

K. E. Cunningham/Canal Point Elementary



2015-16 School Improvement Plan

K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

www.edline.net/pages/k_e_cunningham_canal_point_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	99%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	27
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	49
Appendix 2: Professional Development and Technical Assistance Outlines	52
Professional Development Opportunities	53
Technical Assistance Items	61
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

KEC/Canal Point Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

Provide the school's vision statement

The staff of KEC/Canal Point Elementary School is dedicated to providing a safe learning environment that promotes intellectual and career growth. Our goal is to offer a comprehensive and advanced scholastic program that prepares all students for secondary and career employment. The faculty and staff will maintain a fundamental commitment to excellence in all facets of the school's daily routine. As lifelong learners, students will use their education to become self-reliant citizens in a democratic society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust

- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our school infuses Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09. Single School Culture is the district's belief system and practices regarding academics, behavior, and climate. Our school establish behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture which are essential to creating and maintaining a safe and supportive school community. We use a Single School Culture Approach by building student readiness.

* Faculty & Staff will participate in the Learning Science International Initiative (LSI) beginning with setting Conditions for Learning from the first day of school. (Establishing Rules & Procedures, Using encouragement strategies with students, establishing & maintaining effective relationships with and communicating high expectations for all students).

There is an expectation that our school promote a positive school culture that encourages interpersonal and inter-group respect among students and between students and staff. To ensure that our school provide all students with a supportive and safe environment in which to grow and thrive academically and socially, each of the following facets of our school community focuses on the following daily:

Social Environment

- Interpersonal Relations: Students & Staff
- Respect for Diversity
- Emotional Well Being and Sense of Safety
- Student Engagement
- School & Family Collaboration

- Community Partnerships

Physical Environment

- Building Conditions
- Physical Safety
- School Wide Protocols
- Classroom Management

Behavioral Environment, Expectations & Supports

- Physical & Mental Well Being
- Prevention & Intervention Services
- Behavioral Accountability (Disciplinary and Intervention Responses)

Our school also have several plans in place to ensure the following:

- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students’ cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano’s Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Form a representative student task force comprised of representative multicultural groups;
- Provide professional development to staff on increasing positive interactions with students;
- Collect data on ratio of positive interactions (RPI) with students;
- Writing Action Plan goals based on RPI data collected.
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

All students are provided opportunities to direct their own learning and to become engaged in stimulating, real-world-based, critical problem solving techniques in all classrooms during the day. We build instruction on students’ out of school experience, and teachers allow students to use these experiences as the starting points of learning. With the new Florida Assessments coming into our district and school this year, making school relevant to students will be a key focus for learning. For teaching and learning to change requires barriers between school to home to be diminished. Our school is working harder this year to improve our practices and require a new openness to communicate, to create opportunities for families to spend more time in school, and for school staff to spend more time in the community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In our school, teachers and staff try to develop a trusting relationship with our students which requires patience and personal integrity. We work each day through best practices provided through our School-wide Positive Behavior Support System that is supported through our Safe Schools Program within the school district.

Components that help to develop a safe and positive educational environment include:

- positive teacher student relationships,
- a nurturing atmosphere,
- clear and consistent expectations for behavior,
- routines and rituals,
- appropriate amounts of structure for specific situations/needs, and
- proactive intervention of problems
- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Some of the elements of our school-wide behavior support system include school rules, teaching appropriate behavior, intervention plans, positive reinforcement for behavior, and teaching of social skills. Teachers help students develop resiliency by providing opportunities or using strategies that are supportive. They include:

- Developing supportive relationships with students
- Maintaining positive and high expectations for all students
- Providing opportunities for students to participate and contribute
- Providing growth opportunities for students
- Ensuring that all students have a caring adult in their lives (mentoring)
- Teaching students they are capable and have strengths
- Providing opportunities for self-assessment and self-reflection

- Providing opportunities to work with other students (cooperative learning)
- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Our school is also a pilot for a program called, "Cloud 9 World" supported by the Safe Schools Department in our district with sponsors from New York. This program will focus on students and adults character traits by working with one trait per month and focusing on this trait several ways throughout the school. This program will help students build vocabulary by reading books related to the character trait they are working on each month. This year is collecting base-line data and our school will spend the next two years developing and improving the character traits in our students to help them become better citizens in society.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The following describes how our school ensures the social-emotional needs of all students are being met, which includes counseling, mentoring, and other pupil services:

- Operational school-based team meets weekly to discuss students with barriers to academic and social success;
- Cloud 9 "Character Education" Program is a grant KEC/Canal Point received this year is to promote the social/emotional welfare and academic success of all our students, teachers, and staff.
- Mentors are assigned to students identified with behavioral and academic concerns;
- "Check-in/Check-out", mentoring program is utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (BRIDGES, Boys & Girls Club, PYEA, etc);
- Our school use the Multi-Tier process which includes the following: Developed and implemented 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. We Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts or mathematics
 - iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Utilize data systems to identify students who have attendance, behavioral or academic concerns
 - Create data decision rules for number of absences or OSS before referral generated to SBT
 - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
 - Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	16	2	8	8	9	60
One or more suspensions	4	12	4	7	8	11	46
Course failure in ELA or Math	18	28	14	28	34	20	142
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	11	4	10	12	10	55

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
 - iReady for Reading & Math, SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
 - Planned Discussions, Goal Setting for identified students;
 - Notification procedures for parents, agency and community outreach;
- ELL & ESE
- Conduct the BEST PRACTICES FOR INCLUSIVE EDUCATION Assessment
 - Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
 - ELL Resource and ESE Resource provide support for students with LEPs and IEPs along with general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.

Parent collaboration/education through the Academic Parent-Teacher Teams (APTT Grant). Through APTT partnerships will be formed between parents and teachers to support our students'/their child's learning.

- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Increase parental involvement at the school. In the school year 2014, 75% of Canal Point parents will attend at least 1 Curriculum Night/Family Involvement activity designed to assist the family with familiarity with the Florida Sunshine State Standards and student achievement requirements for success on the FCAT.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school builds and sustains partnerships with educators, students, parents, law enforcement agencies, businesses, faith-based organizations, local schools, and community leaders. With this collaborative approach of working with several partnerships with business partners, and community leaders, our school has shown improvement in student achievement, and social aspects of our students. Some of the initiatives our school is involved in to bridge connections between school and community/business partnerships include the following:

- Meet the Teacher Nights
- Academic Parent Teacher Team (APTT) Conferences
- Volunteer Orientation
- Family Math, Science, Reading, and Writing Nights
- Family Book Week
- Science, Technology, Engineering, and Math (STEM) Night
- Academic Awards Programs
- Parent and Teacher Conferences (Tuesday's & Thursday's)
- Fall Festival
- School Advisory Council (SAC) Meetings
- Triple P Program
- SAL-P-Q Data Chat Nights

Our business partners participate in the above functions of our school in the following ways:

- Attendance at SAC meetings, and family events

- Monetary donations
- Read with children
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During curriculum nights, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary), and developing growth mindsets in children.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hibler, Derrick	Principal
Williams, Chelsea	Assistant Principal
Pruzansky, Marc	Guidance Counselor
Jamott, Ronald	SAC Member
Brewer, Jennifer	Instructional Coach
Dupee, Nani	Instructional Coach
Silva, Janine	Instructional Coach
Mawhinney, Suzanne	Instructional Coach
Smause Buswell, Amy	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS Leadership Team reviews demographic, academic, and behavioral data to determine programs and school wide needs to be implemented into the School Improvement Plan. They also plan for interventions, develop supports, and follow up on individual student progress. In addition, the team identifies professional development needs in order for RtI interventions to be successful.

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RtI infrastructure already established and/or in need of development and

provide plan for building capacity

- Analysis of school-wide and grade-level data in order to identify student achievement trends
- Analysis of disaggregated data in order to identify trends and groups in need of intervention
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment)
- Development of data review plans, supports, and calendars
- Development of processes to ensure intervention fidelity
- Review of progress monitoring data
- Planning for interventions (academic and behavioral)
- Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI))
- Assessment of school staff's skill development (RtI Skills Survey)
- Development of professional development/technical assistance plan to support RtI implementation that includes Positive Behavior Support (PBS)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The principal provides a common vision for the use of data-based decision-making to ensure:

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The School Based Team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support RtI implementation is provided
- Effective communication with parents regarding school-based RtI plans and activities occurs. I assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
 - Monies may be expended only on programs or projects selected by the School Advisory Council.
 - Neither School District staff nor principals may override the recommendations of the School Advisory Council.
 - The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.
- Title I Part A: Our Title I funds will be used for a math/science coach to provide professional development, modeled lessons, and provide feedback to and for teachers. A Parent Liaison will provide parent trainings and informational meetings. We will also use Title I funds for academic software, materials, and supplies for classroom instruction. Title I funds are also used to purchase materials for parent trainings, including refreshments and other necessary resources for communicating with parents.

We have been awarded a grant through the Palm Beach County Youth Services to allow us to have summer camp for all students (K-5) daily (M-F) for eight (8) weeks during the summer. This grant also allowed for continued support for tutorials throughout the school year (September-May) for all grades (1-5).

Single School Culture - shares Universal Guidelines For Success, following our Behavioral Matrix and

teaching Expected Behaviors. SSC includes monitoring our SwPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Title I, Part C-Migrant - A migrant Liaison provides services and support for students and their parents. The Liaison coordinates with Title I and other programs to ensure that qualifying students' needs are met. We have a migrant Pr-K program.

Title III-Services are provided by the district for educational materials and ELL District Support Services to improve the education of Immigrant and English Language Learners.

Title X-Homeless - The district homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Program- Safe and Drug Free Schools- The district receives funds for programs (Red Ribbon Week, Mentors in Middle Schools, etc.) that support prevention of violence in and around the schools. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement.

District-wide implementation of Single School Culture as well as Appreciation of Multi-Cultural Diversity.

Nutrition programs: The school nurse provides support and nutrition information for those students who have been diagnosed with diabetes, etc. The school also offers a "Teaching Garden" for all students to work in throughout the school year. The purpose of the garden is to teach students how to grow vegetables properly. More importantly, the garden teaches students how to eat healthier at school and at home.

Business Partners- We have business partners that provide clothing, school supplies and teacher incentives. Business Partners include PBC Youth Services, American Heart Association, Briggs Equipment, Florida Crystals, FAU, and Lowe's.

Grants- We have been awarded a STEM grant, a PEW grant, a Cloud 9 World grant, a Lowe's grant, an Academic Parent Teacher team (APTT) grant, Team USA grant, Palm Beach County Youth Services grant, Fuel Up to Play 60 (FUTP60) grant, and a American Heart Association Teaching Garden grant.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mr. Jermott	Education Support Employee
Derrick Hibler	Principal
Jessica Sligo	Parent
Suzanne Mawhinney	Teacher
Herbert Crawford	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

FY14, our SAC used School Improvement funds to enhance the school performance by purchasing an student ID machine so ID's could be made for every student attending our school. Our SAC held monthly meetings as scheduled and reviewed all minutes of meetings prior to the month meetings were held. Our SAC approved the School Improvement Plan and the principal reviewed the plan in every SAC meeting so all SAC members and parents in attendance could understand our plan. All

teachers and parents were provided copies of the School Improvement Plan and this plan became a living document for our school for all stakeholders to work from.

FY16, our school is implementing a plan called Academic Parent Teacher Team (APTT) to bring parents into the classrooms with teachers three times per year with a focus on their child's academic performance at that time of the school year. Each meeting, parents are provided opportunities to see their child's level of performance, and will be able to practice skills at home to continue developing their child's levels of understanding in reading and math. These activities are also explained to ALL parents who attends our SAC meetings each month.

Development of this school improvement plan

Assess the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data.

- Arrange the school's needs in priority order.
- Indicate problems and barriers that underlie the needed improvements and their causes.
- Identify and evaluate possible solutions and develop strategies—specific “how-to” steps—to accomplish the needed improvement
- Establish what will be done, when it will be done, by whom, and what resources are needed
- Specify precisely what results (outcomes) the SAC expects to achieve and how they will be measured
- Determine which indicators of success will serve as “adequate progress” for strategies in the plan
- Decide how success will be measured.
- Provide input on strategies and goals to improve the school.
- Review and update the SIP as needed.

