



1. Comprehensive Needs Assessment [1114(b)(1)(A)]	
<p>The goals for 2018-19 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> <ul style="list-style-type: none"> • Create a vision for school-wide reform • Analyze data. Evaluate instructional programs • Provide documentation of the planning team and its required members (ERO) 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>
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. <ol style="list-style-type: none"> (1) Provide counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas. (2) Include a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20U.S.C. 1400et seq.). 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>
<ul style="list-style-type: none"> • Disaggregate data by subgroups • Co-teaching • Technology • Harmony Kids- a social/emotional group led by Guidance Counselor, Jen Kreusch 	

3. Instruction by Highly Qualified Teachers 1114(b)(1)(C)	
<p>Instruction by highly qualified teachers must be provided to all students.</p> <ul style="list-style-type: none"> Record 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. Monitor effectiveness of teachers by frequent walk-throughs. Provide time for teachers to observe master teachers in the classroom. 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>

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"> Select the professional development to meet the needs of students (based on data). Utilize book study groups and department led training. Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment. <p>**Provide documentation of scheduled staff development through ERO</p>	<p>Funding Sources (if applicable)</p> <p>Title 1</p>

5. Additional Timely Assistance	
<p>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--</p> <ol style="list-style-type: none"> Ensure that those students' difficulties are identified on a timely basis; and Provide sufficient information on which to base effective assistance to those students. 	
<p>Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment.</p> <ul style="list-style-type: none"> Analyze individual student data and/or student work to determine appropriate activities. Provide individualized/small group learning sessions. Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities. 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>

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.

<p>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.</p> <p><i>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. Teachers that work in Title 1 schools received an additional \$50.00 for the 2014/15 school year. Teachers that work at CREST, an alternative school for ESE students, received an additional \$400.00 for the 2014/15 school year.</i></p> <ul style="list-style-type: none"> • Provide mentoring program • Promote quality leadership (PNLP, PLP-district level) • Provide on-going training for programs that are in place on a campus for both teachers and instructional paraprofessionals. 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>
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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)]

<p>Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program.</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies. • Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments. 	<p>Funding Sources (if applicable)</p> <p>Title 1</p>
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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.	
<p>Notification: Schools shall send 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.</p> <p>Consultation- Schools shall include 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.</p>	<p>Funding Sources (if applicable)</p> <p>Title 1</p>

9. Coordination with Early Childhood Programs (Elementary) College and Career Readiness (Secondary)	
<p>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.</p> <p>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>	
<p>Describe the coordination that occurs between the elementary school and early childhood programs.</p> <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> <ul style="list-style-type: none"> • The classroom environment is one where children feel well cared for and safe. It also stimulates children’s cognitive growth and provides multiple and varied opportunities for language and literacy experiences. • Teachers frequently check children’s progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help. 	<p>Funding Sources (If applicable)</p> <p>Title 1</p>

10. Coordination with Federal, State and Local Services

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)]

- *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.*
- *Title I, Part A, provides services to assist students in meeting Florida Standards and Next Generation Standards in grades K-8.*
- *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.*
- *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.*
- *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.*

Funding Sources (if applicable)

Title 1

10. Coordination with Federal, State and Local Services

- *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.*