
Title I Comprehensive Schoolwide Plan
CORAL SUNSET ELEMENTARY SCHOOL (1811)

ELA

1. List prioritized needs statements.

Our FY25 school goal for ELA Proficiency is 68%. According to the FY24 data from FAST was as follows: 3rd grade – 75% 4th grade – 55% 5th grade – 65% As of the PM2 data the 3rd graders are falling below the threshold of 75% at 43% but only down 2% from last school year. 4th grade is up 7% from 34% on FY24-PM2 to FY25 41% PM3 and 5th grade is down 11% from 56% to 45%.

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

One root cause lack of foundational skills in grade 3-4-5- Teachers lack the foundational phonics portion of the ELA framework. Gaps in vertical alignment of standards Lack of support staff to address differentiated instruction in primary grade levels. Parents lack skills and knowledge to effectively support literacy at home (in any language) Students lack reteach opportunities due to excessive absenteeism

3. Share possible solutions that address the root causes.

This should change in the upcoming years as foundations is being implemented with fidelity in grades K-2. Having more support in K-2 (SAI/ intervention teachers) Grades 3-5 teachers will continue to have professional development in ELA instruction and utilize the SSCC that is focused on the ELA framework. Coaching cycles will continue to be implemented and support staff will be trained on foundations, U-Fly as well as reading strategies being used in the classroom. Having a vertical/ school wide strategies discussed and reviewed in PLC's and common planning. Increase the usage of Standards Mastery in grades 3-5 to expose more Rigorous FAST type questions. Extended Learning opportunities for students that require reteaching or lack foundational skills. Providing support staff to reinforce foundational skills that are lacking

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

• Communication

Have parent learning opportunities, parent newsletters, agendas, phone calls, text messages, Parent link in multiple languages to keep up on activities at school

- **Parent Training**

Interactive Parent trainings- Literacy Night- to practice foundational skills at home as well ways parents/ guardians can implement a LOVE for reading as well as skills and comprehension strategies at home.

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

- **School**

Continue parent learning opportunities, parent newsletters, agendas, phone calls, text messages, and Parent link in multiple languages

- **Students**

Attend school daily, be on time and ready to learn. Practice reading at home. Complete reading assignments

- **Parents**

Ensure students are to school on time, daily, and ready to learn. Support my child in practicing reading strategies at home. Reading (in any language) to foster a love for reading. Attend parent nights, conferences, data chats, and opportunities to assist students learning at home. Communicate technology needs to ensure school support where applicable.

- **Staff Training**

Professional Development will continue to focus on small group instruction, as well as phonics(fundations) and having vertical alignment trainings.

- **Accessibility**

Provide communication in different languages. Targeted instruction and Tutorial for students below grade level.

Math

1. List prioritized needs statements.

Our FY25 school goal for Math Proficiency is 70%. According to the FY24 data from FAST was as follows: 3rd grade – 68% 4th grade – 64% 5th grade – 68% 6th grade – 100% As of the PM2 data the 4th graders are falling below the projection scoring 16% (but up from FY24 PM- where it was 7%) The growth from FY24- PM2 to PM3 was 56% so the projection of 65% is still possible.

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

The transition of standards from 3rd to 4th as well as the academic vocabulary seem to be a weakness, as well as failure to memorize multiplication facts. Lack of foundational skills- addition and subtraction and multiplication and division fact fluency. One root cause lack of foundational skills in grade 3-4-5 Gaps in vertical alignment of standards Lack of support staff to address differentiated instruction in primary grade levels. Parents lack skills and knowledge to effectively support math skills and strategies at home (in any language) Students lack reteach opportunities due to excessive absenteeism

3. Share possible solutions that address the root causes.

Use a variety of technology resources to enhance or reinforce skills that will foundational knowledge Increase the usage of various technology in grades 3-5 to expose more Rigorous FAST type questions. Teachers & staff will promote school wide initiatives to help increase foundational knowledge. Having a vertical/ school wide strategies discussed and reviewed in PLC's and common planning. Extended Learning opportunities for students that require reteaching or lack foundational skills. Providing support staff to reinforce foundational skills that are lacking

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

• Communication

Will have parent learning opportunities, parent newsletters, agendas, phone calls, text messages, and use of Parent link in multiple languages

• Parent Training

Interactive Parent trainings- STEAM Night (incorporate math and science) Math to practice foundational skills at home as well ways parents/ guardians can implement math strategies at home.

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

- School

Continue parent learning opportunities, parent newsletters, agendas, phone calls, text messages, Parent link in multiple languages

- Students

Attend school daily, be on time and ready to learn. Mastering math facts through the usage of Reflex. Complete assignments

- Parents

Ensure daily attendance of student and that they are on time and ready to learn. Attend parent nights, conferences, data chats, and opportunities to assist students learning at home. Communicate technology needs to ensure school support where applicable.

- Staff Training

Continue with Math Cadre's as needed and teacher that attend will share out in the grade level PLC's Vertical planning for next year to ensure exposure from grade to grade. Effective instructional practices shared out.

- Accessibility

Provide communication in different languages. Targeted instruction and Tutorial for students below grade level.