Preparation of the school's annual budget and plan

The principal reviewed the school's annual budget with the SAC members and had them see our amount allotted for the school year. Due to our limited amount of funds, we had two items on the table for discussion which related to our new ID machine accessories, and paying for Gifted Endorsements for 2 teachers. We asked our SAC to approve and pay for additional supplies for our ID Machine for students which included ID cards and lanyards. The total amount was added in our School Improvement Plan for FY14. We also asked SAC to approve funds for 2 teachers to get their Gifted Endorsements to help keep our students who were labeled gifted in our school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Pay tuition fees for the Gifted Endorsement for 2 Teachers which consists of 5 courses. These fees were in the amount of \$250.00 per teacher. The total was \$500.00. However, the funds were never taken out because both teachers declined getting the Gifted Endorsement due to conflicts in their personal schedules.

The accessories for our ID machine came to a total of \$500.00 which included additional ID cards and lanyards.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hibler, Derrick	Principal
Williams, Chelsea	Assistant Principal
Brewer, Jennifer	Teacher, K-12
Dupee, Nani	Instructional Coach
Pruzansky, Marc	Guidance Counselor
Silva, Janine	Teacher, K-12
Mawhinney, Suzanne	Instructional Coach
Smause Buswell, Amy	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs, Florida Standards Assessments and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction
- Using Walk-through data to guide our professional development with CORE instruction
- Promoting the enhancement of Project-Based Learning
- Researching, promoting and including Literature Circles and Reader's Workshop to increase independent reading time
- Promoting an independent reading time with teacher conferencing
- Integrating STEM into authentic Project-Based Learning experiences
- Planning and facilitating instruction at a deeper level to promote enrichment.
- Building classroom libraries to offer students more selection during independent reading time
- Continue and support school-wide initiative of student reading conferences
- Assisting all grade levels with the implementation of Florida Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Our school uses professional collaboration to exhibit relationships and behaviors that support quality work and effective instruction, includes the following:

- More complex problem-solving and extensive sharing of craft knowledge
- Stronger professional networks to share information
- Greater risk-taking and experimentation (because colleagues offer support and feedback)
- A richer technical language shared by educators in the school that can transmit professional knowledge quickly
- Increased job satisfaction and identification with the school
- Continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts
- Faculty & Staff will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development.

---- All Faculty & Staff will participate in Team Building activities weekly and celebrate together in monthly meetings once per month. These activities will include ALL ADULTS on campus. Every adult is placed on a team and must collaborate with their teammates through each week to figure out clues provided to them by the principal.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Dr. Derrick Hibler, principal of KEC/Canal Point Elementary School will use a variety of sources to recruit highly qualified instructional staff members, including:

- Teachflorida.com – Florida's Department of Education web site that contains thousands of potential applicants
- Accelerated Induction into Teaching (AIT) program by Florida Atlantic University
- HODES – national online recruiting system
- Web site marketing
- Classified ads in newspapers and educational publications
- Online college/university databases and job postings
- Recruiting efforts at the "Great Florida Teach In"
- Job fairs at colleges/universities and professional conferences
- Staff development at all professional development days as dictated by the district such as: Reading and Writing Workshop, provide opportunities for teachers to attend conferences for reading, math, science, and technology.
- The staff meets regularly to analyze data such as district diagnostics, Performance Matters, and other assessment.
- Incentives such as the Glades Supplement, after school sponsorship, tutoring
- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- * Implement the district Educators Support Program (ESP)

* Provide a buddy/peer system

* Observe veteran teachers and provide collaborative time to debrief

The teacher-mentoring program that is used at KEC/Canal Point Elementary School is to support a team, that provide staff development opportunities, and observations, which include pre-post conferences, and written and oral feedback. The new educator is assigned a mentor, given an ESP Handbook with a time line of scheduled activities to be accomplished by week 33 of the school year. Each beginning teacher will be assigned a mentor for the current school year. Mentors have three or more years of successful teaching experience, work at the same school, hold a professional certificate and are trained in Clinical Education. Mentors are carefully selected to match the teaching assignment and/or needs of the beginning teacher. Our pairings are thoughtful with taking into consideration a mentor who would have the experience, confidence, and expertise in the same, if not past experience in the same grade level. Weekly conferencing, collaborative planning, reflecting on instruction, and orientating the new teacher to systems and procedures of the school are current planned activities. The mentor may also use the coaching cycle to model lessons and discuss best practice strategies to support growth of the teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school plans to enhance the focus of researched based materials to be used with all students in our school and to ensure that the professional learning is focused on district and school-based priority professional learning needs. This process will also ensure that instructional materials and programs provided are aligned with Florida's Standards in our school. 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.

For reading, now labeled English Language Arts (ELA) for our school will be aligned with the school district for the Florida Standards (K-5). This alignment will include the following expectations:

- provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The standards prepare students to compete successfully in the global economy.

*Faculty & Staff will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development. This professional development opportunity will allow all teachers to become more familiar with best practices for implementing monitoring and providing explicit feedback to their students in their academic growth and learning. Also, this professional development will provide a professional growth mind-shift for all coaches, and administrators to focus on key strategies to implement more rigorous monitoring and providing effective feedback to all teachers.

For math, our school will be aligned with the school district and the Mathematics Formative Assessment System for the K-5 Florida Standards (K-5 MFAS-FS) which is designed to support effective teaching and learning of more rigorous K-5 mathematics concepts associated with the Florida Standards, and for all students, higher mathematics achievement and a stronger conceptual foundation essential to the development of advanced mathematical reasoning and problem solving. Teachers practicing formative assessment ask students to perform tasks, explain their reasoning and justify their solutions. The evidence gathered enables teachers to differentiate instruction based on

students' cognitive strategies rather than solely on incorrect answers. The system includes four interdependent components:

1. For each K-5 Florida Standard in Mathematics, at least four tasks and rubrics are available to assist teachers in gathering evidence of students' thinking in order to identify gaps in students understanding as well as misconceptions. The rubrics provide guidance to teachers in differentiating instruction as their students' progress from the earliest stages of understanding concepts associated with each standard through full understanding.
2. A web-based system and tools will provide teachers with full access to the standards and rubrics as well as five professional development modules focused on formative assessment and the use of MFAS-FS in the classroom. All are available at CPALMS.org, Florida's official source for standard information and course descriptions.
3. Eighteen (18) lesson study toolkits aligned to the domains of the grades K - 5 FS in mathematics are available to support teachers as they work in collaboration to plan instruction related to the new standards. The toolkits are presented in the context of the Lesson Study Support System accessible at CPALMS.org.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In order to close the achievement gap and create differentiated instruction for our students, we assess our students' academic progress. We do this by using baseline data (diagnostics) against the future academic gains. We also evaluate the strengths and weaknesses of our students so that teachers can shape their teaching accordingly. More importantly, we hold ourselves accountable to real, measurable academic gains by our students.

