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**Title I Comprehensive Schoolwide Plan**  
**CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY (1531)**

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# ELA

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

## 1. List prioritized needs statements.

FY '23 Data 9 % Proficient in ELA Grades 3 PM 1 12% Proficient in ELA Grades 4 PM 1 16 % Proficient in ELA Grades 5 PM 1 23 % Proficient in ELA Grades 3 PM 2 21% Proficient in ELA Grades 4 PM 2 21 % Proficient in ELA Grades 5 PM 2 Grades 3-5 ELL Proficient PM1: 3% PM2: 7% Grades 3-5 ESE Proficient PM1: 5% PM2: 11% Grades K-2 Renaissance Proficiency: 30% PM 1 Grades K-2 Renaissance Proficiency: 42% PM 2

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

Lack of Reading culture with families Foundational Language & Reading Skills Primary & Secondary Language Lack of ESE Coaching Lack of earlier interventions Vocabulary deficiency New Teachers across grade levels Student absences Lack of resources and materials for students not on grade level (Dual Language, lower level books & Spanish books) Need for stronger foundation in primary grades Intermediate needs more remediation for students More students are in need of coping skills Referrals have increased No Pre-Kg behavior support

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

Create stronger parent relationships with parent support reading culture at home; Parent Training Dedicated ESE Support for teachers Differentiated interventions ELL tutorial Vertical Planning Across Grade Levels Build side by side coaching for language and reading To build libraries that are diverse and match lower levels of student reading ability and process. Opportunities for teachers to plan together (new teachers & veteran teachers) for Benchmark K-5 Provide additional resources to help implement new reading programs. Provide ongoing PD, modelling and sharing best practice, teacher support and PD for ELA & SLL Tutorial for ELL and/or lowest 25%

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

### • Communication

To inform parents about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times we will use Dojo, and/or Agenda, and/or email, and/or newsletters

- Parent Training

Assist parents with foundational skills to help increase their reading levels. We will provide parents with skills and strategies to implement at home.

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

- School

Provide small group instruction Provide triple i services and information to parents Provide Parent Training Nights

- Students

Read 30 minutes per night 45 i-Ready per week Be on time to school daily Be proactive and participate in class

- Parents

Read 30 minutes with students Communicate with teachers using Class Dojo, email, Agenda Check Planners every night Attend Parent Training Nights Review reading log nightly with student(s)

- Staff Training

Benchmark Home-School Connections piece in Benchmark that we will teach staff about so they can educate parents on it to utilize at home. This will help strengthen their reading ability.

- Accessibility

Dojo, Agenda, email, trainings, Programs and Meetings at different times to accommodate Limited English Proficiency, families with Disabilities, Migratory Work and homelessness

## Math

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

1. List prioritized needs statements.

FY '23 39% Proficient in MATH Grades 3-5 PM1 Grades 3-5 ELL Proficient PM1: 1% PM2: 8% Grades 3-5 ESE Proficient PM1: 0% PM2: 6% Grades K-2 Renaissance Proficiency:54% PM1 Grades K-2 Renaissance Proficiency: 60% PM 2

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

Lack of small group differentiation Teachers lack core Primary & Secondary Language Lack of ESE Coaching Earlier interventions Vocabulary deficiency New Teachers Student absences Parents lack the understanding of the math skills and processes to help their children

3. Share possible solutions that address the root causes.

Professional Development on small group & core instruction Provide additional resources to help implement new adaptive math curriculum. Intervention materials & supplement resources Create stronger parent relationships with parent support to support the math culture at home Math tutorial

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

• Communication

Dojo and/or email, and/or parent link, and/or student backpack and/or marquee will be utilized to communicate important grant information to support student learning- Title I programs, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making, and Offering flexible meeting dates and times

• Parent Training

Math Family Night on math strategies

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

- School

Provide small group instruction Provide triple i services Provide Parent Training Nights

- Students

Complete 45 minutes of math i-Ready weekly Continually work on building fluency of multiplication facts

- Parents

Work with students on multiplication facts-Fluency Sign agenda Communicate to teachers through Dojo, agendas, email Read newsletters and check backpacks daily

- Staff Training

Staff training on share information with families Provide grade level math strategy make and takes for parents to utilize at home.

