Title I Comprehensive Schoolwide Plan

Coral Sunset Elementary (1811)

Title I Comprehensive Schoolwide Plan - Coral Sunset Elementary (1811)

#ELA	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	51	59	61	64	1

1. According to data, what are your top priorities? Include needs assessment statements.

Increase student foundational skills in reading and writing K-5 through vocabulary instruction, phonics instruction and strategic writing instruction Through data analysis and professional conversations, it has been observed that students are coming into the next grade level below and not able to close the gap in foundational skills. iReady diagnostics showed that 51% of grade K, 32% of grade 1, 36% of grade 2, 49% of grade 3, 31% in grade 4 and 31% in grade 5 were on grade level in September. Unfortunately, these numbers show that our teachers need to reduce the learning gap throughout the year. Although our most recent i ready diagnostics have shown vast increases in the number of grade-level students, it is clear that starting the year off with low foundational skills has created a larger issue throughout the year. Attendance will be a priority in the FY22 school year. This past year CSES has struggled with student and teacher attendance, as well as virtual learner attendance. Currently, 16.5% of CSES students have more than 11 absences, 10.5% have more than 15 absences and 2.8% have more than 21 absences. This is the highest absentee rate that CSES has seen. Students with disabilities are most at risk with 22.9% (femal) and 24.6% (male) having more than 11 absences. When students are not "present" in their learning, it is impossible to close learning gaps and provide services for students. Strategize differentiated small group instruction to reduce proficiency gaps K-5 by utilizing vetted materials and identifying student needs through formative data collection and analysis. Through administrative walkthroughs, it has been observed that classroom teachers were not comfortable pulling small groups, utilizing social distancing and were not sure which materials were best for distant-small groups. Because of these concerns, the number of small groups being pulled decreased and the effectiveness of small group instruction decreased as well. Students learn best from small group instruction so it is vital to fine-tune these practices moving forward in a synchronized learning environment.

2. List the root causes for the needs assessment statements for your top priorities.

After meeting with multiple stakeholder groups and analyzing the data, it is clear that CSES faces a number of barriers and root causes for the decreased proficiency. The number one root cause discussed was a lack of foundational knowledge across subjects. This includes foundational skills in reading such as: sight word knowledge, vocabulary development and comprehension skills. As students move up in grades, they are lacking foundational knowledge, which is creating a large performance gap. Gaps are not closed as the year progresses and students end the year below grade level, only increasing their gap over summer with Summer Slide. This school year small group instruction has been a challenge since teachers were required to use synchronized teaching and follow social distancing guidelines. Teachers have been required to learn new online systems such as RAZplus and are required to integrate new strategies for online learners. A large barrier this school year has been student attendance. Virtual students have not been attending all core instruction and are often not participating or "present" in their learning. Many families are keeping students at home even though they are registered as Brick and Mortar students, which is counted as an absence. Students are often tardy (both virtual and BAM) or are signed out of school early. This is a large issue since students miss their core instruction, small group instruction, support services and tier instruction.

3. Share possible solutions that address the root causes.

Increase staff training on synchronous small group instruction and prepare teachers with a special framework for small group instruction moving into the new school year. This includes beginning the school year with professional development in pre-school week. Afterwards, walkthroughs will be conducted weekly and immediate feedback will be given to teachers to increase effectiveness. The administrative team and SSCC will continue PD in PLC and also build teacher-leaders to share best practices on PD days. CSES will set attendance expectations early in the school year, celebrate classrooms with high attendance rates and work in partnership with families who are struggling with attendance issues. The SWPBS Team will create incentives for classrooms with high attendance rates and students will continue to be recognized with great attendance through positive office referrals. The guidance team will work with families who have excessive absences to increase their participation and connect them with community resources to help them attend more consistently. CSES plans to increase the use of FUNdations into 3rd grade- utilizing Word Study for students who are performing below grade level in 3rd grade. Currently, FUNdations is being used K-2. This has increased fluency and mastery at the primary levels. PD will be conducted to support 3rd grade teachers and other intermediate staff members who support students who could benefit from Just Words. Also, each team will conduct foundational skills competition at the beginning of the year. This include sights words, vocab words, letter sounds, etc.... depending on