Science

1. List prioritized needs statements.

According to the FY25 PM2 Science Data – 57% which is up 1% from FY24 PM2. This is an increase, however the need for continuing vocabulary instruction in science and reading strategies and reading comprehension tied into science passages is important.

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

Lower Grade levels do not teach all of the fair game standards and expose the students to all of the vocabulary they may need. Science assessments often emphasize reading comprehension, which is a skill that is lacking in ELA and transfers to Science. The transition of standards and academic vocabulary are a weakness from grade to grade. Gaps in vertical alignment of standards Lack of support staff to address differentiated instruction.

3. Share possible solutions that address the root causes.

Science standards will be addressed in each PLC and a vertical planning/ alignment of science to each grade level. Science Labs being done during PLC; More learning opportunities for students to be exposed to science vocabulary and fair game benchmarks to deepen their understanding of skills Use a variety of technology resources to enhance or reinforce skills that will help foundational knowledge Increase the usage of various technology in grades 3-5 to expose more rigorous science type questions. Extended Learning opportunities for students that require reteaching or lack foundational skills. Providing support staff to reinforce foundational skills that are lacking

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

• Communication

Have parent learning opportunities, parent newsletters, agendas, phone calls, text messages, and Parent link in multiple languages.

• Parent Training

Interactive Parent trainings- STEAM Night (incorporate math and science)- Science vocabulary and cognates to practice foundational skills at home as well ways parents/ guardians can implement science at home.

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

• School

Continue parent learning opportunities, parent newsletters, agendas, phone calls, text messages, Parent link in multiple languages.

- **Students**

Attend school daily, be on time and ready to learn. Utilize online platforms for science exposure- Brain Pop, Brain Pop- Jr, iXL Engage in science learning opportunities- Science Bootcamp, Saturday Tutorial Sessions

- **Parents**

Ensure daily attendance of student and that they are on time and ready to learn. Attend parent nights, conferences, data chats, and opportunities to assist students learning at home. Communicate technology needs to ensure school support where applicable.

- **Staff Training**

Vertical planning for next year to ensure exposure from grade to grade. Expose all grade levels to old Science assessments to see what is expected. Effective instructional practices shared out.

- **Accessibility**

Provide communication in different languages. Targeted instruction and Tutorial for students below grade level.

Action Step: Classroom Instruction

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

Budget Total: \$122,949.18

Acct Description	Description										
Online subscription	Item						Quantity	Rate	Type	Total	
	IXL Science will be used with 5th grade students (approx. 125) to reinforce and enrich science instruction.						1	\$2,382.50	Original	\$2,382.50	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Certified Teachers will provide After School ELA/Math Tutorial beginning Jan 2026 - Mar 2026 for grades 2nd - 4th to remediate student learning.	10	\$37.00	2	2	7	Certified	Original	\$10,360.00		
	Non Certified Teachers will provide After School ELA/Math Tutorial beginning Jan 2026 - Mar 2026 for grades 2nd - 4th to remediate student learning.	1	\$15.00	2	2	7	Non-Certified	Original	\$420.00		
	Certified Teachers will provide Saturday ELA/Math/Science Tutorial for 5th grade students beginning Mar 2026 - Apr 2026 to remediate student learning.	6	\$37.00	1	4	5	Certified	Original	\$4,440.00		
Resource Teacher	Resource Teacher (SAI) will provide supplemental academic reading interventions to help remediate students in grades K-2 only pull-out.										
Computer HW; non-cap	Item		Quantity		Rate		Type		Total		
	Over ear headphone (plug-in)		180		\$10.30		Original		\$1,854.00		

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	70	\$40.00	General Supplies	Original	\$2,800.00
	Foundations Pre-K Activity Set (2 sets at \$515/ea and \$82.40 Shipping).	2	\$515.00	Instructional Materials	Original	\$1,030.00
	Shipping	1	\$134.62	General Supplies	Original	\$134.62
	Dry erase Cleaner	2	\$26.99	General Supplies	Original	\$53.98
	Ink (Black/Color)	8	\$90.00	Technology	Original	\$720.00
	Foundations Readers Level K-2 Bundle	1	\$3,784.02	Instructional Materials	Original	\$3,784.02
	Markers (Dry Erase, Highlighter, Colored, Permanent)	19	\$19.99	General Supplies	Original	\$379.81
	Scholastic News (Grade 1)	85	\$6.25	Instructional Materials	Original	\$531.25
Adjustment - benefits credit and final allocation	1	\$2,905.00	General Supplies	Other	\$2,905.00	

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: \$7,010.82

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLFs/Para translating for parent trainings (STEAM, Literacy, Title, Kinder Kickoff)	2	\$27.00	4	3	1	Non-Certified	Original	\$636.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Copy Paper	12	\$34.69	General Supplies	Original	\$416.28				
	Refreshments for Parent Trainings	300	\$3.00	Program Supplies	Original	\$900.00				
	Shipping	1	\$33.00	General Supplies	Original	\$33.00				
	Nicky Folders for parent communication.	1	\$1,440.00	General Supplies	Original	\$1,440.00				
	Cardstock (Orange, Venus Violet, Galaxy Gold, Gamma Green, Lunar Blue, Pulsar Pink, Lemon, Cardstock Paper (4 packs per color), 5 packs white)	1	\$767.55	General Supplies	Original	\$767.55				
	Student Agendas/Planners	275	\$1.75	General Supplies	Original	\$481.25				
	Colored Copy Paper	1	\$1,293.74	General Supplies	Original	\$1,293.74				

