Tool Kits, Story works, etc.).

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

Newsletter for school community and staff Social media (Facebook, Twitter, etc.) Continue to translate all communication with parents to increase their knowledge and engagement. Continue to strengthen teacher communication with parents through Parent Link (student process and assessments).

• Parent Training

Parent Nights focused building capacity on foundational skills K-2 (phonics, phonemic awareness) Parent Nights focused building capacity on foundational skills, explicit reading, and test taking strategies for K-5 (phonics/word work, phonemic awareness, vocabulary, and comprehension), and ELA small group instruction

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

• School

Provide student dress code Communicate with community weekly Keeping a positive mindset that encourages all students to reach their full potential Providing teacher parent training workshops so parents can support student learning at home Providing a safe and nurturing environment with high quality curriculum and instruction Providing an open line of frequent communication with parents/families in a language that they understand Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (phonics, word work, vocabulary, comprehension).

• Students

Read every night for 20 minutes Practice math fluency every night Dress in dress code Practice activities and resources at home supporting foundational skills (phonics, word work, vocabulary, comprehension).

• Parents

Look at/check student agendas every night and sign Keep school updated on new phone numbers, email addresses, and contacts Check student homework nightly Check student dress code Will support student learning through the use of activities and resources provided focused on foundational skills (phonics, word work, vocabulary, comprehension).

• Staff Training

Teachers will learn how to support parents to increase student learning at home through the following activities : Bingo for books What's Right Book (Leveled books) - invite local library to school ELA Parent engagement night on the foundational skills identified

• Accessibility

CLF's will be at every parent conference and will translate during night engagements Continue to translate all documents for parents to increase their knowledge and engagement. Continue to support parents with disability and experiencing homelessness to increase their engagement.

Math

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

1. List prioritized needs statements.

K-5 students performed 19% on or above grade level on the math iReady diagnostic. Based on FAST data 3rd and 4th grade is performing below last years ELA FSA scores 3rd grade at 51% (FY22 62%) 4th grade 52% (FY22 60%) 5th grade 68% (FY22 55%) is performing higher than last year

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

New Florida Standards/curriculum New statewide standardized assessment Deficiency in basic facts: addition, subtraction, and multiplication Deficiency in number sense and place value Limited use of manipulatives (real world situation) Lack of parent capacity and knowledge of how to support learning at home Lack of teacher knowledge of the reading process and standards Lack of use of engagement strategies Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of time and personnel to provide additional interventions for students Teaching academic vocabulary and the consistent use throughout instruction to assist students with the understanding of word problems Assessment on the computer is new for students Reading deficiency/Language barriers

3. Share possible solutions that address the root causes.

Provide PD to train teachers on systematic approach in the delivery of explicit instruction during whole group and small group, understand the curriculum through the use of an SSCC, coaches, district staff support, webinars, conferences, etc.). Train teachers to utilize engagement strategies for ELL, ESE, all students. Math/Science SSCC focused on the math/ science framework and instructional practices Provide extended learning opportunities (Tutorial funding for after school, Saturday, and summer) tutorial to support student learnings Supplemental instructional materials (math manipulatives, student workbooks, teacher kits, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady IXL, etc.). Use Academic tutor (possibly bilingual), resource teachers, paras to provide small group individualized instruction during the day after school. Parent engagement nights focused on foundational skills PD for ELL and ESE teachers for instructional strategies and resources Math fluency competitions Parent Nights parents on how to use strategies with their students focused on foundational skills Math small group PD K-5 Integrate more math fluency/vocabulary outside the classroom

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

• Communication

Newsletter for school community and staff Social media (Facebook, Twitter, etc.) Schoolwide class dojo or remind ParentLink Continue to translate all communication with parents to increase their knowledge and engagement. Continue to strengthen teacher communication with parents through Parent Link (student process and assessments).

• Parent Training

Math Game Night (make and take) Parent Nights focused building capacity on foundational skills K-5 (basic math facts - addition, subtraction, division, multiplication, number sense, shapes, word problems), and test taking strategies.

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

• School

Provide student dress code Communicate with community weekly Keeping a positive mindset that encourages all students to reach their full potential Providing teacher parent training workshops so parents can support student learning at home Providing a safe and nurturing environment with high quality curriculum and instruction Providing an open line of frequent communication with parents/families in a language that they understand Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills K-5 (basic math facts - addition, subtraction, division, multiplication, number sense, shapes, word problems), and test taking strategies.