*Faculty & Staff will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development. This professional development opportunity will allow all teachers to become more familiar with best practices for implementing monitoring and providing explicit feedback to their students in their academic growth and learning. Also, this professional development will provide a professional growth mind-shift for all coaches, and administrators to focus on key strategies to implement more rigorous monitoring and providing effective feedback to all teachers.

We will continue refining learning goals and learning targets to provide teachers with the solid targets to monitor. Current learning goals and targets will be posted in the classrooms and in students' notebooks. The work in the classrooms undertaken by the students will mirror the posted learning goal and scale.

We will introduce the concept of monitoring for learning through school based teacher training. The leadership team will provide professional development opportunities to discuss the following:

---1. How important is it to know if students are learning what we are teaching?

---2. How do we know?

---3. What are some ways to know in real time in the classrooms?

---4. What monitoring techniques will you try in your classrooms to better know in real time where your students are in learning what you are teaching?

The evidence of teacher monitoring for learning in the classrooms may include: standards-based learning goals and scales used in the classrooms to drive instruction, student work is aligned with current goal and scale, use of manipulative's, turn and talk, use of white boards, response cards, and exit slips.

We use our diagnostic assessment tools to reveal what our students know coming into a lesson, unit, or course. We use formative assessment tools to monitor students' understanding of the material during the lessons and throughout the course of a unit. We use summative assessment tools to measure students' understanding of concepts that were already taught, and occur at the end of a unit or the end of the year. This includes tests and quizzes, performance tasks, portfolio's or journals.

From our data and using the assessment tools mentioned above, we group students by their levels of performance and understanding of the material into smaller groups, and/or develop individualized instruction for those students needing specific coaching in their instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Creating a schedule with an uninterrupted 90 minute reading block

- Creating a schedule with an additional 60 minute reading block (option for extended day)

- Creating a schedule with an uninterrupted 45-60 minute writing block

- Providing instruction based on student needs

- Providing instruction aligned with the Language Arts Florida Standards for their grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

- Administering assessments which measure instructed standards

- Monitoring progress at the class and grade level during Learning Team Meetings

- Conducting data chats with students

- Creating units of study based on current data

- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

- Students self-selecting texts based on RRR levels

- Students receiving push-in/pull out services for ESE/ELL

- Providing LLI (Leveled Literacy Intervention) instruction

- Providing Process and Strategy charts for reminders of teaching

- Deepen the understanding of conferring

- Data Availability

- Building the content knowledge of teaching writing

- Gradual Release

- Intentional Planning

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The extended block will provide additional time for our students to be engaged in authentic reading activities. It will allow teachers to have more time for planning and professional development as well. We will infuse Words Their Way, Vocabulary Development, LLI, and extended independent reading time during this block.

Our School provides the following programs for our students:

- Extended School Day with an added 60 minutes for reading strategies
- After School Program
- Weekend Programs which include tutorials for reading, math, and writing
- Summer Program for reading strategies (Book Exchange weekly in the community once per week)

Strategy Rationale

The purpose of the reading strategies mentioned above is to build a stronger core academic instruction for all students and teachers. These strategies also provides enrichment opportunities for students, teacher collaboration, increases planning for teachers, and professional development throughout the school year.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hibler, Derrick, derrick.hibler@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The reading running record from the LLI kits will be administered and graphed on a chart to track progress.

Strategy: Weekend Program

Minutes added to school year: 2,160

Lowest 30% of students in Reading will attend Saturday Tutorial, starting in January (4th & 5th Graders, and will end in April).

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data team will graph each students proficiency on a weekly basis to monitor progress. Fall/Winter Diagnostics, and formative assessments will be used to measure the effectiveness of the tutorial program.

Strategy: Weekend Program

Minutes added to school year: 1,080

Our 5th grade students will attend writing boot camp each Saturday, starting in January for 6 weeks. Students will write to narrative and expository prompts depending on their needs. Students will also utilize the computer lab to increase their typing skills so they may have a better understanding of the new writing component of the Florida Assessments.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hibler, Derrick, derrick.hibler@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected weekly from the writing assessments that will be administered

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We conduct an annual Kindergarten round up that invites the local day care, preschool programs, and parents to bring their kids on a tour of the school. During this event the students and parents receive information that will prepare them for a successful transition into Kindergarten. They receive kindergarten readiness resources to help support and prepare them for the transition. They also receive an in depth tour of the kindergarten classrooms. Staggered start will be implemented for FY16.

In addition, our school has been awarded a new Pre-K classroom to help these 4 year old students develop academically and socially to the learning environment of our school. We will be working with a total of 18 students, one VPK teacher and one teacher assistant in this program this year. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school uses STEM to integrate Science and Math into the curriculum. We also have a partnership with the University of Florida that teaches our students about agriculture, which is part of their rural heritage. The school is also in partnership with the USDA which will include Scientific inquiry led by experienced Scientist who will engage the students in a variety of Science related activities at school and their stations. The school will also host a college and career day where presentations will be provided to the students by a variety of professionals and community businesses and organizations.

Our school has been awarded a three year grant by the American Heart Association (Teaching Garden) to establish a growing garden for our students. The purpose of the garden is to provide students a healthier way of eating at school at at home. Teachers will be provided scripted lesson plans to help them integrate all science lessons into math, and reading courses for students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Our school will have a career day set for all students and parents to attend. The career day will focus on safety and other precautions needed for all students and parents. We are inviting our local law enforcement officers and fire departments out to help work with our students in this project.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Our school will be providing the following:

- School based team review and provide assistance to specific students as needed
- After school workshops for parents
- Counselor conducts classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. Whales Parent Academy) to explain their role in assisting students with being ready for college

---*Faculty & Staff will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development. This professional development opportunity will allow all teachers to become more familiar with best practices for implementing monitoring and providing explicit feedback to their students in their academic growth and learning. Also, this professional development will provide a professional growth mind-shift for all coaches, and administrators to focus on key strategies to implement more rigorous monitoring and providing effective feedback to all teachers.