grade level appropriate skills. CSES will be asking parents to help participate in these competition and also adding mastery to these skills on the school compact. Teachers will utilize small group instruction to reduce learning gaps and help students master foundational skills. PLCs will be used to help plan remedial lessons, as well as integrating Rally, STARS, Performance Coach, etc. for reteaching skills. Tutorial will be offered in both Fall and Winter/Spring to help close learning gaps.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Continue sending home the Weekly Wave Newsletter Include a monthly blurb from grade levels describing the learning focus in the classroom Recognize STAR Parents in the Newsletter or on the Marquee to support school-home partnerships	Continue night trainings with a focus on how to master foundational skills at home Include training on resources for parents n student portal Continue Data chats giving parent resources to support learning at home	Teacher-Parent Communication Training Small Group Instruction, bridging the home-school gap (Setting Goals for Home)	Include CLFs at all parent trainings and conferences as needed

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

School	Students	Parents
Will conduct foundation skill challenges to support student engagement in foundational skills Provide list of resources on the compact for parents	Will master sight words and grade-appropriate vocabulary as supported by the grade level teachers	Will practice foundational skills at home, including sight words and math facts Will attend at least 1 parent training a year to support learning at home Will provide virtual learners with a quiet, safe learning environment with supervision to encourage learning

#Math	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	59	63	62	76	1

1. According to data, what are your top priorities? Include needs assessment statements.

Successmaker data nd teacher observations and formative assessments have shown that CSES need to Increase student foundational skills in math K-5 in order to increase overall student proficiency. Although Successmaker is showing overall mastery rates in the 80 percents, it is clear that students have not mastered their math facts, understanding basic computations or understand previously taught content with mastery. Because of this, student stamina and confidence is low. Attendance will be a priority in the FY22 school year. This past year CSES has struggled with student and teacher attendance, as well as virtual learner attendance. Currently, 16.5% of CSES students have more than 11 absences, 10.5% have more than 15 absences and 2.8% have more than 21 absences. This is the highest absentee rate that CSES has seen. Students with disabilities are most at risk with 22.9% (femal) and 24.6% (male) having more than 11 absences. When students are not "present" in their learning, it is impossible to close learning gaps and provide services for students. Strategize differentiated small group instruction to reduce proficiency gaps K-5 by utilizing vetted materials and identifying student needs through formative data collection and analysis. Through administrative walkthroughs, it has been observed that classroom teachers were not comfortable pulling small groups, utilizing social distancing and were not sure which materials were best for distant-small groups. Because of these concerns, the number of small groups being pulled decreased and the effectiveness of small group instruction decreased as well. Students learn best from small group instruction so it is vital to fine-tune these practices moving forward in a synchronized learning environment.

2. List the root causes for the needs assessment statements for your top priorities.

After meeting with multiple stakeholder groups and analyzing the data, it is clear that CSES faces a number of barriers and root causes for the decreased proficiency. The number one root cause discussed was a lack of foundational knowledge across subjects. This includes foundational skills in math such as: addition facts, multiplication facts, basic computation skills, vocabulary and problem solving skills. As students move up in grades, they are lacking foundational knowledge, which is creating a large performance gap. Gaps are not closed as the year progresses and students end the year below grade level, only increasing their gap over summer with Summer Slide. This school year small group instruction has been a challenge since teachers were required to use synchronized teaching and follow social distancing guidelines. Teachers have been required to learn new online engagement techniques and are required to integrate new strategies for online learners. Teachers are feeling overwhelmed with the changes and feel that the small group instruction is rushed since lessons take longer with synchronized teaching. A large barrier this school year has been student attendance. Virtual students have not been attending all core instruction and are often not participating or "present" in their learning. Many families are keeping students at home even though they are registered as Brick and Mortar students, which is counted as an absence. Students are often tardy (both virtual and BAM) or are signed out of school early. This is a large issue since students miss their core instruction, small group instruction, support services and tier instruction.