• Students

Read every night for 20 minutes Practice math fluency every night Dress in dress code Practice activities and resources at home supporting foundational skills K-5 (basic math facts - addition, subtraction, division, multiplication, number sense, shapes, word problems), and test taking strategies.

• Parents

Look at/check student agendas every night and sign Keep school updated on new phone numbers, email addresses, and contacts Check student homework nightly Check student dress code Will support student learning through the use of activities and resources provided focused on foundational skills K-5 (basic math facts - addition, subtraction, division, multiplication, number sense, shapes, word problems), and test taking strategies.

• Staff Training

Teachers will learn how to support parents to increase student learning at home through the following activities: Small Group instruction Parent Nights focused on foundational skills K-5 (basic math facts - addition, subtraction, division, multiplication, number sense, shapes, word problems), and test taking strategies (Math B.E.S.T. standards and instructional practices)

- Accessibility

> CLF's will translate at parent conferences and translate at night engagements Continue to translate all documents for parents to increase their knowledge and engagement. Continue to support parents with disability and experiencing homelessness to increase their engagement.

Science

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

1. List prioritized needs statements.

> Only 47% of CSES 5th graders scored at the threshold or above on the PBC science diagnostic. For ELA PM2, 5th-grade students performed at 68% for on-track proficiency.

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

> lack of science instruction throughout grade levels Lack of academic vocabulary below grade level readers struggle to understand concepts and assessments a lack of hands-on learning and the connections it builds a lack of teacher capacity in science instruction Lack of explicit reading strategies through science concepts Lack of time and personnel to provide additional interventions for students Lack of teacher knowledge of science standards Lack of use of engagement strategies Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home Less instructional time in K-4 for the science foundation (nature of science) Language barriers

3. Share possible solutions that address the root causes.

Provide PD to train teachers on systematic approach in the delivery of explicit instruction during science block, science framework, understand the curriculum through the use of an SSCC, coaches, district staff support, webinars, conferences, etc.). All grade levels have a 30-minute uninterrupted block of science. Provide extended learning opportunities (Tutorial funding for after school, Saturday, and summer) tutorial to support student learnings Use Academic tutor (possibly bilingual), resource teachers, paras to provide small group individualized instruction during the day after school. Parent engagement nights focused on foundational skills (vocabulary, scientific method and nature of science) Analyze USA data grade 5 Hands on Materials given to each teacher for experiments (projects, experiments, models, etc.) Training on Science Curriculum and standards Academic Interactive Notebooks PD Vertical alignment of instruction/academic vocabulary Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. J&J Bootcamp, Penda Learning, etc.). Math/Science SSCC focused on the math/ science framework and instructional practices

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

• Communication

Newsletter for school community and staff Social media (Facebook, Twitter, etc.) ParentLink Continue to translate all communication with parents to increase their knowledge and engagement. Continue to strengthen teacher communication with parents through Parent Link (student process and assessments).

• Parent Training

Hands-on Science parent engagement opportunity Fair games science benchmarks learning opportunity Parent Nights focused building capacity on foundational skills K-5 (vocabulary, scientific method and nature of science)

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

- School

Provide student dress code Communicate with the community weekly Keeping a positive mindset that encourages all students to reach their full potential Providing teacher-parent training workshops so parents can support student learning at home Providing a safe and nurturing environment with high-quality curriculum and instruction Providing an open line of frequent communication with parents/families in a language that they understand Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success Through Parent Nights, provide activities and resources for families to use at home supporting foundational skills (vocabulary, scientific method and nature of science)

- Students

Read every night for 20 minutes Practice math fluency every night Dress in dress code Taking ownership of their learning each and every day with a positive mindset and willingness to learn Sharing their learning with parents/families on a regular basis Maintaining a high level of respect for self and others that enhances the learning environment each day Engaging and reflecting upon ways they can advocate and participate in their academic success Being actively involved in lessons & discussions and utilizing teacher feedback to improve their academic success Practice activities and resources at home supporting foundational skills K-5 (vocabulary, scientific method and nature of science)

