**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.

According to the FY23 FAST data from FAST, the overall proficiency in ELA was 54%. The breakdown is as follows: 3rd grade= 47% 4th grade= 52% 5th grade= 62% Due to 3rd grade falling below the 50% threshold CSES was placed on the RAISE school list for FY24. Overall, the ELA achievement has decreased from FY22 by 13%. According to PM2 data, currently CSES ELA scores are at 46% proficiency. Diving deeper, it is apparent that 4th grade proficiency scores are down. Upon analyzing the PM 2 data 4th grade is sitting at 34% proficiency. 3rd grade isn't far behind with only 43% proficiency. Additionally, 5th grade is at 56% proficiency. Both 3rd grade and 5th grade are on the trajectory to beat their achievement scores from FY23. However, 4th grade behind their score from FY23 by -18%. With that information, a top priority is to increase overall proficiency in 4th grade. Another top priority is focusing on ELL achievement. FY23 ELL students were at 21% vs PM2 ELL students are only at 14%. Furthermore, the ESE students are behind their achievement level from last year sitting at 28% from PM2 vs 32% from FY23 FAST. The goal is to continue growth and increase our proficiency each grade over 50% to be removed from the State's RAISE list.

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

One root cause hindering overall proficiency, especially in 4th grade is the lack of foundational skills that were apparent with the FY23 scores. This includes phonics skills and word solving strategies. These students left 3rd grade below and are still climbing the ladder to being proficient in 4th grade. The gap has widened thus making it difficult for them to read through the required grade level texts. We have incorporated a reading SSCC into the 3rd-grade Fine Arts rotations to offer reading and testing strategy intervention. Additionally, the CSES ESOL team has undergone significant changes in recent years, with numerous staff shifts occurring. While teachers are becoming more familiar with 3rd-5th-grade standards, they still require assistance in enhancing their instructional capacities.

3. Share possible solutions that address the root causes.

Benchmark Phonics has been in use to increase proficiency in readers in grades K-2. This will continue to be a priority to reduce the learning gap in our readers in grades 3-5. 3rd - 5th grade teachers will continue receiving professional development in ELA instruction. Ineffective teachers will be moved to fit their strengths in instruction. They will work closely with the administrative team in PLC and continue to receive coaching cycles with the SSCC. Their data will be closely monitored by admin and the team in PLC, where instructional practices will be reflected on and adjusted based on data findings. The Support staff will also receive continual professional development in standards and instructional practices. They will continue to work with 3rd, 4th and 5th grade teams in PLC to build their knowledge of grade-level standards and strategies. Coaching cycles will be completed with staff members needing more instructional support with the SSCC and other knowledgeable staff members.

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

- Communication

> Provide materials in home language and English as much as possible. Using Parent Link and Smore to have updates (in all languages) Provide translation at parent trainings

- Parent Training

> Interactive Parent Trainings will include ELA practice, skills and comprehension tools for parents to implement with their families at-home.

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

- School

> Continuing Parent Learning opportunities, Communicating home in many ways: including newsletters, agendas, phone calls, text messages in multiple languages.

- Students

> Attend school daily, on time, ready to learn. Master my sight words and tier 2 words appropriate to my grade level, and practice reading at home

- Parents

> Support my child in mastering foundation skills such as sight words and tier 2 words Attend parent nights, data chats, conferences, and opportunities to assist with curriculum, and complete informational surveys for input Communicate technology needs to ensure school support where applicable.

- Staff Training

> Small group instruction will be a focus to increase the ability of teachers to close the learning gap, so teachers can relay information to parents during data chats. Professional Development with ESOL Strategies implemented for staff to work with parents, on how to close the achievement gap.

- Accessibility

CLF's will be at parent conference and will translate during night events for our Limited English Proficiency parents Continue to translate all documents for parents to increase their knowledge of what is occurring at school We have google meet options, handicap parking available to support parents with disability. Supplies/ Uniforms/ Food Boxes are available for families experiencing homelessness, so they know there are resources to help them actively participate in meetings/ school events.

# Math

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

1. List prioritized needs statements.

According to the FY23 data, math achievement 62%. including 6th grade data, 100%. The breakdown is as follows: 3rd grade= 58% 4th grade= 62% 5th grade= 65% 6th grade= 100% When comparing PM2 FAST data, overall CSES is at 31% proficiency. However, CSES was only at 7% for PM1. Provided that type of growth, achieving the same type of proficiency at the end of FY24 is completely attainable.