3. Share possible solutions that address the root causes.

Increase staff training on synchronous small group instruction and prepare teachers with a special framework for small group instruction moving into the new school year. This includes beginning the school year with professional development in pre-school week. Afterwards, walkthroughs will be conducted weekly and immediate feedback will be given to teachers to increase effectiveness. The administrative team and SSCC will continue PD in PLC and also build teacher-leaders to share best practices on PD days. CSES will set attendance expectations early in the school year, celebrate classrooms with high attendance rates and work in partnership with families who are struggling with attendance issues. The SWPBS Team will create incentives for classrooms with high attendance rates and students will continue to be recognized with great attendance through positive office referrals. The guidance team will work with families who have excessive absences to increase their participation and connect them with community resources to help them attend more consistently. CSES plans to increase foundational skills competition at the beginning of the year. This include sights words, vocab words, letter sounds, etc.... depending on grade level appropriate skills. CSES will be asking parents to help participate in these competition and also adding mastery to these skills on the school compact. Teachers will utilize small group instruction to reduce learning gaps and help students master foundational skills. PLCs will be used to help plan remedial lessons, as well as integrating Rally, STAMS, Performance Coach, etc. for reteaching skills. Tutorial will be offered in both Fall and Winter/Spring to help close learning gaps. The Single School Culture Coordinator will begin pulling small math groups in grades 3-5

beginning in fall to help close gaps in math mastery. Math will also be reviewed on the wheel during the Fine Arts Rotation within the STEM Lab. These lessons will focus on foundational skills, math facts and fluency.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Continue sending home the Weekly Wave Newsletter Include a monthly blurb from grade levels describing the learning focus in the classroom Recognize STAR Parents in the Newsletter or on the Marquee to support school-home partnerships	Continue night trainings with a focus on how to master foundational skills at home Include training on resources for parents n student portal Continue Data chats giving parent resources to support learning at home	Teacher-Parent Communication Training Small Group Instruction, bridging the home-school gap (Setting Goals for Home)	Include CLFs at all parent trainings and conferences as needed

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

School	Students	Parents
Will conduct foundation skill challenges to support student engagement in foundational skills Provide list of resources on the compact for parents	Will master Math Facts and grade-appropriate vocabulary as supported by the grade level teachers Will practice foundational skills at home, including sight words and math facts	Will attend at least 1 parent training a year to support learning at home Will provide virtual learners with a quiet, safe learning environment with supervision to encourage learning

#Science	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	47	53	56	61	1

1. According to data, what are your top priorities? Include needs assessment statements.

Science data has shown a steady hold over the past couple years in regards to proficiency, However CSES is determined to increase proficiency in our learners. CSES averaged above the district with 52% average on the winter science diagnostics and also scored above the district in most standards. Weaknesses included fairgame benchmarks that were taught in grades 3 and 4. Attendance will be a priority in the FY22 school year. This past year CSES has struggled with student and teacher attendance, as well as virtual learner attendance. Currently, 16.5% of CSES students have more than 11 absences, 10.5% have more than 15 absences and 2.8% have more than 21 absences. This is the highest absentee rate that CSES has seen. Students with disabilities are most at risk with 22.9% (femal) and 24.6% (male) having more than 11 absences. When students are not "present" in their learning, it is impossible to close learning gaps and provide services for students. Strategize differentiated small group instruction to reduce proficiency gaps K-5 by utilizing vetted materials and identifying student needs through formative data collection and analysis.

2. List the root causes for the needs assessment statements for your top priorities.

Low performance in Good-Cause standards has impacted overall student achievement in science (grade 5). These standards include previously taught content from grades 3 and 4. The materials covered during these year must be a focus for the FY22 school year in order to increase science proficiency in grade 5. Attendance will be a priority in the FY22 school year. This past year CSES has struggled with student and teacher attendance, as well as virtual learner attendance. Currently, 16.5% of CSES students have more than 11 absences, 10.5% have more than 15 absences and 2.8% have more than 21 absences. This is the highest absentee rate that CSES has seen. Students with disabilities are most at risk with 22.9% (femal) and 24.6% (male) having more than 11 absences. When students are not "present" in their learning, it is impossible to close learning gaps and provide services for students. Strategize differentiated small group instruction to reduce proficiency gaps K-5 by utilizing vetted materials and identifying student needs through formative data collection and analysis. Through administrative walkthroughs, it has been observed that classroom teachers were not comfortable pulling small groups, utilizing social distancing and were not sure which materials were best for distant-small groups. Because of these concerns, the number of small groups being pulled decreased and the effectiveness of small group instruction decreased as well. Students learn best from small group instruction so it is vital to fine-tune these practices moving forward in a synchronized learning environment.