---Our school will be participating in a program called Academic Parent Teacher Team (APTT) that will allow ALL parents Pre-K - 5 to participate three times per year in the academic learning of their child as they meet with teachers in the classrooms. This participation will provide enrichment and learning opportunities for all parents to understand some of the basic levels of how their child is performing academically compared to other students in the classroom.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement school-wide Professional Learning Communities focused on increasing teachers' content knowledge to deliver rigorous standards based instruction, then we will increase student achievement across all grade levels.
- G2.** If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we implement school-wide Professional Learning Communities focused on increasing teachers' content knowledge to deliver rigorous standards based instruction, then we will increase student achievement across all grade levels. 1a

 G074942

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0
FSA Mathematics - Achievement	53.0
FSA English Language Arts - Achievement	41.0

Resources Available to Support the Goal 2

- Utilizing district scoring rubrics on classroom and mini assessments. Professional development on descriptive feedback and differentiated instruction. Using the computer lab for keyboard trainings using Typing 4 Learning Keyboard program for all students K-5. Math/Science Coach Reading Coach
- iReady Computer-Based Learning Program for Math and Reading. This program encompasses hard copy books, resources, staff development and on-line access.

Targeted Barriers to Achieving the Goal 3

- Unfamiliar with the rules and guidelines for the new Florida Assessments for all content areas and lack of differentiation of instruction to meet the needs of all students while maintaining rigor.

Plan to Monitor Progress Toward G1. 8

Student work samples, assessments, monitoring writing tool, Performance Matters, and data binders

Person Responsible

Derrick Hibler

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Collect portfolio's, assessment data, and Performance Matters and EDW reports

G2. If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve. 1a

 G074943

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0
District Parent Survey	80.0
FSA Mathematics - Achievement	53.0
FSA English Language Arts - Achievement	41.0

Resources Available to Support the Goal 2

- Several events are planned and organized for parental involvement. The following are examples of these planned activities: Literacy: "Citing Textual Evidence", "Higher Order Questioning When Reading", "Preventing Summer Reading Slide" Science: "Teaching Gardens Project-American Heart Assoc.", "Hands-On Science Fun" Math: "S.T.E.M. Night Activities" Technology Learning: (computer training) for Parents Parents Being Involved (PBI) program: ("Lunch & Learn", "Classroom Academic Celebrations", "Awards Ceremonies", Student Performance Attendance") Parent Volunteer programs: (Cafeteria Monitoring, Field Trip Chaperoning, Volunteer Classroom Readers)
- Personnel: Reading/ Math/Science Coaches, Parent Liaison, and the Learning Team Facilitator will assist with planning, preparation, and delivery of information. Outside Resources (Palm Beach Science Museum, PB Sheriff's Dept., BRIDGES of Palm Beach Co., City of Pahokee Public Library, PBC Fire Dept., American Heart Assoc.) will assist with training and presentations.

Targeted Barriers to Achieving the Goal 3

- Low parental participation in academic initiatives. Lack of parental support and understanding with academic subjects.

Plan to Monitor Progress Toward G2. 8

Parent Involvement Logs, Survey Feedback from Parents, Parent Participation in APTT Events, Improved Student outcomes

Person Responsible

Derrick Hibler

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Copy of Sign-In Sheets, Copy of Parent Involvement logs, Survey Feedback from Parents, Student Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If we implement school-wide Professional Learning Communities focused on increasing teachers' content knowledge to deliver rigorous standards based instruction, then we will increase student achievement across all grade levels. **1**

 **G074942**

G1.B1 Unfamiliar with the rules and guidelines for the new Florida Assessments for all content areas and lack of differentiation of instruction to meet the needs of all students while maintaining rigor. **2**

 **B195736**

G1.B1.S1 Instructional Coaches will provide teachers with professional development, guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction. **4**

 **S207422**

Strategy Rationale

Providing clarity of the Florida Standards for teachers will increase student achievement.

Action Step 1 **5**

Coaches and teachers will attend district trainings, professional conferences and trainings.

Person Responsible

Chelsea Williams

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Conference/Training agendas, TDE's, and travel expenses.

Action Step 2 5

Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop learning goal scales.

Person Responsible

Derrick Hibler

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign In Sheets, LTM Agenda, Lesson Plans

Action Step 3 5

Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

Person Responsible

Chelsea Williams

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Sign In Sheets, Agendas, Lesson Plans, iObersvation, Learning Walk Notes

Action Step 4 5

Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics and Area Science Planning Meetings

Person Responsible

Chelsea Williams

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas from PDs, dates on when teacher representatives will share out knowledge gained at the various PDs

Action Step 5 5

Teachers will be provided half and/or full days of common planning with the purpose of effectively planning the units of study.

Person Responsible

Suzanne Mawhinney

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

lesson plans, scales, iObservation

Action Step 6 5

The instructional coaches will tier support based on teacher's needs following the coaching cycle.

Person Responsible

Chelsea Williams

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Coaching logs, coaching plans, calendar/schedule of support

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walkthroughs, Observations, Lesson plans. learning team meetings,

Person Responsible

Derrick Hibler

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

iObservation Reports, LTM Binders, Lesson Plans, Coaches Logs, Agendas, and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review conference chat logs, iObservation chat conversations, student portfolios, and lesson plans.

Person Responsible

Derrick Hibler

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Collect conference chat logs, collect iObservation chat conversations, collect student portfolios, and lesson plans.

G1.B1.S3 Provide students the opportunity to increase Reading/Math proficiency by participating in iReady activities during Tutorial Sessions. 4

 S207424

Strategy Rationale

Provide students several opportunities to use the iReady on-line curriculum via books/computers throughout the instructional day and home access.

Action Step 1 5

KEC Elementary will purchase, train, and implement the iReady curriculum for classroom and home use.