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

According to the data, the third grade exhibits the lowest performance at 58%. This can be attributed to the heightened rigor in standards transitioning from second grade to third grade, as well as the increased emphasis on multiplication. Failure to memorize multiplication facts may impede students' proficiency in third grade. Moreover, math standards and concepts progressively build upon each other year after year. Consequently, if a student lacks foundational skills within a standard, they will likely continue to face challenges in subsequent years, particularly with more demanding standards.

3. Share possible solutions that address the root causes.

Increase the usage of Standards Mastery in grades 3-5 to expose students to more rigorous and FAST type questions. Reteach strategically in small groups based on data from assessments. Implement a Math rotation to Fine Arts to supplement and reteach standards based on data from classroom assessments for specific grade levels by trimester.

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

- Communication

> Provide materials in home language and English as much as possible. Using Parent Link and Smore to have updates (in all languages) Provide translation at parent trainings

- Parent Training

> Continue hands-on learning at parent nights, including teaching families how to support foundational and standards-based skills at home. Include Reflex, Khan Academy, and iReady computer programs at Parent Trainings/ Parent Academy.

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

- School

> Continuing Parent Learning opportunities, Communicating home in many ways: including newsletters, agendas, phone calls, text messages.

- Students

> Complete classwork and homework. Master math facts through the usage of Reflex Math.

- Parents

> Work with students to master foundational skills including math facts appropriate to each grade level. Communicate technology needs to ensure school support where applicable.

- Staff Training

> Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) SSCC will continue staff development during PLC's and PD to improve student mastery of standards. In addition, staff will also present instructional practices that are effective in their classrooms.

- Accessibility

> CLF's will be at parent conference and will translate during night events for our Limited English Proficiency parents Continue to translate all documents for parents to increase their knowledge of what is occurring at school We have google meet options, handicap parking available to support parents with disability. Supplies/ Uniforms/ Food Boxes are available for families experiencing homelessness, so they know there are resources to help them actively participate in meetings/ school events.

# Science

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

### 1. List prioritized needs statements.

> According to the most recent data, FY24 diagnostic, the 5th graders are at 66% proficiency. This is a 15% increase from FY23 Winter diagnostic. This is an increase, however, the need for continuing vocabulary instruction in science and continuing to model how to answer multi-paragraph questions, scientific scenarios, and reading comprehension.

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

> While it's observed that science education is not consistently prioritized in lower grade levels, the efforts of teaching more science and vocabulary is what is being discussed in PLC to enhance fair game questions being answered correctly. Current 5th grade educators stand out for their exceptional skill in prioritizing curriculum standards to enhance student mastery. Moreover, recognizing that science assessments often emphasize reading comprehension, the strategic emphasis on teaching reading to learn within the 5th grade curriculum is proving advantageous for student development.

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

> Each grade level will undergo proficiency monitoring, with dedicated support and resources allocated to bolster proficiency levels among struggling student cohorts. Students will have extended opportunities to participate in math and science laboratory activities during PLC (Professional Learning Community) time and interact with Fair Game Benchmarks to deepen their understanding and skills.

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

- Communication

Provide materials in home language and English as much as possible. Using Parent Link and Smore to have updates (in all languages) Provide translation at parent trainings

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Integration of science-based learning into Parent Engagement Trainings- STEAM NIGHT.

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

- School

Continuing Parent Learning opportunities, Communicating home in many ways: including newsletters, agendas, phone calls, text messages.

- Students

Utilize online science learning opportunities appropriate to my grade level. Ex. Brain Pop, Brain Pop, Jr., IXL, Science Boot Camp, Saturday Tutor Sessions

- Parents

Work with students to ensure utilization of science learning opportunities appropriate to each grade level. Communicate technology needs to ensure school support where applicable.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Continue PD on Science Integration through literacy instruction Increase PD surrounding Science Instruction and Hands-On learning opportunities

- Accessibility

CLF's will be at parent conference and will translate during night events for our Limited English Proficiency parents Continue to translate all documents for parents to increase their knowledge of what is occurring at school We have google meet options, handicap parking available to support parents with disability. Supplies/ Uniforms/ Food Boxes are available for families experiencing homelessness, so they know there are resources to help them actively participate in meetings/ school events.