3. Share possible solutions that address the root causes.

Reteaching Good Cause Standards through ELA integration will support mastery in these 3rd/4th grade science standards. In order to do so, CSES ,ust complete PD on science integration and plan with teams to increase science instruction through the listeracy block. These PD opportunities can occur during pre-school PLC and other PD days. Materials to utilize during these trainings will include Scholastic SCIENCE Magazines, STEMscopedia, Bell Grant Libraries and other guided reading resources with non fiction materials. Teachers will learn to plan close reading lessons designed around science topics that are covered on the NGSSS. Integration of outdoor learning spaces into Units of Science Instruction including the utilization of planting boxes, composter, butterfly gardens, etc.. Monthly Science Themes for K-5 instruction will be implemented to increase focus on fair-game standards K-5 (Examples: Plants, Animal Adaptations, Stars and Planets, etc.). Students can increase time in the math and science lab during PLC time and engage with Fair Game Benchmarks. In addition, each grade level will be monitored for proficiency with additional supports and resources designated to increase proficiency levels in struggling cohorts.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Monthly curriculum updates through the monthly PTA Newsletter	Integration of science-based learning into Parent Engagement Trainings. Continue Science Wars in Parent Training Event.	Continue PD on Science Integration through literacy instruction Increase PD surrounding Science Instruction and Hands-On learning opportunities Targeted instruction for students below grade level. Multi-modal and instructional choice to demonstrate learning.	Send home Science Materials and updates in home languages and English.

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

School	Students	Parents
Continuing Parent Learning opportunities, Communicating home in many ways: including newsletters, agendas, phone calls, text messages	Utilize online science learning opportunities appropriate to my grade level. Ex. Brain Pop, Brain Pop, Jr., IXL, Science Boot Camp.	Work with students to ensure utilization of science learning opportunities appropriate to each grade level. Communicate technology needs to ensure school support where applicable.

Action Step	Professional Development	Budget Total: $107,564.98
Acct Description	**Description**	
Single School Culture Coordinator	Single School Culture Coordinator will provide continuous instructional leadership and support to ensure academic improvement through mentoring, coaching and modeling of all teachers in grades K-5, to include fine arts teachers. SSCC will ensure equitable access to high quality instruction through ongoing monitoring of core and tiered instruction.	

Supplies	Item	Quantity	Cost	Total
	Copy paper, case	19	$31.03	$589.57
	Post-it notes 4 x 6, pk of 3	9	$6.43	$57.87
	Post-it notes 6 x 8, pk of 4	9	$7.74	$69.66
	Post-it notes 3 x 3, pk of 12	2	$29.03	$58.06
	Post-it Chart Paper for Anchor Charts, pk of 12	8	$65.99	$527.92
	Color printer ink (4 of each color cyan, yellow, magenta)	12	$65.00	$780.00
	Printer ink, black	8	$80.00	$640.00
	Post-it Chart paper for Anchor Charts, small size	110	$3.49	$383.9
Out-of-system PD Subs	Teachers will be provided release time to plan together for data and new reading program (K-2). Planning for instructional practices (Gr. 3-5). 3 days x 5 subs @ $89.78 = $1346.70. Aug/Sept and Jan			

Action Step	Parent Engagement			Budget Total: $3,224.09
Acct Description	**Description**			
Online subscription	Item	Quantity	Cost	Total
	Smore online subscription for the development of school newsletters	2	$149.00	$298.00

Supplies	Item	Quantity	Cost	Total
	Copy paper, case	20	$31.03	$620.6
	Color Paper, reams (10 of each buff, blue, green, pink, goldenrod)	50	$9.37	$468.5
	Manilla file folders, box of 100	20	$5.08	$101.6
	Anchor Chart Paper Post It, pk of 6	2	$122.75	$245.5
	Mini SIght Word Flash Cards, pk of 6	20	$11.99	$239.8
	Number lines	9	$13.19	$118.71
	Rulers, set of 30	11	$20.23	$222.53
	Color printer ink (2 each Cyan, magenta, yellow)	6	$65.00	$390.00
	Black printer ink	4	$80.00	$320.00
	Index cards, pk of 100	443	$0.3	$132.9
	Loose leaf rings, box of 100	5	$13.19	$65.95

Action Step	Classroom Instruction	Budget Total: $118,114.93

Acct Description	Description
Resource Teacher	Math and Reading Resource teacher will provide intensive instruction to the lowest 25% of students in reading and math. These students are chosen by the leadership team (including SAI, ESE Coordinator, ESOL Coordinator and Admin) in collaboration with the classroom teachers, based on previous years FSA scores, previous year's data and teacher recommendations. This Resource Teacher sees grades 3-5 students in groups of 4-6 students in 30-45 minute sessions with. She also supports teachers in instruction by pushing in to reading and math instruction, or pulling students out for iii support. She will utilize vetted materials for instruction, including but not limited to LLI and Guided Reading.