- Accessibility

Dojo and/or email and/or trainings, Programs and Meetings at different times will be used to provide accommodations to ALL families (ELL, ESE, migrant and homeless/McKinney Vento and Foster Care)

## Science

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

1. List prioritized needs statements.

FY '23 39% Proficient in Science Grade 5 ESOL & ESE Data: 0%

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

Lack of content knowledge Language Barrier Limit exposure to realia Language barrier and lack of Science vocabulary Teacher lack of Science content Lack of Science Knowledge with families

3. Share possible solutions that address the root causes.

Science cognates Hands on manipulatives for curriculum Realia Visuals on word walls Science tutorial Create stronger parent relationships with Science for parent support at home Utilize staff to provide supplemental Science instruction

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

- Communication

Dojo and/or email and/or newsletters will be utilized to communicate important grant information to support student learning- Title I programs, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making, and Offering flexible meeting dates and times

- Parent Training

STEAM Night- hands-on science activities and experiments and vocabulary words and cognates

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

- School

Provide Science materials that meet our kids at their level. Enhance oral language Science related cognates and discussions

- Students

Across curriculum & lean skills with hands on materials Keep Science journals

- Parents

Practice and discuss newly acquired Science skills Try experiments with families at home. Read Science Related text

- Staff Training

STEAM Academics Activities- Staff will learn how to create make and takes based on science content to teach parents to impalement at home.

- Accessibility

Dojo and/or email, and/or newsletters, hold trainings, Programs and Meetings at different times to provide accommodations to ALL families (ELL, ESE, migrant and homeless/McKinney Vento and Foster Care)

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

**Budget Total: \$286,093.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Small Group Table Dry Erase Board	65	\$22.00	General Supplies	Original	\$1,430.00
	Card stock/ream	20	\$20.00	General Supplies	Original	\$400.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Colored paper/ream	10	\$3.00	General Supplies	Original	\$30.00				
	Paper cases (1 per teacher) - year round	200	\$46.99	General Supplies	Original	\$9,398.00				
	Dry Erase Markers	150	\$6.49	General Supplies	Original	\$973.50				
	Composition Books (K-1)	1000	\$2.48	General Supplies	Original	\$2,480.00				
	Anchort Chart Markers	150	\$8.22	General Supplies	Original	\$1,233.00				
	Composition Books (2-5)	2500	\$1.49	General Supplies	Original	\$3,725.00				
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$2,309.00	General Supplies	Original	-\$2,309.00				
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Non-certified tutors to tutor during Education (reteach) Lab (Literacy & SLL) / K-5/ Aug-May/ (Full school yr.)	1	\$15.00	5	7.5	36	Non-Certified	Original	\$20,250.00	
Resource Teacher	Resource teacher will push-in to support intermediate students in literacy classrooms.									
Resource	Literacy Resource Teacher will support primary students in literacy classrooms through push-in and pull-out									



<b>Acct Description</b>	<b>Description</b>																											
Teacher	model.																											
Resource Teacher	Math Resource Teacher will provide mathematics support in K-2 classrooms through push in and pull out model.																											
Resource Teacher	Math Resource Teacher will supporting 3-5 Mathematics in classrooms through push-in and pull-out model.																											
Resource Teacher	Literacy Resource Teacher will support primary students in literacy classrooms through push-in and pull-out models.																											
Online subscription	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Generation Genius -Science for grades K-5: 1300 students. The program supports students with acquiring requisite vocabulary and content area skills related to Science.</td> <td>1</td> <td>\$1,795.00</td> <td>Original</td> <td>\$1,795.00</td> </tr> <tr> <td>Reflex &amp; Frax (Nearpod)- Math for Grades 2-5; 900 students. Supports students with developing mathematics fluency and automaticity to support overall mathematics achievement</td> <td>1</td> <td>\$4,795.00</td> <td>Original</td> <td>\$4,795.00</td> </tr> <tr> <td>Flocabulary- All content areas/ K-5; 1300 students. Supports vocabulary development and engagement in content area reinforcement across multiple content areas and grade levels.</td> <td>1</td> <td>\$3,420.00</td> <td>Original</td> <td>\$3,420.00</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	Generation Genius -Science for grades K-5: 1300 students. The program supports students with acquiring requisite vocabulary and content area skills related to Science.	1	\$1,795.00	Original	\$1,795.00	Reflex & Frax (Nearpod)- Math for Grades 2-5; 900 students. Supports students with developing mathematics fluency and automaticity to support overall mathematics achievement	1	\$4,795.00	Original	\$4,795.00	Flocabulary- All content areas/ K-5; 1300 students. Supports vocabulary development and engagement in content area reinforcement across multiple content areas and grade levels.	1	\$3,420.00	Original	\$3,420.00							
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	Science. Start date in October									

## Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$15,945.60**

Acct Description	Description					
Enrichment Contracts	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	COX Science Center- Family STEM Night (K-2)-3/5/2025	1	\$550.00	Original	\$550.00	
	COX Science Center-Family STEM Night (3-5) - 3/12/2025	1	\$550.00	Original	\$550.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pamphlets Woodburn Press with shipping	1	\$50.00	General Supplies	Original	\$50.00
	Colored copy paper for parent nights	20	\$22.99	General Supplies	Original	\$459.80
	Kindergarten Round-Up Elementary School Success (English and Spanish) - mini books	300	\$1.05	Program Supplies	Original	\$315.00

<b>Acct Description</b>	<b>Description</b>								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Cases paper for flyers and newsletters	15	\$46.99	General Supplies	Original	\$704.85			
	Student Agendas (grades 1-5)	1	\$1,621.00	General Supplies	Original	\$1,621.00			
	Communication Folders	1	\$1,621.09	General Supplies	Original	\$1,621.09			
	Take Home Book baggies (K-1)	14	\$259.99	General Supplies	Original	\$3,639.88			
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified teachers will meet parents outside of contract hours for parent conferences and data chats in January.	60	\$25.00	1	3	1	Certified	Original	\$4,500.00
Printing	<b>Item</b>	<b>Quantity</b>			<b>Rate</b>	<b>Type</b>		<b>Total</b>	
	K Roundup Programs Offered Parent Sheet (Canva)	300			\$1.25	Original		\$375.00	

## Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

**Budget Total: \$422,986.90**

<b>Acct Description</b>	<b>Description</b>												
Coach	Literacy Coach- coaching provided to support and build teacher capacity to deliver high quality literacy instruction for primary teachers.												
Single School Culture Coordinator	The Single School Culture Coordinator will provide PLC facilitation for K-5 teachers in all content areas.												
Coach	Literacy Coach; coaching provided to support and build primary teachers capacity to deliver high quality literacy instruction.												
Coach	Literacy Coach; coaching provided to support and build intermediate teachers capacity to deliver high quality literacy instruction												
Coach	Math Coach will provide coaching to support and build primary teachers capacity as it relates to delivering high quality math instruction.												
Coach	Math Coach will provide coaching to support and build intermediate teachers capacity as it relates to delivering high quality math instruction.												
LTF	Learning Team Facilitator will provide K-5 Literacy and Reading Intervention support for teachers including leading school based team, data-based progress monitoring, and trainings.												
Supplies	<table border="1"> <thead> <tr> <th><b>Item</b></th> <th><b>Quantity</b></th> <th><b>Rate</b></th> <th><b>Supply Type</b></th> <th><b>Type</b></th> <th><b>Total</b></th> </tr> </thead> <tbody> <tr> <td>Cases paper</td> <td>10</td> <td>\$46.99</td> <td>General Supplies</td> <td>Original</td> <td>\$469.90</td> </tr> </tbody> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	Cases paper	10	\$46.99	General Supplies	Original	\$469.90
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Cases paper	10	\$46.99	General Supplies	Original	\$469.90								

## Mission Statement

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

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

#### 1. Mission Statement

Clifford O. Taylor Kirklane Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Clifford O. Taylor Kirklane Elementary welcomes input from parents and community members and encourages them to join us in the activities outlined in this plan. We will work with parents as equal partners in the educational process.