- Parents

Look at/check student agendas every night and sign Keep school updated on new phone numbers, email addresses, and contacts Check student dress code daily Committing to their child's academic success as a priority Attending parent/teacher workshops that are provided and other school-wide events to support the academic success of their child Creating an at-home schedule that includes time for homework, reading, and limited screen time. Communicating regularly with teachers to express academic needs/concerns Sending students to school on time and prepared for learning (backpack, school uniform, homework,...) Actively monitoring and supporting their child's academic progress Keeping a positive line of communication with their child's teacher on an ongoing basis Will support student learning through the use of activities and resources provided focused on foundational skills K-5 (vocabulary, scientific method and nature of science)

- Staff Training

JJ Bootcamp curriculum training Teachers will learn how to support parents to increase student learning at home through the following activities: Parent Nights focused on foundational skills K-5 (vocabulary, scientific method and nature of science)

- Accessibility

CLFs will translate at parent conferences and at parent nights Continue to translate all documents for parents to increase their knowledge and engagement. Continue to support parents with disability and experiencing homelessness to increase their engagement.

Action Step: Classroom Instruction

Build teacher capacity to provide all students with rigorous, standards-based instruction differentiated to meet their individual needs.

Budget Total: **$49,913.57**

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	CLIPS PAPER NONSKID JUMBO- PACK OF 1000- BSN53366 - for or student work, packets, projects	10	$9.63	General Supplies	Original	$96.30
	Storyworks 4-5 - Student Readers (articles)	250	$7.60	Instructional Materials	Original	$1,900.0
	PENCIL NO2 PRESHARP ITA38273 PACK OF 144	10	$19.40	General Supplies	Original	$194.00
	Copy Paper - case	21	$44.61	General Supplies	Original	$936.81
	CLIPS PAPER NONSKID REGULAR (small) - for or student work, packets, projects	10	$3.50	General Supplies	Original	$35.00

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	SCOTCH TAPE MAGIC VALUE PACK 0.75 IN X 1000 IN 1IN CORE PACK OF 12 - for or student work, packets, projects	5	$27.71	General Supplies	Original	$138.55
	Shipping	1	$7.66	General Supplies	Original	$7.66
	Scholastic News 1st - Student Readers (articles)	110	$5.40	Instructional Materials	Original	$594.00
	Visualizing & Verbalizing Teacher Kit	1	$539.95	Instructional Materials	Original	$539.95
	SWINGLINE STANDARD STAPLES 5PK - for student work, packets, projects	10	$5.73	General Supplies	Original	$57.30
	Storyworks 3rd - Student Readers (articles)	135	$7.60	Instructional Materials	Original	$1,026.0
Resource Teacher	SBT interventionist will provide interventions for struggling students and monitor their progress; she will als ensure students in grades K-5 in need of additional support are receiving appropriate interventions based o their individual needs and those interventions are progress-monitored.					
Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	IXL Science for 5th grade to reinforce and enrich science instruction	1	$1,500.00	Original	$1,500.0	
	Reflex Math Subscription is to increase the mastery of foundational skills	1	$3,295.00	Original	$3,295.0	

Action Step: Parent and Family Engagement

Increase parent involvement in their child's educational experience through interactive parent training, consistent school-to-home communication, and promotion of a comprehensive parent resource room.

Budget Total: **$5,713.68**

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Lexmark OEM Toner	8	$60.42	Technology	Original	$483.36
Lexmark Toner (2 each Black, Magenta, Yellow, Cyan)	8	$85.00	Technology	Original	$680.00
Brother Toner (2 each Black, Magenta, Yellow, Cyan	8	$39.69	Technology	Original	$317.52
Nicky Folders for communication	900	$1.45	General Supplies	Original	$1,305.0
K-5 Student Planners (730) includes shipping	1	$2,657.80	General Supplies	Original	$2,657.8
Refreshments for 3 Trainings (30 participants) x $3	3	$90.00	Program Supplies	Original	$270.00

Action Step: Professional Development

Improve teacher capacity in standards-based instruction through professional development.

Budget Total: **$181,034.00**

Acct Description	Description
Single School Culture	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement (Math) and positive youth

Acct Description	Description
Coordinator	development (PLCs, PDDs, coaching, modeling, observation, and feedback) 206 days
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement (ELA) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback) 206 days

Teacher Collaboration									

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Collaborative Planning (outside of contracted hours) - Grades K-5 teachers will work together to analyze data and plan for ELA and math standards (create instructional focus calendars, lesson plans) to support instruction (Tentative start date Aug.) 180 hrs	10	$25.00	1	2	9	Certified	Original	$4,500.0

Mission Statement

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

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

1. Mission Statement

The Coral Sunset Elementary stakeholders will empower students to reach their highest potential by providing rigorously challenging experiences in an environment built on respect, trust, honesty and responsibility.