## Action Step: Classroom Instruction

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

Budget Total: **$91,576.75**

| Acct Description | Description | | | | | |
|---|---|---|---|---|---|---|
| Supplies | **Item** | **Quantity** | **Rate** | **Supply Type** | **Type** | **Total** |
| | Florida BEST Workbooks ELA and Math (Grades 3-5)- (3 for each subject) | 6 | $429.00 | Instructional Materials | Original | $2,574.0 |
| | Shipping | 1 | $284.25 | Instructional Materials | Original | $284.25 |
| | AA Batteries (48 pack) | 4 | $39.00 | Technology | Original | $156.00 |
| | Copy paper | 73 | $44.00 | General Supplies | Original | $3,212.0 |
| | Allocation differential per survey 3 data reducing listed supplies. | 1 | -$764.50 | General Supplies | Original | -$764.5 |

| Acct Description | Description | | | | | |
|---|---|---|---|---|---|---|
| | **Item** | **Quantity** | **Rate** | **Supply Type** | **Type** | **Total** |
| | BT 490930- Added additional funds to cover the total cost FL BEST Workbooks (due to the allocation differential reduction) | 1 | $770.00 | Instructional Materials | Budget Transfer | $770.00 |
| Resource Teacher | Resource Teacher (SAI) will provide supplemental academic reading interventions to help remediate studer in grades K-2 only pull-out | | | | | |
| Online subscription | **Item** | **Quantity** | **Rate** | **Type** | | **Total** |
| | IXL Science for 5th grade to reinforce and enrich science instruction to serve 134 students. | 1 | $1,225.00 | Original | | $1,225.0 |
| | BT 489701-Allocated additional funds to cover IXL cost increase | 1 | $303.00 | Budget Transfer | | $303.00 |
| | BT 490915- budget adjustment to correct total transfer from BT 489701 | 1 | $34.00 | Budget Transfer | | $34.00 |
| | BT 490930- Added additional funds to cover IXL total cost | 1 | $38.00 | Budget Transfer | | $38.00 |

## 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: **$3,705.00**

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Parent Support by Comm Language Facilitator | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
| | CLF's translating for parent trainings | 2 | $27.00 | 1 | 1 | 1 | Non-Certified | Original | $53.0 |
| Overtime | Overtime for Parent Support by Comm Language Facilitators (3) to translate for parent trainings- (3hrs, 4 day 1 wk) | | | | | | | | |

| | **Item** | **Quantity** | **Rate** | **Supply Type** | **Type** | **Total** |
|---|---|---|---|---|---|---|
| Supplies | Refreshments 30 participants for 3 Title I events | 90 | $3.00 | Program Supplies | Original | $270.00 |
| | Nicky Folders for parent communication | 1 | $1,305.00 | General Supplies | Original | $1,305.0 |
| | Student Planners for grades 2-5 | 1 | $600.00 | General Supplies | Original | $600.00 |
| | Shipping | 1 | $102.00 | General Supplies | Original | $102.00 |
| | Copy paper color | 13 | $44.00 | General Supplies | Original | $572.00 |

## Action Step: Professional Development

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

Budget Total: **$98,519.00**

| Acct Description | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Teacher Collaboration | **Item** | **Quantity** | **Rate** | **Days** | **Hours** | **Weeks** | **Certified** | **Type** | **Total** |
| | K-5 Teachers Collaborative planning- throughout the school year ( pre school, Spring Break, summer) to plan around instruction, planning small groups, tutorials, lessons, interactive strategy based groups and reviewing data. | 10 | $25.00 | 1 | 3 | 9 | Certified | Original | $6,750.0 |
| | BT 489701- Reduced 1 hour of teacher collaboration to cover IXL's cost increase | 10 | $25.00 | 1 | -1 | 1 | Certified | Budget Transfer | -$250.0 |
| | BT 490930- Reduced 1 week of teacher collaboration (8 tchs, 24 hrs) to cover the total cost of IXL and FL BEST Workbooks | 8 | $25.00 | 1 | 3 | -1 | Certified | Budget Transfer | -$600.0 |
| 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 and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback). | | | | | | | | |

# 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

Coral Sunset Elementary stakeholders are committed to empowering every student to reach their full potential by providing rigorous, engaging, and supportive learning experiences. At Coral Sunset, we foster a collaborative community built on respect, trust, honesty, and responsibility, where students develop critical thinking, problem-solving, and social-emotional skills to become confident, lifelong learners and responsible citizens.

# 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 |
| La'Crista Parker | SSCC |
| Michael Sprung - Equitable | Business Partner |
| Jennifer Espinoza | Assistant Principal |
| Emily Rothstein | SAC Chair |
| Cynthia White | ESOL Coordinator |
| Alyssa Maddox | School Counselor |
| Elizabeth Lean | Classroom Teacher |
| Betty Smith | Parent/ Guardian |
| 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 FY24, 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, for 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 9th 2024 5:30 in the Media Center

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

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 FY25 PFEP and FY25 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 using the form 1051 to share with families.

