



1. Comprehensive Needs Assessment [1114(b)(1)(A)]																			
<p>The goals for 2017-18 should reflect the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used and the staff involved in the process. This will serve as a basis for the action steps.</p> <p>Examples of Possible Activities:</p> <ul style="list-style-type: none"> • Establish a planning team composed of educators, parents, community members, and business representatives • Create a vision for school-wide reform • Use data to create a campus profile • Identify data sources to substantiate planning recommendations • Analyze data and evaluate instructional programs accordingly • Provide documentation of the planning team and its required members (ERO) • Ensure and document that the Title 1 components were effectively addressed through the monitoring folders 	Funding Sources (if applicable)																		
2. School-wide Reform Strategies {1114(b)(1)(A),(B),(I)}																			
<p>The School-wide plan must include school-wide reform strategies that:</p> <ul style="list-style-type: none"> • Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in action steps • Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program. 																			
<p>Examples of Possible Activities:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">MTSS</td> <td style="width: 50%;">Co-Teaching</td> </tr> <tr> <td>Before/After School Tutoring</td> <td>Reduced Class Size</td> </tr> <tr> <td>Extended School Year</td> <td>Resource Teachers</td> </tr> <tr> <td>Summer Programs</td> <td>PBIS</td> </tr> <tr> <td>Acceleration</td> <td>Computer Labs</td> </tr> <tr> <td>Counseling/Mentoring</td> <td>One-on-one Initiative</td> </tr> <tr> <td>Early Warning Systems</td> <td>Review master schedule for extended learning opportunities</td> </tr> <tr> <td>Technology</td> <td>Data Review Days and disaggregate data by subgroups</td> </tr> <tr> <td colspan="2">Mentoring Program-Pairing students to model positive behavior and citizenship</td> </tr> </table>	MTSS	Co-Teaching	Before/After School Tutoring	Reduced Class Size	Extended School Year	Resource Teachers	Summer Programs	PBIS	Acceleration	Computer Labs	Counseling/Mentoring	One-on-one Initiative	Early Warning Systems	Review master schedule for extended learning opportunities	Technology	Data Review Days and disaggregate data by subgroups	Mentoring Program-Pairing students to model positive behavior and citizenship		Funding Sources (if applicable)
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3. Instruction by Highly Qualified Teachers 1114(b)(1)(C)

<p>Instruction by highly qualified teachers must be provided to all students.</p> <p>Examples of Possible Activities:</p> <ul style="list-style-type: none"> Recorded highly qualified status of teachers, their teaching position, the course(s) they teach, and their service records. Notify parents of highly qualified status through written correspondence. Recorded highly qualified status of paraprofessionals, their assignments, and their service records. Recorded paraprofessional duties that increase the opportunities for all students to meet the academic achievement standards. Provided time off for professional development. Provided an effective Mentoring system. Monitored effectiveness of teachers by frequent walk-throughs. Provided time for teachers to observe master teachers in the classroom. Provided opportunity for teachers to have classroom materials explained as to their use in instruction. Provided opportunities for collaboration in looking at benchmark and testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction. 	<p>Funding Sources (if applicable)</p>
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4. Professional Learning Section 1114 (b) (1)(D)

<p>The professional development in the SIP should be linked back to identified needs in the comprehensive needs assessment.</p> <ul style="list-style-type: none"> ELA Trained by grade levels Tech/Teach Tuesdays Video Loops with the Staff Morning Show- Best Practices, Growth Mindset Utilized Book Studies- <u>Teach Like a Pirate</u> <u>Visible Learning for Literacy</u> Allowed teachers to attend professional developments through the year on content areas specific to teacher’s assignments. Rearranged the school day to include a block of time before, during or after school for collaborative meetings or planning time across grade level and content areas. Hired substitutes to rotate through classrooms so teachers can attend meetings during the day rather than before or after school. Scheduled “specials” during the same time blocks so teachers have time to collaborate or receive training. <p>**Provide documentation of scheduled staff development through ERO</p>	<p>Funding Sources (if applicable)</p>
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5. Additional Timely Assistance

A school-wide program school must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to--

- (1) Ensure that those students' difficulties are identified on a timely basis; and
- (2) Provide sufficient information on which to base effective assistance to those students.

Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment.