## 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.)

<b>Name</b>	<b>Title</b>
Orlando Mastrapa	Principal
Ashley Schutt	Assistant Principal
Jennifer George	Assistant Principal
Ashley Liberman	Science Lab
Kenlynn Dalton	1-2 Reading Coach
Misty Bauer	3-5 Reading Coach
Karin Moran	Math Coach
Leanne Knight	School Guidance Counselor
Sharon Vanscoy	Community Member
Marie Hempfling	Kg Reading Coach

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

Elicit participation of parents, families, and volunteers through invitation via Class Dojo, or emails from Parent Link and/or calls outs, ask community members and business partners. We also reach out to our business partners through a phone call and email to invite them to all events. We do our best to build relationships with our stakeholders so they are willing and invested to be a part of our school community.

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

Stakeholders will help develop the plan by giving suggestions and feedback on ways to improve. Through presentation of the PowerPoint, template was provided by Title I, specific information was presented to stakeholders and feedback was elicited. The feedback was done in an open discussion venue and parent suggestions and comments were documented and implemented in the final draft of our Parent and Family Engagement Plan. Also, SAC Meetings are on the first Wednesday of each month which switch from 7:45am and 5:00pm for continued input. The CNA was conducted in the Spring of 2024 on March 6, 2024.

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

Stakeholders had an opportunity to discuss and share future family engagement opportunities that would increase parent's knowledge within all content areas of their child's academic progress. The team came up with specific grade level activities that will teach parents how to assist their child at home to increase their academic independence. Funds were allocated to purchase materials to implement the activities and substitutes for parent conferences.

Name	Title
Orlando Mastrapa	Principal
Ashley Schutt	Assistant Principal
Jennifer George	Assistant Principal
Kenlynn Dalton	1-2 Reading Coach
Misty Bauer	3-5 Reading Coach
Karin Moran	Math Coach
Marie Hempfling	Kg Reading Coach
Raquel Avellana	SBT Leader

# Annual Parent Meeting

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

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

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

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

Our Annual Title I Meeting will be held in October 29, 2024 @ 8:00AM in the Media Center.

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

We will advertise through parent link (email and call out), Class Dojo.

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

Invitation, Title Annual I Meeting PowerPoint, Sign-in Sheet, Agenda, and copies of the FY25 Compact and FY25 PFEP Summary. Materials: Copy paper, smartboard, pens

## Staff Trainings



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

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

QSSSA

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

QSSSA strategy: Question, Signal, Stems, Share, Assess

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

Parents will be able to work with their child utilizing the classroom reading strategy that they are used to using in the classroom.

- What will teachers submit as evidence of implementation?

Conference notes with notation of discussion of QSSSA.

- Month of Training

September

- Responsible Person(s)

Coaches, Administration

### 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Parent Conference with Data

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

Staff will learn how to conduct data driven conferences with parents to make sure they are covering all data and academic information needed.

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

Families will know exactly what their child's data is, where they stand and what improvements need to be made.

- What will teachers submit as evidence of implementation?

Teachers will submit Conference Notes that include the predetermined data areas that need to be communicated.

- Month of Training

Feb.

- Responsible Person(s)

Adminstration

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

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

### 1. Parent and Family Capacity Building Training #1

- Name of Training

QSSSA: Question Signal, Stems, Share, Assess

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

QSSSA strategy: Teachers will explain Questions, Signals, Stems, Share and Asses with parents. Then the teachers will model the QSSSA process with the parents as students. Teachers will read the book, stopping in strategic points using Questioning, have Using a book, the teacher will walk through how parents can use QSSSA (Question, Signal, Stems, Share, Assess) with parents. This will help show parents how the QSSSA can enhance students', build academic language proficiency, and promote question-asking and deep thinking and create a sense of community within the classroom. Parents will have to answer questions about the reading and interact like they were the student in the class.