Tutorial	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Afterschool tutorial for Grades 3-5 in the areas of reading, math, science, and writing. Starting mid-Nov through first week of April.	15	2	1.25	17	$25.00	$16,125.00

Online subscription	Item	Quantity	Cost	Total
	IXL Science 5th Grade to reinforce and enrich science lessons	125	$12.00	$1,500.00

Supplies	Item	Quantity	Cost	Total
	Chart paper, pk of 4	26	$39.59	$1,029.34
	Copy paper, case	60	$31.03	$1,861.8
	Color paper, reams (10 each blue, green, pink, buff, golden rod)	50	$9.37	$468.5
	Post-it notes 3 x 3, pk of 5	90	$8.71	$783.9
	iReady Reading Books Gr 3	110	$11.05	$1,215.5
	iReady Reading Books Gr 4	115	$11.05	$1,270.75
	iReady Reading Books Gr 5	120	$11.05	$1,326.00
	Shipping for iReady Books	1	$381.23	$381.23
	Judy Clocks (class set of 30)	8	$32.39	$259.12
	Scholastic Science Spin Gr 2	100	$0.99	$99.00
	Scholastic News Gr 2	100	$5.36	$536.00
	Super Science Gr 5	120	$6.74	$808.8
	Super Science Gr 4	115	$6.74	$775.1
	Shipping for Scholastic Mags	1	$222.00	$222.00
	Earbuds	369	$0.81	$298.89
	Expo markers, multi color	5	$14.4	$72.00

Out-of-system Tutors (Long Term)	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Non-certified out of system tutor will provide push-in model of support for grades 3-5 in Math/Sci Sept - May	2	3	3	33	$15.00	$8,910.00

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.

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

Involvement of Stakeholders

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

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Shanda Garvin-Shaw	School Principal
Scott Caruso	Single School Culture Coordinator
Melissa DiPasquale	Assistant Principal
Sue Hannan	Classroom Teacher
Mike Vietro	Business Partner/Community Member
Lauren Labossiere	Parent
Kerri Jeselnik	SAC Chairs
Parents	Parent Input

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting 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 PearDeck slides, 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 FY21, CSES held CNA planning meetings and invited parents/stakeholders to give input. Stakeholders and parents expressed their ideas about communication, engagement ideas, education, etc. These ideas were analyzed and added to out SWP, PFEP and plans moving forward. The ideas were collected via conversations and note taking, anchor charts in a carousel style presentation (allowing parents to write their input) and peardeck slides used to collect virtual input.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Shanda Garvin Shaw	Principal
Melissa DiPasquale	Assistant Principal
Scott Caruso	Single School Culture Coordinator
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about theschool'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.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
October 13, 2021 @ 5:30 PM Virtual Meeting
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
Parents 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.
The meeting includes analyzing school data, showing resources purchased through Title I funds, discussing curriculum and explaining the FY22 PFEP and copies of the FY22 Comp will be posted. Copies of agendas must be available. Other parent resources may be available, including information on MVP, internet, health insurance, etc. Presenters must have the presentation prepared and ready.

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)	
Building Partnerships with Parents	Teachers will utilize the 3-2-1 strategy to engage parents in collaborative conversations about their students.	Teachers will learn how to foster collaborative partnerships with parents by holding parent conferences, setting goals with parents and creating plans with parents to reach those goals. Teachers will hold parent conferences and document their conversations. Teachers will use the 3-2-1 method to set goals with parents and brainstorm steps/solutions to those goals.	Teachers will hand in conference notes to show their implementation.	August	DiPasquale	

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)	
Sharing Data with Families to Meet Student Goals	Teacher will be able to hold data chats with families to share student progress and set student goals with collaboration from parents. Teachers will be given conversation prompts and a conference form for data chats to hold data chats with families in January.	Teachers will hold data chats with families in effective ways so parents are well educated in the data of their child and their goals moving forward.	Teachers will hand in data chat conference notes showing their conversations with parents.	December/January	Shaw/DiPasquale	

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.