Person Responsible

Derrick Hibler

Schedule

Daily, from 10/15/2014 to 5/29/2015

Evidence of Completion

Monitoring of data through on-line and individual teacher reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor data from On-line curriculum reports, Observation of scheduled iReady use with fidelity

Person Responsible

Derrick Hibler

Schedule

Daily, from 10/15/2014 to 5/29/2015

Evidence of Completion

Teacher Reports, LTM Agendas, Lesson Plans, Observation Notes, Student Progress Tracking

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitoring implementation with fidelity through classroom walk-throughs, on-line reports, review of lesson planning.

Person Responsible

Derrick Hibler

Schedule

Daily, from 10/15/2014 to 5/29/2015

Evidence of Completion

Teacher/ Administrator conferring, continued training (refresher)

G1.B1.S5 Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor. 4

 S207426

Strategy Rationale

For teachers to have the instructional knowledge and strategies to ensure that a rigorous learning environment is provided for all students.

Action Step 1 5

Conditions for Learning Training

Person Responsible

Chelsea Williams

Schedule

On 6/3/2016

Evidence of Completion

Training Materials, Agenda, Sign in Sheets

Action Step 2 5

Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.

Person Responsible

Chelsea Williams

Schedule

Every 3 Weeks, from 9/7/2015 to 10/30/2015

Evidence of Completion

List of teachers & scheduled for peer observations

Action Step 3 5

Coaching for implementation Job Embedded PD days (4 Days)

Person Responsible

Derrick Hibler

Schedule

Quarterly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Sign in, PD Resources, Classroom Observation Schedule

Action Step 4 5

Monitoring for Learning Training

Person Responsible

Derrick Hibler

Schedule

On 10/23/2015

Evidence of Completion

Sign In Sheet, Agenda, Training Materials

Action Step 5 5

PLC Team Leader Training Part 1

Person Responsible

Derrick Hibler

Schedule

On 11/27/2015

Evidence of Completion

Sign In, Agenda, PD Materials

Action Step 6 5

Teaching Foundations Training

Person Responsible

Derrick Hibler

Schedule

On 1/4/2016

Evidence of Completion

Sign In, Agenda, PD Materials

Action Step 7 5

Goals & Scales Training

Person Responsible

Derrick Hibler

Schedule

On 6/3/2016

Evidence of Completion

Sign In, Agenda, PD Materials

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Review agendas, sign-in sheets of trainings, lesson plans to demonstrate use of learned strategies and classroom walkthroughs

Person Responsible

Derrick Hibler

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough Notes & Feedback given during data chats with teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Learning Walks in classrooms with Internal and External support staff

Person Responsible

Derrick Hibler

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough Notes & Feedback given during debrief meetings with internal, external and learning team members.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Rigor walks with Area Leadership and LSI Administrator Coach

Person Responsible

Pamela Harper

Schedule

Quarterly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Completed Action Plan (Follow-through with action plan created during the rigor walk), Walkthrough Notes & Feedback, Lesson Plans, Teacher & Student Feedback, Improved student outcomes.

G1.B1.S6 Math Resource teacher will provide pull out targeted support for identified students. 4

 S207427

Strategy Rationale

To increase student learning time to master new standards.

Action Step 1 5

Resource teacher will provide small group instruction.

Person Responsible

Derrick Hibler

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Schedule, roster of students, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Weekly meetings will be conducted to address support needs of students.

Person Responsible

Derrick Hibler

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

agenda, meeting notes/logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S7 Provide K-2 teachers with job embedded professional development in the area of Literacy. 4

 S207428

Strategy Rationale

Having a Teachers College Consultant provide in class coaching and modeling as well as training outside of the classroom will provide teachers with the opportunities to learn and apply what they have learned (PD to Practice).

Action Step 1 5

Teacher's College (TC) consultant will be providing onsite professional development in the areas of reading and writing for teachers of grades K-2

Person Responsible

Chelsea Williams

Schedule

Triannually, from 11/1/2015 to 5/31/2016

Evidence of Completion

Consultant Contract, agendas, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

Person Responsible

Schedule

Evidence of Completion

G2. If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve. **1**

 G074943

G2.B1 Low parental participation in academic initiatives. Lack of parental support and understanding with academic subjects. **2**

 B195740

G2.B1.S1 Parent Liaison, Reading Coach, Math/Science Coaches, Classroom Teachers, and the Learning team Facilitator will provide learning opportunities and strategies for parents to understand the Florida Standards through parent trainings. **4**

 S207431

Strategy Rationale

Providing parents with a better understanding of the Florida Standards by using simple strategies at home with their child will increase their child's academic knowledge at home and school.

Action Step 1 **5**

Inform parents of school functions including parent trainings, APPT events, and SAC meetings through social media, robo calls and a monthly calendar.

Person Responsible

Kenneshia Lovely

Schedule

Monthly, from 9/8/2015 to 9/8/2015

Evidence of Completion

Monthly Parent Calendars

Action Step 2 **5**

Students will become part of the "Future Leaders Club" focusing on the topic Speakout.

Person Responsible

Kenneshia Lovely

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Flyers, Newsletters, Student Assemblies, Community Engagement Activities

Action Step 3 5

Provide parent trainings/workshops to support academics at home.

Person Responsible

Kenneshia Lovely

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Flyers/invitations, agendas, sign-ins, evaluations schedule

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Collect Sign-in sheets and agendas

Person Responsible

Chelsea Williams

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The parent liaison will provide parents the opportunity to take a survey in the computer lab after each event.

Person Responsible

Kenneshia Lovely

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Survey Reports and Sign-in sheets

G2.B1.S2 Provide parents with opportunities to build and strengthen their academic awareness with training them on strategies to better support learning at home through Academic Parent Teacher Teams (APTT). 4

 S207432

Strategy Rationale

Increasing the academic awareness of parents and providing them with strategies to support learning at home will reinforce the learning taking place in school and foster academic improvements in all subject areas.