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

Teacher will learn the QSSSA model and how to apply it to their teaching for ELA. Teachers will explain Questions, Signals, Stems, Share and Asses with parents. Then the teachers will model the QSSSA process with the parents as students. Teachers will read the book, stopping in strategic points using Questioning, have Using a book, the teacher will walk through how parents can use QSSSA (Question, Signal, Stems, Share, Assess) with parents. This will help show parents how the QSSSA can enhance students', build academic language proficiency, and promote question-asking and deep thinking and create a sense of community within the classroom. Parents will have to answer questions about the reading and interact like they were the student in the class.

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

This strategy will help students with breaking down the question and comprehension skills.

- Date of Training

September 22, 2024

- Responsible Person(s)

Reading Coachs K-5 and Admistration

- Resources and Materials

Copy paper, chart paper, markers, colored paper, pens, post its, pencils

- Amount (e.g. \$10.00)

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

Parent will learn different skills, strategies and games that they can do with their children at home to help increase reading comprehension.

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

Parents will participate in playing and creating make and takes with their children at different reading centers.

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

Parents will learn how to create and play skill and strategies reading games that they can recreate at home with their children. Working on these activities at home will help the child practice reading skills and strategies which in turn will increase student reading achievement.

- Date of Training

November 15, 2024

- Responsible Person(s)

Reading Coaches, Administration, Teachers K-5

- Resources and Materials

White and colored Copy paper, markers, pencils, chart paper, cardstock, folders, baggies, ink

- Amount (e.g. \$10.00)

TBD

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Math Night

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

Parents will learn how to utilize strategies when doing math computations with their students at home. Working on these activities at home will help the child practice math skills and strategies which in turn will increase student math achievement.

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

Parents will be able to create make and takes and how to utilize house hold items in conversations that are around math.

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

With students working on math skills at home with their parents' and at school, we believe it will help with strengthening the students' math comprehension and build a strong connection for home and school.

- Date of Training

January 31, 2025

- Responsible Person(s)

Administration, Teachers K-5, Coaches

- Resources and Materials

White and colored Copy paper, markers, pencils, chart paper, cardstock, folders, baggies, ink, counters, cups, math/science consumables

- Amount (e.g. \$10.00)

TBD

## Coordination and Integration

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

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

- Name of Agency

ESOL/Multicultural Department

- Describe how agency/organization supports families.

Supports parents and students during parent training and outreach to increase parent awareness and student achievement. Our ESOL department works with the Multicultural department to provide resources and training for our ELL families.



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

Sign-In Sheets, Agenda, Handouts (pamphlets)

- Frequency

Annually

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

- Name of Agency

Palm Springs Library

- Describe how agency/organization supports families.

A representative from Palm Spring Library joins us at SAC meetings or Parent Nights to discuss educational events and resources the local library can provide to parents and children. Examples: how to register for a library card, different events the library holds that caters to children and parents, use of technology they offer at the library.

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

Handouts from Library Pictures with descriptions

- Frequency

SAC Meetings and/or Parent Nights

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

- Name of Agency

Village Of Palm Springs

- Describe how agency/organization supports families.

Supports parents with community events, projects and programs that may be helpful to them. Parents will learn about different community events and projects that may help them or their children.

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

Resources, pamphlets, handouts, or dojo postings

- Frequency

Parent Night Events and/or SAC

## Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

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

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

- Description

We send out important academic and event information such as parent trainings, tutorial programs, parent conferences, student performances via newsletters and/or translated letters and/or text messages and/or phone call-out and/or at SAC Meetings. Letters will be sent in a timely manner before the event depending on the event type. Usually fliers for events go out 2 week and then one week before event.

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

Flyer through Class Dojo Messages and/or translated letters through Parent Link (email and call outs)

- Description

SAC Meetings, F.A.S.T. Informational Night, Parent Conferences These are meetings held throughout the year to help parents stay informed on critical information regarding their child(ren). Parent conferences are held at least 3 times a year.

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

Approved SAC Minutes F.A.S.T. Informational Night: Flyer and mode of distribution (possible: Parent Link/Class Dojo) Parent Conferences: Parent Conference Form (3 samples)

- Description

Parents will be invited to IEP and LEP Meetings; Parent Conferences and/or SAC and/or Title I Annual Meeting and/or Stakeholder Input Meeting.