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

Teachers will know and communicate readily available resources for families during parent conferences. 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 conference notes, SIS (Comment Log documentation) including discussions of supports for students/families throughout the year

- Month of Training

August

- Responsible Person(s)

Mrs. Espinoza

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Parent Communication Teachers and staff will have parent conferences 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?

Have open communication with parents/ families involving goal setting/ data chats and/or academic progress.

- 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 our Students

- 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 (ESE) and English Language Learners. This will cover how teachers can partner with the ESOL and ESE team as well as the, Mental Health team and 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)

Espinoza, Shaw, Maddox, Miller, Barnard, Pedretti, White

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

- 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

> STEAM NIGHT

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

> Mathnasium will provide STEAM stations for parents and students to rotate through. Make and Take/Hands on 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 websites will also be shared with families.

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

> STEAM Stations will be set up, 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/science practice at home, increasing their confidence and competence in the classroom.

- **Date of Training**

> September 18, 2024

- **Responsible Person(s)**

> Schmitz, Espinoza, Shaw, Math Committee

- **Resources and Materials**

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

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

> 90.00

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?**

> Families will learn about different grade level expectations, ways to support their learners at home, STAR/ FAST Testing, Computer based programs used at school.

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

Parents will have make and take activities based on the grade level their child is in. Standards, expectations and computer programs such as, iReady/iXL will be explained to families. Families will learn how to support reading instruction at home (Computers will be available to walk through the various websites). K-2 families will focus on phonics and fluency strategies and 3-5 will look at vocabulary and comprehension strategies.

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

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 and fluency at home. The training will include topics like building CVC, CVCE and word families. 3-5 will learn how to support reading skills at home, including vocabulary and comprehension. They will create tools for practice at home, including flashcards and memory games. iReady will be shown/explained to families. Books will be given away to support reading at home.

- Date of Training

November 20th

- Responsible Person(s)

Pedretti, White, Rothstein, Lubowicki, Donahue, Espinoza

- Resources and Materials

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

- Amount (e.g. $10.00)

90.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Data Night

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

Parents/ Guardians will have an opportunity for data chats looking at PM1-PM2 data as well as iReady diagnostic data and expectations for the end of the year testing.

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

Parents/ Guardians will see what the STAR/FAST platform looks like as well as the where their child is at the half way point in the year (Computers will be available to assist). There will be a rotation with the review of the programs used at school and at home resources available for parents to implement at home. Parents will be able to access computer programs and view test like questions during the rotations.

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

Parents will be aware of where their child is academically and various resources for ELA/MATH or SCIENCE will be available to families.

- Date of Training

January 15, 2025

- Responsible Person(s)

Schmitz, Shaw, Espinoza, Grade Chairs

- Resources and Materials

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

- Amount (e.g. $10.00)

90.00

## 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 Department 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, Agenda/ PowerPoints 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 Parent-Link Messages (including transcript) Flyers Email to teachers for parent/guardian distribution

- 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, IEP Meetings, data chats are another opportunity to share this important information.

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

Newsletters Parent-Link Messages (including transcript) Flyers Email to teachers for parent/guardian distribution of proficiency levels

- 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/data chats, IEP/LEP Meetings, through progress reports and letters sent home with assessment results.

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

Email to teachers for distribution of assessment results (FAST/ STAR, PM1/2/3 results, iReady) - Results will be sent home (via paper copy) LEP meeting sign-in sheets IEP meeting sign-in sheets parent-teacher conference notes

- Description

Parents will have opportunities to participate in decision making and trainings at Coral Sunset, and these will be communicated through fliers, the marquee, 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 School Newsletter Parent-teacher conference 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 ESOL PLC's, SAC Meetings, Parent conferences, IEP/LEP Meetings, home visits, and parent trainings.

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

> Sign In Sheets Email between parents/guardians regarding various times for meetings Parent Conference Notes

# 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 via google meet if they can not attend in person. 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.

Photos of ADA compliant entrances/exits, emails regarding differentiated meeting availability (phone/google meet/ in person), conference notes as applicable.

- Description

School offers equal training and opportunities for migrant students and families. Our ESOL Coordinator 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, 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 and assist as needed for supplies. 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 PLC's

- Brief Description

Partnering with the Multicultural Department, we will have a representative in Portuguese and Spanish 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, and posted throughout the school in the 3 languages. 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. Student are also recognized for various character traits with positive office referrals, given by any staff member on campus. 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 8-10 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, Fundations, 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 between eight-ten 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 various offerings including, Music, Art, Band, 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). 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 35% 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, USA's and previous FAST assessments. 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

- 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

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- 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 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
- Peer Observation Program using Palm Beach Model of Instruction

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers 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:

- 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

Retention:

- 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 as a part of our TEAM.