Funding Sources (if applicable)

- Analyzed individual student data and/or student work to determine appropriate activities.
- Provided for extended learning opportunities such as tutoring before/after school and summer school as determined by state criteria for 2nd and 3rd grades.
- Provided individualized/small group learning sessions.
- Provided a rich curriculum that includes real world connections and enrichment activities.
- Incorporated computer assisted learning.
- Incorporated modifications/accommodations for curriculum activities.
- Conducted parent/teacher conferences to keep parents informed.
- Provided school counseling services.
- Linked parents to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.
- Provided professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities.
- Coding Club-Teams of students are entered in the Wonder Club Coding Competition that has worldwide participants. The goal is to program a robot through a series of "missions" that meet progressively hard communication in coding. Once the competition window closes in March, students will then build their own robots and program them.
- Hour of Code-sponsored by Code.org is again a worldwide event. Students in our school are paired up with a mentor class to program a character through a series of events. Children had to collaborate, communicate, plan the steps to solve the puzzle, then use the language of code to communicate the solution. All students, Prek- to 5th grade participated during the week of December 4th.
- STEM Program-Our Science, Technology, Engineering, and Math (STEM) program gives students the opportunity to create, collaborate, learn, and share their thinking through the use of the engineer design process and new technology. The recent STEM movement is to increase awareness of STEM related jobs, which will grow 1.5 times faster than other jobs in the future. In STEM the students think, question, design, create, struggle, collaborate, try, solve, invent, reflect, and LEARN!

6. Recruitment and Retention of Highly Qualified Teachers

Identify the school’s strategies to attract and retain effective, highly qualified teachers in the Instructional program and in the school as a whole. [1114(b)(1)(E)]
 Identify the practice the district maintains to assist schools in effectively recruiting and retaining highly qualified educators, including specialists in core academic subjects, principals, and pupil services personnel; for example: providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach in academic subjects and schools in which there exists a shortage of highly qualified teachers.

Describe the strategies used to attract and retain effective, highly qualified teachers. If this was identified in the comprehensive needs assessment, be sure to reference this need.

The district utilizes a Talent Acquisition Team to recruit effective, highly qualified teachers. The district also works with universities to train and hire interns. Teachers must be highly qualified in the specific subject they are hired to teach. New teachers are placed with a mentor teacher and receive additional training through the district’s Teacher Induction Program.

- Guaranteed small classroom size.
- Provided mentoring program.
- Promoted quality leadership (PNLP, PLP-district level)
- Provided opportunities for teacher input in developing local compensation policies.
- Provided on-going training for programs that are in place on a campus for both teachers and instructional paraprofessionals.

Funding Sources (if applicable)

7. Teacher involvement in decisions regarding assessments

Identify the measures the school has in place to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. [(1114(b)(1)(E)]

Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program.

- Provided opportunities for teachers to work together in developing student assessments such as: benchmark assessments, teacher observations, performance assessments, teacher made assessments during grading periods, and student inventories.
- Provided opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments.
- Provided opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.
- Provided professional development on using data to make instructional decisions, improve curriculum, and design assessments.

Funding Sources (if applicable)

8. Parental Involvement

A school-wide program must involve parents in the planning, review, and improvement of the school-wide program plan. [1114(b)(1)(F)]
 The district must provide support and technical assistance in developing and evaluating the effectiveness of the parent involvement policy and plan.

<ul style="list-style-type: none"> • Notification: Sent information to parents in a language and format they can understand, including: parents’ right to know teacher qualifications, parents’ right to know non-highly qualified teacher, annual report cards, social media, reports regarding student achievement, parental involvement policy and school-parent compact. <ul style="list-style-type: none"> School Newsletters Class Newsletters School Website Social Media such as Twitter • Consultation: Included parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level. <ul style="list-style-type: none"> Grade Level Parent Nights SAC Meetings • Building Capacity: Assisted parents in understanding the state’s academic content and achievement standards and requirements of the Title I program. Provided materials and training in areas such as literacy or technology. <ul style="list-style-type: none"> Science/Technology Night Math Night ELA Night 	<p>Funding Sources (if applicable)</p>
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**9. Coordination with Early Childhood Programs (Elementary)
 College and Career Readiness (Secondary)**

Elementary-
 Identify how the program is coordinated with early childhood programs with an emphasis on the transition between early childhood programs and elementary school programs. [1114(b)(1)(G)]
 Assessment data should facilitate the transition between early childhood programs and elementary school programs.

Secondary-
 Identify how the school incorporates applies and integrated courses to help students see the relationships between subjects and relevance to their future.
 Identify how the school promotes academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful.