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Smores will help build home-school connection via parent communication.	1	\$179.00	Original	\$179.00
Enrichment Contracts	Item	Quantity	Rate	Type	Total
	Cox Science Center STEAM Night - Families will rotate through hands-on activities. Will take place in Feb 2026	1	\$650.00	Original	\$650.00

Action Step: Professional Learning

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

Budget Total: \$109,236.00

Acct Description	Description								
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Subs will be provided to allow teachers in grades K-2 -to observe implementation of Foundations by master teachers	4	\$18.00	1	6.5	5	Non-Certified	Original	\$2,275.00
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Collaborative Planning for K-5 teachers.	10	\$25.00	1	3	9	Certified	Original	\$6,750.00

Acct Description	Description
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) 216 days

Mission Statement

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

Name	Title
Shanda Garvin-Shaw	School Principal
Melissa Reid	SSCC
Michael Sprung - Equitable	Business Partner
Jennifer Espinoza	Assistant Principal
Jill Blasenstein	SAC Chair
Cynthia White	ESOL Coordinator
Alyssa Maddox	School Counselor
Emily Rothstein	Resource Teacher
Betty Smith	Parent/ Guardian
Shannon Land	Parent/ Guardian
Tatiana Delgado	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 FY25, 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 our 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

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

September 17, 2025 5:00 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 FY26 PFEP and FY26 Compact, and evaluations

Staff Trainings

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 and the comment log to share with families. The use of CLF's during conferencing will also be discussed.

• 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. Teachers will also be able to have CLF's in meetings as needed.

• 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

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Supporting the diversity of 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 students at home for various needs.

- **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. Mental Health Resources will also be available as needed.

- Month of Training

October

- Responsible Person(s)

Espinoza, Shaw, Maddox, Golfin, Miller, Barnard, Weber, White

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Data and Technology Resources

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

Various Teachers/ Support staff will host stations for parents and students to rotate through to see how to utilize technology sites. Google Meets, Google Classrooms, iReady, iXL, Reflex, FRAX, SIS Gateway, Student Portal, STAR/ FAST testing reports.

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

There will be various computers/SmartBoard stations set up and manned by Coral Sunset staff that include Google Meets, Google Classroom, iReady, iXL, Reflex, FRAX, SIS Gateway, Student Portal, STAR/ FAST testing reports in order to familiarize parents with the platforms and how to navigate and use them at home.

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

Parents will be able to support students at home with knowing the platforms used during the school day (and know how to navigate them). Parents will be able to have more open communication with parents and also be able to see their test scores after assessments are taken.

- **Date of Training**

October 15, 2025

- **Responsible Person(s)**

Shaw, Espinoza, Reid, White, Barnard, Donahue, Rothstein, Weber, Teachers

- **Resources and Materials**

Smart Boards, computers, paper, pencils, translation tools, food

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

100.00

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, phonics, computer programs, reading strategies, vocabulary and comprehension activities.

- **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 and exposure to foundations (what is being taught in the classroom). Grades 3-5 will learn how to support reading skills at home, including vocabulary, fluency, and comprehension. They will create tools for practice at home, including flashcards and memory games. Books will be given away to support reading at home.

- Date of Training

November 19, 2025

- Responsible Person(s)

Ried, Espinoza, Shaw, Literacy Committee

- Resources and Materials

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

- Amount (e.g. \$10.00)

150.00

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM NIGHT

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

SECME Club, and Staff will have STEAM stations for parents and students to rotate through. Various math/science activities will be set up in the cafeteria to explain the importance of Math/ Science and the vocabulary needed in each grade level.

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

Vocabulary that is needed as well as Make and Take/Hands on activities for K-5 to take home to practice. BEST/NGSSQ standards will also be shared with families.

- 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

February 11, 2026

- Responsible Person(s)

Reid, Espinoza, Shaw, Weber, Looney, Math Committee

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$100.00

Coordination and Integration

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

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, Title 1 Parent trainings, 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

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

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

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 using the resilience Palm Beach model

SBT/MTSS Implementation

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/or 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, Foundations, F& P and TouchMath. Students in third grade who score Level 1 on the statewide assessments and 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, FASTBridge, 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

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), IXL (Grade 5 Science) 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

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 in the Spring, with over 20 different career visitors. Students are also encouraged to participate in "Take your 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

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 Kick Off 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, opening a lunch box, walking in line 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

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 and enrichment 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 as 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 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. The teachers can 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

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. If the candidate is qualified and determined to be a good fit, admin will conduct a tour of the school with them and hopefully they accept the position offered. Once we hire an employee, we have an extensive new hire program at Coral Sunset. 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 recognizing them, 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.