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

IEP and LEP Meetings; Parent Conferences: Parent Conference Forms and/or SAC: Approved SAC Minutes and/or Title I Annual Meeting: Title I Annual Meeting Flyer and/or Stakeholder Input Meeting: Stakeholder Input Meeting Flyer

- Description

The school will inform parents about opportunities to participate in decision-making related to the education of their child through the Stakeholder Meeting to develop the Comprehensive Needs Assessment and/or Title I Annual Meeting and/or SAC Meetings and/or parent conferences and/or LEP and/or IEP Meetings.

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

Stakeholder Meetings and/or Comprehensive Needs Assessment and/or Title I Meeting and/or SAC Meetings: Invitations through Class Dojo or Flyer or Parent Link and/or Parent Conferences and/or IEP and/or LEP Meetings: Conference Forms

- Description

We will flex meeting times to help alleviate schedule barriers for parents. We will hold afternoon and evening meetings to try to cater to all parents as much as possible.

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

Class Dojo Messages, Fliers, Parent Link (script or phone call out)

## Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

### 3. Families engaged in migratory work

### 4. Families experiencing homelessness

- Description

The school provides translations for all outgoing documents and advertises that translators will be present at all meetings and trainings.

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

Conference Notes and/or Parent Training Evidences (invitations, agendas, handouts, sign-in sheets) and/or Class Dojo Messages.

- Description

We work closely with ESE coordinator to make sure that parents and families with disabilities have the proper venue for communication during all events. Parents are provided interpreters, translators, and community support for meetings to ensure they understand the needs of their students and what the school is doing to support them. Meeting areas are easily accessible for all parents and community members. We provide handicap spots close to the entrance of the main office for easy accessibility. Ramps are located at 2 different locations in the front of the school and in the bus loop to provide equal access to all. Parking is communicated with Area Office for need.

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

Photos of ramps and/or elevators, and parking spaces.

- Description

We monitor migrant families to ensure they have the information they need to support their children. Students identified as migrant are monitored for additional tutorial and academic and social/emotional support. Parents are contacted for training and support. All meeting are held at flexible times to try to accommodate our large population of parents. Our contact person is Ashley Schutt, Assistant Principal. Guidance coordinates with the Migrant Office to help with additional serves. Home visits are conducted when needed as well.

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

Distribution in backpacks of Migrant Pamphlets from the district, Visitor logs and SIS comment log and/or conference notes for parent contact

- Description

We monitor families identified as homeless and provide outreach for them: For example food boxes over the summer and school supplies and uniforms in August and throughout the year. Our guidance counselor reaches out to the families that have been identified as homeless and offers to help them make connections with agencies that can provide financial, job and housing support. We partner with District and area agencies to provide support to families. In order to ensure that they participate we not only extend the invite but our guidance department works with them to see what the barriers might be for not attending and try to work out a solution so that they are able to be a part of our school community as much as possible.

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

Guidance counselor notes and/or notes on services/support provided and/or copy of referral email and/or Student Housing Questionnaire (SHQ) form (2479), Guidance Counselor created distribution logs for donated uniforms and/or school supplies and/or food

## Other Activities

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

### 1. Activity #1

- Name of Activity

NA

- Brief Description

NA

## 2. Activity #2

- Name of Activity

NA

- Brief Description

NA

## 3. Activity #3

- Name of Activity

NA

- Brief Description

NA

## Building Non-Academic Skills

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

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

## 1. Building Students' Non-Academic Skills

The school ensures the social-emotional needs of all students are being met by implementing the following:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SLL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Youth Services Bureau, Children's Home Society, Care- Giving Youth, etc.)
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