Involvement of Stakeholders

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

Name	Title
Shanda Garvin-Shaw	School Principal
Sue Hannan	Classroom Teacher
Michael Sprung - Equitable	Business Partner
Jennifer Espinoza	Assistant Principal
Karen Hopkins	SAC Chair
Cynthia White	ESOL Coordinator
Alyssa Maddox	School Counselor
Elizabeth Lean	Classroom Teacher
Betty Smith	Parent/ Guardian

Name	Title
Shannon Land	Parent/ Guardian
Daniele Medice	Parent/ Guardian

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

Coral Sunset prides itself on selecting a variety of members to take part in creating the plans for our school. Because of this, well rounded decisions are made. CSES incorporates parents, teachers, administrators and community members to increase the diversity in decision making. Communication is sent home, requesting people to join each meeting and offering them opportunities to give their input.

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

Stakeholders are invited to meetings such as CNA Meetings, SAC Meetings, PTA Meetings, Title I Planning Meetings, etc. These are offered throughout the year and some are offered monthly. CNA meetings are held at the end of each year to support planning for the future school year. The meetings consist of open conversations with note taking, allowing parents to give their input. Also, we collect written input through Google forms, Anchor Chart Carousels and sticky notes from stakeholders with ideas as well. CNA meetings are held in March so the input is used to develop the CNA for the next school year.

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

At the end of FY23, CSES held CNA planning meetings and invited parents/stakeholders to give input. Stakeholders and parents expressed their ideas about communication, engagement ideas, education, etc. These ideas were analyzed and added to out SWP, PFEP and plans moving forward. The ideas were collected via conversations and note taking, anchor charts in a carousel style presentation (allowing parents to write their input) and collected input. It was decided to provide on-going communication via newsletters which includes using an online program to develop the newsletter, provide resources for parent trainings and translators for parents needing translation for school activities.

Name	Title
Shanda Garvin Shaw	Principal
Jennifer Espinoza	Assistant Principal

Annual Parent Meeting

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

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

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

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

October 11, 2023 @ 5:30 PM in the 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.).

Teachers, Staff, Parents, and Community members are notified via fliers, marquee, text messages, electronic newsletter and call out available in multiple languages.

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

Invitations, agendas, sign-in sheets, PowerPoint Presentation, copies of the FY24 PFEP and FY24 Compact, and evaluations.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Parent Communication

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

Teachers will be able to communicate effectively with families, share data, set goals and maintain appropriate conference notes to share with families.

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

Teachers will know and openly communicate readily available resources for families. It will help build a culture of collaboration and build a partnership between teachers and families.

• What will teachers submit as evidence of implementation?

Evidence includes agendas, sign-in sheets, presentations, handouts, conference notes (including evidence of of shared data and goals for students)

• Month of Training

August

• Responsible Person(s)

Mrs. Espinoza and Mrs. Shaw

2. Reflection/Evaluation of Training #1

• Name and Brief Description

Parent Communication Teachers and staff will have a communication log as well as data chats with their families to have open communication.

• Number of Participants

All classroom and resource teachers

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

Communicate effectively with parents/ families.

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

on

• How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Diverse Learners

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

Teachers will be able to help identify different support systems to service homeless students, students with disabilities and English Language Learners. This will cover how teachers can partner with the guidance, ESOL and ESE team as well as the administrative team to help support families in need.

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

Teachers and Staff will be able to provide resources for parents/guardians in various languages to support learning at home.

- What will teachers submit as evidence of implementation?

Conference notes, including discussions of supports for students/families experiencing homelessness, students with disabilities, and English Language Learners. Teachers/Staff will also provide handouts, district documentation to assist families.

- Month of Training

October

• Responsible Person(s)

Shaw, Espinoza, White, Barnard, Maddox

4. Reflection/Evaluation of Training #2

• Name and Brief Description

Teachers and Staff will be able to share out information in various languages on services that may benefit our regular education students as well as the English Language Learners and Students With Disabilities.

• Number of Participants

Teachers and Staff

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

TBD

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

on

• How do you know?