<p>Describe the coordination that occurs between the elementary school and early childhood programs.</p> <ul style="list-style-type: none"> • Coordinated the professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals. • Arranged for kindergarten and preschool teachers to visit each other's classrooms. • Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten. • Instruction is always intentional, and frequently is direct and explicit. There is a balance between individual, small-group, and large-group activities. • The classroom environment is one where children felt well cared for and safe. It also stimulated children's cognitive growth and provided multiple and varied opportunities for language and literacy experiences. • Teachers frequently checked children's progress. Ongoing assessment allowed teachers to tailor their instruction to the needs of individual children as well as to identify children who needed special help. • The preschool staff regularly communicated with parents and caregivers so that caregivers are active participants in their children's education. <p><i>Parents whose children attend pre-K in our public elementary schools benefit by having their child attend pre-K in the same school that the child will attend Kindergarten, allowing for a seamless transition. Pre-K students in other school settings are encouraged to attend pre-K round-ups and school tours. Additionally, parents receive print materials throughout the year that provides information on "How to help your child."</i></p>	<p>Funding Sources (If applicable)</p>
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10. Coordination with Federal, State and Local Services	
<p>Describe how the program is coordinated and aligned with federal, state and other local services and programs, with particular focus on other NCLB Title programs. [1114(b)(1)(J)]</p>	
<ul style="list-style-type: none"> • <i>Title I, Part A, works closely with other Title grants, to reduce fragmentation and duplication of services in providing assistance to students, staff, and parents. This provides supplemental services to students, parents, and professional development to staff.</i> • <i>Title I, Part A, provides services to assist students in meeting Florida Standards and Next Generation Standards in grades K-8.</i> • <i>Title I coordinates with Title II to ensure that staff development needs are met in grades K-12 in core academic areas in public and private schools. This provides supplemental services to students and professional development to staff.</i> • <i>Title I, Part C, provides services to elementary, middle and high school migrant students and families in Citrus County through the Alachua Multi-County Consortium. Services include sharing information concerning various agencies, school supplies, and tutoring. This provides supplemental services to students.</i> 	<p>Funding Sources (if applicable)</p>

10. Coordination with Federal, State and Local Services

- *Title I, Part D provides services to students and staff at the DJJ facility and at our local alternative school. This provides supplemental services to students and professional development to staff.*
- *Title I, Part A and Title III, Part A work together to supplement instructional support for English Language Learners in grades K-12. ELL students' needs are identified, and if needed, a Progress Monitoring Plan (PMP) is developed to ensure the students' needs are met. This provides supplemental services to students and parents.*
- *Title I coordinates with Title X to provide services to homeless students in grades K-12. Services include awareness training for school staff in terms of identification and the rights of homeless students, guidance and social worker services, school supplies, academic supplies and other services as needed to support students in academic areas. This provides supplemental services to students and professional development.*
- *The Citrus County Education Foundation sponsors teacher mini-grants, Wellness Grants, some software programs, and other activities. This provides supplemental services to students and professional development.*
- *The Tropicana Speech Contest is sponsored by the local 4-H, for fourth and fifth graders in public and private schools to promote public speaking. This provides supplemental services to students.*
- *Florida Virtual School is an alternative to traditional "brick and mortar" public education.*
- *"Adopt a Class" is a program in which community members and/or parents "adopt a class" providing a stipend amount for the teacher of the adopted class to purchase additional supplies for the classroom. This provides supplemental services to students and supports parent involvement.*
- *PTAs/PTOs support the school in a variety of ways.*
- *Citrus County Sheriff's Department provides School Resource Officers who are assigned in elementary, middle, and high schools to provide education in safety issues and assistance in maintaining a safe school environment.*
- *Citrus County Health Department provides services to students in elementary, middle, and high schools.*
- *Citrus County Family Resource Center provides parenting classes, support groups for parents, lending library, clothing, food, school supplies and Thanksgiving and Christmas to needy families in our school district.*
- *Citrus County Blessings is a program where students in need receive a back pack on Friday that supplies food for two breakfasts, three lunches, three dinners, and snacks for the weekend.*
- *Citrus County Library System provides access to computers/internet, children's libraries, AR books, and children's events.*
- *Citrus County United Way supports Big Brothers/Big Sisters, Boys and Girls Clubs, Boy Scouts, Childhood Development Services, Family Resource Center, Family Visitation Center, and other agencies.*
- *Outback Steakhouse sponsors student achievement luncheons.*
- *The benefit of the collaborations is far reaching. Students have additional academic and community support opportunities available to them, parents have the opportunity to be more involved, staff gains from aligned professional development, and the School district gains community support and alignment of services.*