\* Mentors and a check in/check out system is in place for students with SLL concerns. Skills for Learning and Life Classroom (caring classroom, kindness curriculum, character education, compassion classes) \* Growth Mindset/Resilience/Persistence \* Provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance use \* Single School Culture program, specifically the School-wide Positive Behavior Plan (SwPBS) Our school uses C.H.A.M.P.s for daily behavior. School-wide positive behavior universal guidelines "SAIL" are evident throughout the school. Our students know the behavioral expectations for all areas of the school. Homerooms participate in "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. Our school has 2 school counselors, one who is bilingual, who provide various models of counseling support, which include: individual, small group, and are on the wheel so that they can reach more students and address important topics such as anxiety, family dynamics, self esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. We have a 9 day rotation for related arts which allows all students to participate in 2 P.E., Music, Character Counts, Art, Math Computer Lab, Science Lab, Reading Room, and Media. We are in contact with our local feeder middle schools and invite them to come and speak to our fifth grade students once to twice a year about middle school expectations and routines so that we can best prepare them for the next chapter in their educational life. We are starting a new initiative called "Trusted Adult." This is where we listen to the student and see who there trusted adult is and match them up as mentors.

## SBT/MTSS Implementation

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

- Identify students for tiered support;



- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

C.O. Taylor/Kirklane use the following strategies to minimize distractions and keep students engaged during instructional time by implementing the following: Utilize existing data to identify students who have attendance, behavioral or academic concerns. We address the attendance concerns, any student who has accumulated 5 or more tardies/absences in a trimester will be referred via the truancy process. To address those students who are none-proficient, the classroom teacher will initiate the School Based Team process in which students will be offered intervention services during the school day. The school will work with the attendance liaison to call and meet with parents of students with attendance concerns. Students with three or more absences are identified by the teacher. Teachers call the parents and provide support to ensure students are in school. If students miss 5 or more days school based team schedules meetings/home visits with the family to set up supports to ensure daily attendance. If a student continues to be truant the SBT begins the truancy process. During the truancy process teachers and administration will work with the parents to determine the cause of the tardies/absences and agree on a solution. Tier 1: Core Instruction with small group (120 minutes for reading, 60 minutes for math). All students receive Tier 1 services. Tier 2: 30 minutes outside the reading block. For those students who are below grade level targeted interventions will be provided based on the needs of the students. Students will receive an intervention in either oral language, phonics/phonemic awareness, text processing and/or comprehension. The interventions provided will meet the needs identified. Those students who continue to struggle will be referred to SBT for formalized interventions and support. All retained students and Level 1 and 2 students will receive before or after school tutorial. Third grade retainees and second grade students performing below grade level will receive SAI (Supplemental Academic Intervention) interventions. Tier 3 Implementation: Students receive Tier 1 services, Tier 2 services, and Tier 3 services which consist of 30 minutes daily outside the reading block and addition to Tier 2 services. Students are assigned to an interventionist that works with students on their specific weakness which is based off data from, but not limited to, Reading Records, FSQs and USAs, along with other formative classroom assessments. Students are monitored using a Data Intervention sheet which is completed by the interventionist and then data is shared with the homeroom teacher weekly and at scheduled SBT meetings.

## 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).
- Opportunities to extend learning time.

- 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.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

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

### 1. Well-Rounded Education

Our research based programs are chosen based on their alignment to the standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. During PLC, common planning, data chats and school based team meetings, we identify the students who are in need of assistance and determine what assistance could be provided to them with the available personnel on campus. During our PLCs and common planning, teachers create differentiated instructional strategies to meet the needs of all the students in their class. Administration monitors the lesson plans, holds data chats, and through classroom walk throughs to determine if the differentiation is implemented with fidelity. Clifford O. Taylor/Kirklane will use the FSQ's, USAs, ORR, I-Ready and the Progress Monitoring Periods to determine the correlation between the students' pre and post scores to identify increases or decreases in scores. Tutorial attendance and progress will be closely monitored to ensure it is aligned to students needs and progress is being made toward the achievement goal. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of 9 offerings: Music, Art, 2 PE courses, Character Counts, Math Lab, Media, Reading Room and Guidance. Students rotate through the fine arts each 9 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. C.O.Taylor also has a Dual Language Program in grades Kg-5. Students in this program are instructed in Spanish and English. Students learn Reading, Writing, & Science in Spanish. Then they learn Reading, Writing and Math in English. This is an effective program to help develop language proficiency literacy in English and Spanish.

## Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

We offer a course called Accelerated Mathematics Plan (AMP) in grades 3, 4 and 5. AMP courses are accelerated math classes. In the 3rd grade AMP course students are covering all of the third grade standards and half of the 4th grade standards. In the 4th grade AMP course students are exposed to the other half of the 4th grade standards and all the fifth grade standards and then take the 5th grade Math PM assessment. In fifth grade the students learn 6th grade standards and take the 6th grade PM assessments. We have 2 AMP classes on each grade level. Instruction for 3rd is taught by teachers on that grade level. For 4th & 5th grade AMP classes, one class on each grade level is taught by a classroom math teacher and the other one is taught by our accelerated math teacher.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

### 1. Transition to Elementary School

2 Pre-K classes on campus Kindergarten Round-up Meet the teacher As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten CO Taylor/Kirklane ES 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 follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including 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. Our school holds a Kindergarten Round-Up in May prior to the end of the school year in order to showcase the school and give information to parents of school-age children who will be attending the school in the fall. We advertise through our Parent Newsletter, Marquee, Palm Springs Library, PBCSD website. Additionally, we offer a staggered start so that kindergarten students and parents are familiar with the building, classroom, and teachers. Kindergarten students are screened during the first 30 calendar days of the beginning of the school year using the Florida Kindergarten Readiness STAR assessment. The STAR assessment consists of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills knowledge, and behaviors a student demonstrates or needs to develop.

## Professional Development

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

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

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

## 1. Professional Development

PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers get Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading and math. District area support personnel come out to our school and model and coach our teachers in Reading, Writing and Math. Parent Data Chats & Activity Night is implemented at C.O.Taylor for grades K-5 grade this year. Parent Data Chats & Activity Night is a program that helps increase parent involvement in their child's education. At C.O.Taylor we hold 3 parent meetings a year. At these meetings teachers go over data with parents on a particular skill and show parents where their child is currently, where they need to be by next meeting time and how the teachers are going to help them get there. Most importantly in these meetings teachers give parents the tools they need to help support this goal at home. Teachers and parents are working side by side to help student achievement and parental involvement. Professional book study: We have a professional book study session at our school where teachers get together read research based literature on best practices for the classroom, parental involvement and instruction practices.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

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

### Retention:

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

## 1. Recruitment and Retention

Our strategies include posting vacancies via District's web page, administrators attending District Job Fairs, Grade level teachers participating in the interviewing process, regular meetings with new teachers ESP Educator Support Program and partnering new teachers with veteran teachers. To retain teachers, we include them all in the decision making process in relation to the master schedule and school improvement plan. All teachers are given the opportunity to join a committee in which he/she represents a grade level, giving input on behalf of that grade level. We meet with teachers regularly to develop and review their Professional Growth Plans (PGPs), review data through learning teams, and provide professional development based on teachers' request and student data. School administration meets with new teachers weekly to provide support, encouragement, mentorship, and assistance as they transition to the school. Our ESP program is run by our Assistant Principal and Volunteer Lead Mentor to support all staff with an emphasis on new teachers to PBCSD and new teachers to our building. In the ESP program we make sure that teachers are up to date on all information C.O.Taylor and assist them with the professional and educational needs they may have. It is a program that provides support and guidance to make the teaching professional a little easier and more manageable to guide through. Clifford O. Taylor/Kirklane Elementary implements the District's Educator Support Program (ESP) for all beginning teachers. Every new teacher is paired with a clinically educational trained mentor. The program encompasses 5 Florida Educator Accomplished Practices (FEAPs). The 5 FEAPS surround the mentor observing the beginning teacher while teaching and providing feedback using a pre/post conference form. In addition to the mentor, the beginning teacher is assigned a 'buddy'. The beginning teacher is paired with another teacher on his/her grade level, an experienced/veteran teacher who teaches the same subject area as the beginning teacher. Along with the ESP program, Clifford O. Taylor/Kirklane participates in the Teacher Ambassador Pilot program that the district offers. This program invests on retaining teachers and helping them build their capacity in education.