TBD

• What went well with the training

TBD

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

> TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

• Name of Training

> Math Madness

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

> Mathnasium will provide stations for parents and students to rotate through. Make and take activities for k-2 and 3-5 parents/students to take home to practice. BEST standards will also be shared with families. Iready and Reflex math will also be shared with families.

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

> We will set up stations, which will be manned by volunteers and staff. Coral Sunset staff will add additional stations that include iReady Math and Reflex Math in order to familiarize parents with the platforms and how to use them at home.

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

> Parents will be able to support student math practice at home, increasing their confidence and competence in the classroom.

- Date of Training

September 20, 2023

- Responsible Person(s)

Schmitz, Weber, Espinoza, Shaw

- Resources and Materials

Make and Take activities, Mathnasium activities, Paper, cardstock, pens, ink, translation tools, food

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

90

2. Reflection/Evaluation of Training #1

- Name of Training

Math Madness

- Number of Participants

100

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

TBD

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

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Literacy Night

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

K-2 families will learn how to support phonics instruction at home. They will create make and take activities that can be used at home to build words and practice phonics outside of the classroom. The training will include topics like building CVC, CVCE and word families. Grades 3-5 will learn how to support foundational reading skills at home, including root words, the rules of syllabication and tier 2 vocab. They will create make and take activities to practice at home. BEST Standards and computer based programs will be shared with parents.

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

Parents will work side by side with students to create tools to learn foundational skills at home. K-2 families will learn how to support phonics instruction at home. The training will include topics like building CVC, CVCE and word families. 3-5 will learn how to support foundational reading skills at home, including root words, the rules of syllabication and tier 2 vocab. They will create tools for practice at home, including flashcards and memory games. iReady will be shown/explained to families. We will also play Bingo to win Books for students to take home as part of the reading initiative.

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

Students with more fluency in word reading/building will grow in comprehension and reading level. Practicing these skills at home using the at-home tools will increase proficiency and fluency.

- Date of Training

January 17, 2024

- Responsible Person(s)

Lean, White, Donahue, Rothstein

- Resources and Materials

cardstock, ink, food, pens, ring fasteners, markers, highlighters, paper clips, paper, translation tool

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

90

4. Reflection/Evaluation of Training #2

• Name of Training

Literacy Night

• Number of Participants

100

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

TBD

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

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Parent University

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

The training will review test taking strategies, tips and tricks for Math, ELA, and Science.

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

Parents will visit various stations that have ELA/MATH or SCIENCE hands on activities and components of FAST and FSA testing.

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

Students who apply appropriate test taking strategies will be more successful on end of the year assessments in K-5.

- Date of Training

March 13, 2024

- Responsible Person(s)

Lean, Schmitz, Shaw, Espinoza, Grade Chairs

- Resources and Materials

cardstock, ink, food, pens, markers, paper, translation tools, anchor chart paper

- Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

90.00

6. Reflection/Evaluation of Training #3

• Name of Training

Parent University

• Number of Participants

100

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

Parents will be able to practice skills with students at home and know how to navigate websites students will use for review and testing.

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

on

• How do you know?

TBD

• What went well with the training?

TBD

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

> TBD

Coordination and Integration

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

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

• Name of Agency

> McKinney-Vento

• Describe how agency/organization supports families.

> The McKinney-Vento Program, also known as MVP, assists homeless children, youth, and their families so that these students have every opportunity to succeed academically. McKinney-Vento Program services include: Free school meals, tutorial, Uniforms, backpacks, and school supplies Linkage and referral services to District and community programs for educational and community assistance Assistance with online engagement, and so much more

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

> Showcase in newsletter (email), communicating home the Student Housing Questionnaire Link (email), sharing contact info for MVP (email), discussing at parent conferences as needed when a need may be apparent (conference notes).

• Frequency

> 2x

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

• Name of Agency

> Mathnasium

• Describe how agency/organization supports families.

> Mathnasium supports the PFEP by donating math materials and supplies for family nights.

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

> Fliers are clearly marked and Mathnasium is able to set up a table to advertise during these nights

• Frequency

> 1x

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

• Name of Agency

> The Multicultural Department

• Describe how agency/organization supports families.

> The Multicultural Dept. partners with Coral Sunset by assisting at Parent Nights, volunteering on campus and at events, and help us by translating, making phones, conducting trainings, and more.

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

> Photos, handouts for trainings, request for translators, sign-in sheets.