Action Step 1 5

Summer Leadership Overview Training of APTT

Person Responsible

Derrick Hibler

Schedule

On 6/22/2015

Evidence of Completion

Training agenda and materials

Action Step 2 5

APTT Teacher Overview Training

Person Responsible

Chelsea Williams

Schedule

On 6/24/2015

Evidence of Completion

Training Agenda, Teacher created agenda for parent training

Action Step 3 5

On-site grade level training for teachers to prepare for Parent Training

Person Responsible

Chelsea Williams

Schedule

On 9/18/2015

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 4 5

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Chelsea Williams

Schedule

Daily, from 9/18/2015 to 10/6/2015

Evidence of Completion

Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home

Action Step 5 5

Teachers facilitate training with parents

Person Responsible

Chelsea Williams

Schedule

On 10/8/2015

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home

Action Step 6 5

One on One Academic-Parent Teacher Team conferences

Person Responsible

Chelsea Williams

Schedule

Quarterly, from 10/9/2015 to 12/18/2015

Evidence of Completion

Conference Notes & Parent Sign-In Sheet

Action Step 7 5

District APTT Training

Person Responsible

Chelsea Williams

Schedule

On 10/9/2015

Evidence of Completion

Meeting agenda

Action Step 8 5

On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training

Person Responsible

Chelsea Williams

Schedule

On 1/21/2016

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 9 5

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Chelsea Williams

Schedule

Daily, from 1/22/2016 to 2/9/2016

Evidence of Completion

Finalized agenda for parent training; assessment information completed on each student and activities prepared for parents to assist the students at home.

Action Step 10 5

Teachers facilitate training with parents

Person Responsible

Chelsea Williams

Schedule

On 2/11/2016

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home

Action Step 11 5

One on One Academic-Parent Teacher Team conferences

Person Responsible

Chelsea Williams

Schedule

Weekly, from 2/12/2016 to 3/15/2016

Evidence of Completion

Conference notes; parent sign-in sheet

Action Step 12 5

District APTT Training

Person Responsible

Chelsea Williams

Schedule

On 2/12/2016

Evidence of Completion

Meeting agenda

Action Step 13 5

On-site grade level training for teachers to prepare for Parent Training

Person Responsible

Chelsea Williams

Schedule

On 3/17/2016

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 14 5

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Chelsea Williams

Schedule

Weekly, from 3/17/2016 to 4/19/2016

Evidence of Completion

Finalized agenda; assessment information completed on each student and activities prepared for parents to assist the students at home

Action Step 15 5

Teachers facilitate training with parents

Person Responsible

Chelsea Williams

Schedule

On 4/21/2016

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student to show mastery and/or progress made throughout the school year

Action Step 16 5

Parent Liaison will conduct home visits to inform parents of APTT events to increase parental awareness of trainings the school will offer

Person Responsible

Chelsea Williams

Schedule

Semiannually, from 9/28/2015 to 2/26/2016

Evidence of Completion

list of parent visits to make from homeroom teachers, Mileage documentation, Sign-in sheets indicating parents who attended trainings

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review agendas, sign-in sheets and activities shared with parents to use at home

Person Responsible

Chelsea Williams

Schedule

Every 6 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion

Collect a sampling of teacher training agendas, parent training agendas and sign in sheets from one-on-one conferences with parents

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Create a survey for teachers and parents regarding the implementation of the APTT Grant at the school

Person Responsible

Chelsea Williams

Schedule

Triannually, from 9/28/2015 to 5/27/2016

Evidence of Completion

Survey results will give feedback on how effective the implementation of the program was for both the teacher and parent; Parent trainings sign-in sheets and sign in sheets from one-on-one conferences with parents