Parent and Family Capacity Building Training #1 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ○ Yes ● No / Amount $0.00
Growing Knowledge for a Successful School Year	To support learning at home, parents will be able to utilize at-home academic games and practice to increase mastery in student foundations skills. These skills include sight words, math facts, and basic academic vocabulary.	Teachers will be stationed at individual tables and will present an activity to parents. Parents will get materials for the activity and then begin practicing the activity with their child. After 5-10 minutes of practice and support from the teacher, the parent and child will move to another activity. There will be K-2 skills and 3-5 skills. Skills will include sight word practice, addition and subtraction facts, multiplication and division facts, fraction identification, academic vocab memory, and many more.	The impact of the training is to increase the mastery of foundational skills for all students. Skills can be measured through math fact challenges in class, reflex math scores, vocabulary checks in class and sight word assessments in class	7/22/21	DiPasquale	Sight word lists, dice, decks of cards, cardstock, paper, pens, crayons, highlighters, scissors, markers, anchor chart paper	

Parent and Family Capacity Building Training #2 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ○ Yes ● No / Amount $0.00

Blooming in School with SEL Support	Parents will be able to support their children's' mental, social and emotional wellbeing at home through stress management, behavior support and other SEL strategies in order to help them be successful in the classroom.	Parents will learn strategies to implement SEL support at home and leave with make and takes for this initiative	Parents will be able to help their children focus on their educational goals through stress management, behavior support and other SEL strategies	11/10/21	Miller	Still in planning (training comes in September for Miller and DiPasquale) Paper, cardstock, post its, markers, anchor chart paper

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: ◯ Yes ◉ No Amount $0.00
Rooted in Data	Parents will be able to help their child at home on specific areas of need and use standards-based activities to at home based on student data/needs. Every strategy will be different based on individual student needs- some include phonics strategies (word families for example), using question stems to ask students about their reading, Using the RACE strategy for writing, Practicing math facts or using specific strategies to show math work when working out word problems.	Parents will meet with classroom teachers to review comprehensive data from the school year and set goals for students based on child needs. Parents will leave the meeting with materials/recommendations for at-home standards based practice to help students reach their goals.	Students and parents will be proficient in reading student data and will have materials to work to their goals.	2/9/21	Scott	Paper, cardstock, markers, clear sleeves, post it notes, index cards	

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.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
McKinny Vento	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 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	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).	2x

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Mathnasium	Mathnasium supports the PFEP by donating math materials and supplies for family nights.	Fliers are clearly marked and Mathnasium is able to set up a table to advertise during these nights NOTE: 2/5 activities previously planned are being scheduled for a later date. Ms. DiPasquale will keep me updated on progress.	1x

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
The Boss Team	The Boss Team partners with Coral Sunset by assisting at Parent Nights, volunteering on campus and at events, and help us by posting important information on their website/facebook.	Photos/screenshots of The Boss Team support NOTE: 2/5 activities previously planned are being scheduled for a later date. Ms. DiPasquale will keep me updated on progress.	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.	**List evidence that you will upload based on your description.**
Coral Sunset hopes to build relationships and grow open communication with our families. This year, CSES will send emails, text messages and call outs through Gateway 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.	Newsletters, fliers, emails, marquee pictures, callouts- School-Parent Compact, PFEP summary, Parent's Right-to- Know letters, Title I Annual Meeting notes, SAC meeting notes, parent trainings, curriculum nights sign ins

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	**List evidence that you will upload based on your 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, and regular communication about report cards and assessments will occur through teacher-parent letters in folders/backpacks. SAC Meetings, Title I Meeting and IEP Meetings are another opportunity to share this important information.	newsletters and fliers, parent conference notes, agenda, progress reports, SAC meeting agendas, Title I meeting presentation, IEP Meeting notes.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	**List evidence that you will upload based on your description.**
Parents will be informed of academic assessments and achievement levels during Title I Annual Meeting and Curriculum Night. They will continue to be informed during parent-teacher conferences, IEP/LEP Meetings, through progress reports and letters sent home with assessment results.	cprogress reports, report cards, assessment results (FSA, Diagnostic, iReady, RRR, etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets, parent-teacher conference notes, etc.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	**List evidence that you will upload based on your description.**
Parents will have opportunities to participate in decision making and trainings at CSES, and these will be communicated through fliers, car-line signs, and Parentlink calls/texts/emails. For more updates, families can follow us at: PTA facebook page. This communication include events such as Title I Annual Meeting, Stakeholder Meeting in the Spring, SAC meetings, parent-teacher conferences, and IEP/LEP meetings	Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	**List evidence that you will upload based on your description.**

5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.
CSES will offer some meetings, trainings and conferences during the day, at night and virtually. These include ELL PLC, SAC Meetings, Parent conferences, IEP/LEP Meetings, home visits, and parent trainings.	letters asking parents when meetings are accessible to them invitations with meetings at different times, home visit log/notes, agendas showing different times available for trainings.

Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
School will translate communication home via email, fliers, texts, etc. when available and utilize translations/CLFs for conferencing/parent nights	emails, flier, conference notes with CLF	

2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
School offers equal training and opportunities for students and families with disabilities. Our ESE team will work to reach parents to encourage them to participate and support them in logging on virtually. Buildings are prepared with ADA compliant entrances//exits. When needed a sign language interpreter is used.	emails, fliers, conference notes as applicable, photos,	

3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
School offers equal training and opportunities for migrant students and families. Our ELL Contact will work to reach parents to encourage them to participate and support them in logging on virtually, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department	emails, fliers, conference notes as applicable, photos, evidence of communication sent home	

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
School offers equal training and opportunities for students and families experiencing homelessness. Our MVP Contact will work to reach parents to encourage them to participate and support them in logging on virtually. Welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support.	emails, fliers, conference notes as applicable, photos, evidence of communications sent home	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' 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.

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. 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. A video of non-examples and examples was created for the assemblies . Teachers 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 "Caught Being Good" ticket for following the school-wide expectations. These tickets are entered into a weekly grade level drawing. Students whose tickets are drawn report to media center on Friday afternoon to "Spin the Wheel." Spin the Wheel prizes may consist of Wii, lunch with a friend, pick a prize etc. Classes are awarded coins by faculty and staff members when the whole class is following the guidelines. Five coins earns a free recess. Classroom teachers receive five green and yellow tickets per week which are entered into a drawing for a free dress down day and free recess. Every Wednesday all classroom teachers award lunch in the "Cafe" or lunch in the "Dolphin Diner" to four students.

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 who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self esteem, bullying, decision making, etc.

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.

Students at risk of failure in English Language Arts (ELA) or mathematics are presented to School Based Team. The parents are notified that this process is taking place and asked for their input. The team discusses the problem the student is having, why is it occurring and what interventions would be indicated based on the data. The intervention plan is evaluated every 6-8 weeks. The interventions are either removed and different ones put in place or continued depending upon the progress of the student. The parents are notified prior to each step in the process and are welcomed to any meeting regarding their child. Interventions include, but are not limited to, LLI, Wilson, Fundations, Reading Mastery, TouchMath and FCRR.

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 iii (an additional 30 minutes of daily reading instruction). In all other grades reading is tracked and substantially below students are placed in iii. All reading progress is monitored for success.

All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks).

Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system (such as Easy CBM or AIMSWeb). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child

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 r 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 Sta or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

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 weekly learning team 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, Successmaker, 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 35 minute period of fine arts instruction. Our fine arts rotation consists of 4 offerings: Music, Art, Physical Education, and Media. Students rotate through the fine arts on a 6 day rotation with PE three times during this rotation. 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 and L.I.T. during After Care. We have Clubs after school (Green School , Recycling, Gardening, Drama, Choir, Math Genius) Our Drama Club and Choir put on a huge play in January. 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 November until April. In the fall out Lowest 25% in Math and Reading in grades 3-5 are invited to this after school opportunity. In the winter, ALL students are invited to attend, grades 3-5. The academic focus is determined by looking closely at student achievement data in diagnostics, FSQs and previous FSA. Materials are vetted and align directly to the state standards.

Post-secondary Opportunities and Workforce Readiness

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

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

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

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 tour Logger's Run Middle.
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. Teachers post the colleges they attended outside their classroom doors to show "College Pride".

Transition from Early Childhood Education Programs to Elementary School

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

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

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

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 May, Coral Sunset holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day. 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 the best 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 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

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 situation 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 twice 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

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 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 STAR Staff Awards, Employee of (2 week period) Parking Spots for those who are with no absences, Appreciation Notes, Notes after observations, treats at meetings, etc... Teachers enjoy our culture and want to stay here. They like being part of our TEAM.