• Frequency

2x

Communication

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

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

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

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

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

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

• Description

Coral Sunset hopes to build relationships and grow open communication with our families. This year, Coral Sunset will send emails, text messages and call outs through ParentLink to communicate special events. We will also use the marquee in the front of the school, fliers and social media to ensure our families are aware of what is happening. All communication is translated in appropriate languages- Spanish, Portuguese and Creole when needed. Communication of Title I programs is included in: School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, extended learning opportunities.

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

> Newsletters, fliers, emails, marquee pictures, callouts, Parent's Right-to- Know letters, Title I Annual Meeting notes, SAC meeting notes, parent trainings, curriculum nights sign ins

- Description

> Parents will be informed about curriculum and proficiency levels during Curriculum Night, through Newsletters with Grade Level Blurbs, Data chats, and parent conferences. Teachers will also send progress reports home 3 times a year through SIS, and regular communication about report cards and assessments will occur through teacher-parent letters in folders/backpacks. SAC Meetings, Title I Meeting and IEP Meetings are another opportunity to share this important information.

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

> newsletters and fliers, parent conference notes, agenda, progress reports, SAC meeting agendas, Title I meeting presentation, IEP Meeting notes.

- Description

> Parents will be informed of academic assessments and achievement levels during Title I Annual Meeting and Curriculum Night. They will continue to be informed during parent-teacher conferences, IEP/LEP Meetings, through progress reports and letters sent home with assessment results.

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

> progress reports, report cards, assessment results (FSA, Diagnostic, iReady, RRR, etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets, parent-teacher conference notes, etc.

- Description

> Parents will have opportunities to participate in decision making and trainings at Coral Sunset, and these will be communicated through fliers, car-line signs, and Parentlink calls/texts/emails. For more updates, families can follow us at: PTA facebook page. This communication include events such as Title I Annual Meeting, Stakeholder Meeting in the Spring, SAC meetings, parent-teacher conferences, and IEP/LEP meetings

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

> Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

• Description

> Coral Sunset will offer some meetings, trainings and conferences during the day, at night and virtually with translation as much as possible. These include ELL PLC's, SAC Meetings, Parent conferences, IEP/LEP Meetings, home visits, and parent trainings.

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

> letters asking parents when meetings are accessible to them invitations with meetings at different times, home visit log/notes, agendas showing different times available for trainings.

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

School will translate communication home via email, fliers, texts, etc. when available and utilize translations/CLFs for conferencing/parent nights. We will use universal translators during Parent Engagement Nights

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

emails, flier, conference notes with CLF

- Description

School offers equal training and opportunities for students and families with disabilities. Our ESE team will work to reach parents to encourage them to participate and support them in logging on virtually. Buildings are prepared with ADA compliant entrances//exits. When needed a sign language interpreter is used.

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

emails, fliers, conference notes as applicable,

- Description

School offers equal training and opportunities for migrant students and families. Our ELL Contact will work to reach parents to encourage them to participate and support them in logging on virtually, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department

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

emails, fliers, conference notes as applicable, photos of parents/ families getting support needed to be successful in helping their children, evidence of communication sent home

• Description

School offers equal training and opportunities for students and families experiencing homelessness. Our MVP Contact will work to reach parents to encourage them to participate and support them in logging on virtually. Welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support.

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

emails, fliers, conference notes as applicable, evidence of communications sent home

Other Activities

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

1. Activity #1

• Name of Activity

Parent University

• Brief Description

Partnering with the Multicultural Department, we will have a representative in Portuguese, Spanish and Creole to work with Parents and families once per trimester. Families will be invited to come to the school to learn about various components of the school day as well standards being taught and websites/resources that can be utilized at home.

2. Activity #2

• Name of Activity

n/a

• Brief Description

n/a

3. Activity #3

• Name of Activity

n/a

• Brief Description

n/a

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Coral Sunset uses School-wide Positive Behavior Support (SWPBS) to minimize distractions and keep students engaged during instruction. The Coral Sunset Universal Guidelines to Success STAR (S-show respect, T-try your best, A-act responsible and R-ready to learn) and Matrix (expectations throughout the school campus) are taught at the beginning of the year and reviewed as needed throughout the year. The matrix was translated into Spanish and Portuguese to meet the needs of our diverse parent and student population. Lesson plans for each area of the matrix have been created and shared for use. There is a student assembly at the beginning of the year to introduce and promote the Guidelines and Matrix with the students. Teachers and staff constantly review the guidelines and expectations. The Universal Guidelines and Matrix are shared with parents and community members at Curriculum Nights and School Advisory Meetings. Additionally, the students receive a "Dolphin Dollar" ticket for following the school-wide expectations. These tickets are able to be "cashed in" for prizes every morning. Prizes include a variety of tangible and certificates to be redeemed. Teachers are also recognized for handing out tickets with a monthly drawing. Teachers are recognized for perfect attendance weekly with a specialized parking spot. Guidance provides multiple resources from various agencies such as the Faulk Center, Chrysalis Mental Health, Substance Abuse and Child Welfare Services Center to our families, small group counseling and in class teaching on multiple subjects. We have multiple agencies that come in to provide counseling for our students, as well. Our school has school counselors, which include a Behavioral Health Professional (BHP) and a Co-located therapist. who provide various models of counseling support, which include: individual, small group, and grade level small groups. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self esteem, bullying, decision making, etc. The counseling team also supports teachers and parents following a problem solving consultation model. Student of the Month also recognizes students each month from each class that are displaying positive character traits.

SBT/MTSS Implementation

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

- Identify students for tiered support;

- Determine supports needed;

- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

Students at risk of failure in English Language Arts (ELA) or mathematics are presented to School Based Team. The parents are notified that this process is taking place and asked for their input. The team discusses the problem the student is having, why is it occurring and what interventions would be indicated based on the data. The intervention plan is evaluated every 6-8 weeks. The interventions are either removed and different ones put in place or continued depending upon the progress of the student. The parents are notified prior to each step in the process and are welcomed to any meeting regarding their child. Interventions include, but are not limited to, LLI, SPIRE, Sound Sensible, See- Say-Move, F& P and TouchMath. Students in third grade who score Level 1 on the statewide assessments are retained and placed in the Supplemental Academic Instruction (SAI) program. Fourth and fifth grade students who score a level 1 on the state ELA are placed in differentiated instruction (extra 30 minutes ELA instruction). In all other grades reading is tracked and substantially below students are placed in Tier 3. All reading progress is monitored. 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. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system (such as Easy CBM or AIMSWeb). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). The Multi-Tiered System Support Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). A Response to Intervention plan will be developed using (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and a measurable goal is established. As a team it is established who will support the supplement and intensive intervention of the student. The team ensures the necessary resources are available and the intervention is implemented with fidelity. A Progress Monitoring Log is kept by the interventionist. (PBSD Form 2318). Each case is assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: 1. Problem Identification entails identifying the problem and the desired behavior for the student. 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. 4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. Through the Problem Solving process the student is either remediated or the process is recycled in order to achieve the best outcome. When a student is identified as needing additional support by team, the team meets with a family representative to explain the student's progress using data and develops a plan for improvement. This process is strongly supported by both IDEA and NCLB. Both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

Coral Sunset Elementary embodies a Single School Culture with appreciation for multicultural diversity in academics, behavior and climate. With regard to Academics, the teachers will participate in bi-weekly Professional Learning Communities (PLC's) meetings in which they will review and analyze student data for strengths and weaknesses to drive instruction, monitor student work for rigor and relevance, identify academic targets, align curriculum and standards and share strategies for corrective instruction. The students will take ownership of their learning by identifying learning goals, analyze their data and set goals and plans for learning. In order to offer a well rounded education Coral Sunset identifies core instructional needs through analyzing data from iReady (reading and math) Diagnostics, FSQs, USAs and teacher observations. Scopes are adjusted based on the needs of students while also focusing on the state standards. We utilize small group instruction to meet the needs of individual students through differentiated instruction. This focuses on closing learning gaps. All students receive small group instruction daily. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of 4 offerings: Music, Art, Physical Education, and Media. Guidance is also offered for those that are in need of additional services. Students rotate through the fine arts. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. We offer STEM during After Care. We have Clubs after school (Green School, Recycling, Gardening, SECME, Choir, Battle of the Books). We have Sports organizations who lease our school after school and students participate in their programs as well (Soccer and Cheerleading). The Coral Sunset tutorial program extends the learning day from September until April. In the fall our Lowest 25% in Reading in grades 1-3 are invited to this after school opportunity through Project Uplift. In the winter, students are invited to attend, grades K-5, based on remediation and enrichment opportunities for Reading, Math and Science. The academic focus is determined by looking closely at student achievement data in diagnostics, FSQs and previous FSA. Materials are vetted and align directly to the state standards.

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

We offer Accelerated Math Program (AMP) for 3rd grade through 5th grade. 5th graders in the AMP program are placed in Advanced 6th grade math. We prepare our 5th graders with Choice Program Nights where we introduce them to many of the various Choice programs available to them in our district and show them how to apply. We usually team up with another school to accomplish this task. Our 5th graders also tour Logger's Run Middle School. We invite former students to come back to volunteer in our school to help our students with tutoring or to run programs during our after school with and for us. At Coral Sunset, we also engage our students in a full Career Day, with over 20 different career visitors. Students are also encouraged to participate in "Take you Child to Work Day" and share their experience when they return. We host college spirit days, where staff and students are invited to show off the college of their choice.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Coral Sunset offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and includes the use of a developmentally appropriate curriculum that enhances the age appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Coral Sunset, we engage in the following transition activities: 1. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Department of Early Childhood Education). 2. Scheduling of a talk/meeting with preschool children's families. 3. Holding an open house for families of incoming Kindergarten children 4. Each year in April/May, Coral Sunset holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day in multiple languages. 5. Kindergarten teachers along with members of the Literacy Team meet before school starts to administer Early Literacy Assessments to incoming Kindergarten students. 6. Kindergarten students have staggered start schedules during the first week of school. 7. Classroom visitations are allowed for transitional students and their parents. 8. Plans for preschool children to practice kindergarten routines, such as carrying lunch tray and following school-wide expectations in hallways. 9. Scheduling opportunities or having conversations with children about what kindergarten will be like. CSES has placed teachers on the Pre-K team to ensure that our Pre-K students are getting a top notch education and are more than ready for Kindergarten when they transition. They are provided many opportunities during the school year to interact with students on the elementary side as well to give them some added experience and prepare them for beyond the pre-k years.

Professional Development

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

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

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

1. Professional Development

Teachers and staff receive Professional Development on using multiple learning strategies, developing social skills and self management and advocacy skills for their students. During Professional Learning Communities (PLCs) teachers engage in collaborative discussions centered on using student data to determine appropriate methods of remediation to meet the needs of their students. During PLCs teachers collaborate and support one another in designing standards based lessons that embed scaffolds to ensure students who are below grade level are supported throughout the lesson. Teachers and staff are provided multiple opportunities for professional development whether face-to-face or online including job-embedded PD that will help increase student achievement as well has help improve the social and emotional well being of each student they see/teach. Teachers and staff receive various opportunities for PD through eLearning as well as through different departments throughout the district. We also provide school level PD that is directly related to increasing student achievement and the total child. We always add in additional PD as situations arise and we see need for newer topics. Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as the Assistant Principal and Single School Culture Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. They also engage in Instructional Rounds with their grade levels or instructional group. Curriculum meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. Our new teachers are provided extensive PD through this program here at CSES through monthly meetings provided by Admin and SSCC. PD includes Instructional rounds as well.

Recruitment and Retention of Effective Educators

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

Recruitment:

Retention:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The school's strategy for recruitment involves utilizing the Department of Recruitment and Retention to provide advice on all hiring and placement procedures as well as maintaining regular contact with the designated recruiter to improve talent acquisition effectiveness. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Once we determine the position we are hiring for we select the team to interview the candidate. During the interview the team signals the admin if they do or do not like the candidate. If they like the candidate, admin will conduct a tour of the school with them and bring some excitement to the table. At this point the goal is to win them over so that when we offer the position, they accept. Once we hire an employee, we have an extensive new hire program at Coral. The goal is to provide them with as much PD for them to be successful. They each get a mentor and some a grade level buddy as well. We try to get as many interns in our school so we can "Grow our Own" we currently have several former interns that we have hired. We have a wonderful relationship with FAU, they always place great interns with us to groom in hopes we will hire them in the future. We have an Open Door policy for all employees at any time. In regards to retention of teachers, it is all about the culture you you create on your campus. We do a lot of things for our staff from Dolphin Parking Spots for those who are with no absences, Appreciation Notes, Dolphin of the Month (nominated by peers) Notes after observations, treats at meetings, etc... Teachers enjoy our culture and want to stay here. They like being part of our TEAM.