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Coaches and teachers will attend district trainings, professional conferences and trainings.	Williams, Chelsea	8/17/2015	Conference/Training agendas, TDE's, and travel expenses.	6/30/2016 monthly
G1.B1.S3.A1	KEC Elementary will purchase, train, and implement the iReady curriculum for classroom and home use.	Hibler, Derrick	10/15/2014	Monitoring of data through on-line and individual teacher reports.	5/29/2015 daily
G1.B1.S5.A1	Conditions for Learning Training	Williams, Chelsea	8/12/2015	Training Materials, Agenda, Sign in Sheets	6/3/2016 one-time
G1.B1.S6.A1	Resource teacher will provide small group instruction.	Hibler, Derrick	9/8/2015	Schedule, roster of students, lesson plans	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S7.A1	Teacher's College (TC) consultant will be providing onsite professional development in the areas of reading and writing for teachers of grades K-2	Williams, Chelsea	11/1/2015	Consultant Contract, agendas, sign in sheets	5/31/2016 triannually
G2.B1.S1.A1	Inform parents of school functions including parent trainings, APPT events, and SAC meetings through social media, robo calls and a monthly calendar.	Lovely, Kenneshia	9/8/2015	Monthly Parent Calendars	9/8/2015 monthly
G2.B1.S2.A1	Summer Leadership Overview Training of APPT	Hibler, Derrick	6/22/2015	Training agenda and materials	6/22/2015 one-time
G1.B1.S1.A2	Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop learning goal scales.	Hibler, Derrick	9/2/2014	Sign In Sheets, LTM Agenda, Lesson Plans	5/29/2015 weekly
G1.B1.S5.A2	Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.	Williams, Chelsea	9/7/2015	List of teachers & scheduled for peer observations	10/30/2015 every-3-weeks
G2.B1.S1.A2	Students will become part of the "Future Leaders Club" focusing on the topic Speakout.	Lovely, Kenneshia	9/21/2015	Flyers, Newsletters, Student Assemblies, Community Engagement Activities	5/27/2016 weekly
G2.B1.S2.A2	APTT Teacher Overview Training	Williams, Chelsea	6/24/2015	Training Agenda, Teacher created agenda for parent training	6/24/2015 one-time
G1.B1.S1.A3	Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.	Williams, Chelsea	8/10/2015	Sign In Sheets, Agendas, Lesson Plans, iObersvation, Learning Walk Notes	6/3/2016 daily
G1.B1.S5.A3	Coaching for implementation Job Embedded PD days (4 Days)	Hibler, Derrick	9/4/2015	Sign in, PD Resources, Classroom Observation Schedule	5/27/2016 quarterly
G2.B1.S1.A3	Provide parent trainings/workshops to support academics at home.	Lovely, Kenneshia	9/8/2015	Flyers/invitations, agendas, sign-ins, evaluations schedule	5/31/2016 monthly
G2.B1.S2.A3	On-site grade level training for teachers to prepare for Parent Training	Williams, Chelsea	9/18/2015	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	9/18/2015 one-time
G1.B1.S1.A4	Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics and Area Science Planning Meetings	Williams, Chelsea	9/1/2014	Agendas from PDs, dates on when teacher representatives will share out knowledge gained at the various PDs	5/29/2015 monthly
G1.B1.S5.A4	Monitoring for Learning Training	Hibler, Derrick	10/23/2015	Sign In Sheet, Agenda, Training Materials	10/23/2015 one-time
G2.B1.S1.A4	[no content entered]			one-time	
G2.B1.S2.A4	Teachers finalize assessment information and activities that will be presented and modeled for parents	Williams, Chelsea	9/18/2015	Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home	10/6/2015 daily
G1.B1.S1.A5	Teachers will be provided half and/or full days of common planning with the purpose of effectively planning the units of study.	Mawhinney, Suzanne	10/1/2014	lesson plans, scales, iObservation	5/29/2015 monthly
G1.B1.S5.A5	PLC Team Leader Training Part 1	Hibler, Derrick	11/2/2015	Sign In, Agenda, PD Materials	11/27/2015 one-time
G2.B1.S2.A5	Teachers facilitate training with parents	Williams, Chelsea	10/8/2015	Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home	10/8/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A6	The instructional coaches will tier support based on teacher's needs following the coaching cycle.	Williams, Chelsea	8/17/2015	Coaching logs, coaching plans, calendar/schedule of support	6/3/2016 daily
G1.B1.S5.A6	Teaching Foundations Training	Hibler, Derrick	1/4/2016	Sign In, Agenda, PD Materials	1/4/2016 one-time
G2.B1.S2.A6	One on One Academic-Parent Teacher Team conferences	Williams, Chelsea	10/9/2015	Conference Notes & Parent Sign-In Sheet	12/18/2015 quarterly
G1.B1.S5.A7	Goals & Scales Training	Hibler, Derrick	5/2/2016	Sign In, Agenda, PD Materials	6/3/2016 one-time
G2.B1.S2.A7	District APTT Training	Williams, Chelsea	10/9/2015	Meeting agenda	10/9/2015 one-time
G2.B1.S2.A8	On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training	Williams, Chelsea	1/21/2016	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	1/21/2016 one-time
G2.B1.S2.A9	Teachers finalize assessment information and activities that will be presented and modeled for parents	Williams, Chelsea	1/22/2016	Finalized agenda for parent training; assessment information completed on each student and activities prepared for parents to assist the students at home.	2/9/2016 daily
G2.B1.S2.A10	Teachers facilitate training with parents	Williams, Chelsea	2/11/2016	Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home	2/11/2016 one-time
G2.B1.S2.A11	One on One Academic-Parent Teacher Team conferences	Williams, Chelsea	2/12/2016	Conference notes; parent sign-in sheet	3/15/2016 weekly
G2.B1.S2.A12	District APTT Training	Williams, Chelsea	2/12/2016	Meeting agenda	2/12/2016 one-time
G2.B1.S2.A13	On-site grade level training for teachers to prepare for Parent Training	Williams, Chelsea	3/17/2016	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	3/17/2016 one-time
G2.B1.S2.A14	Teachers finalize assessment information and activities that will be presented and modeled for parents	Williams, Chelsea	3/17/2016	Finalized agenda; assessment information completed on each student and activities prepared for parents to assist the students at home	4/19/2016 weekly
G2.B1.S2.A15	Teachers facilitate training with parents	Williams, Chelsea	4/21/2016	Parent training agenda; completed assessment tracking forms for each student to show mastery and/or progress made throughout the school year	4/21/2016 one-time
G2.B1.S2.A16	Parent Liaison will conduct home visits to inform parents of APTT events to increase parental awareness of trainings the school will offer	Williams, Chelsea	9/28/2015	list of parent visits to make from homeroom teachers, Mileage documentation, Sign-in sheets indicating parents who attended trainings	2/26/2016 semiannually
G1.MA1	Student work samples, assessments, monitoring writing tool, Performance Matters, and data binders	Hibler, Derrick	8/17/2015	Collect portfolio's, assessment data, and Performance Matters and EDW reports	6/3/2016 daily
G1.B1.S1.MA1	Review conference chat logs, iObservation chat conversations, student portfolios, and lesson plans.	Hibler, Derrick	8/18/2014	Collect conference chat logs, collect iObservation chat conversations, collect student portfolios, and lesson plans.	5/29/2015 daily
G1.B1.S1.MA1	Walkthroughs, Observations, Lesson plans. learning team meetings,	Hibler, Derrick	8/17/2015	iObservation Reports, LTM Binders, Lesson Plans, Coaches Logs, Agendas, and sign-in sheets	6/3/2016 daily
G1.B1.S3.MA1	Monitoring implementation with fidelity through classroom walk-throughs, on-line reports, review of lesson planning.	Hibler, Derrick	10/15/2014	Teacher/ Administrator conferring, continued training (refresher)	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Monitor data from On-line curriculum reports, Observation of scheduled iReady use with fidelity	Hibler, Derrick	10/15/2014	Teacher Reports, LTM Agendas, Lesson Plans, Observation Notes, Student Progress Tracking	5/29/2015 daily
G1.B1.S5.MA1	Rigor walks with Area Leadership and LSI Administrator Coach	Harper, Pamela	9/14/2015	Completed Action Plan (Follow-through with action plan created during the rigor walk), Walkthrough Notes & Feedback, Lesson Plans, Teacher & Student Feedback, Improved student outcomes.	5/27/2016 quarterly
G1.B1.S5.MA1	Review agendas, sign-in sheets of trainings, lesson plans to demonstrate use of learned strategies and classroom walkthroughs	Hibler, Derrick	8/24/2015	Classroom Walkthrough Notes & Feedback given during data chats with teachers	6/3/2016 monthly
G1.B1.S5.MA3	Learning Walks in classrooms with Internal and External support staff	Hibler, Derrick	9/14/2015	Classroom Walkthrough Notes & Feedback given during debrief meetings with internal, external and learning team members.	6/3/2016 biweekly
G1.B1.S6.MA1	[no content entered]			one-time	
G1.B1.S6.MA1	Weekly meetings will be conducted to address support needs of students.	Hibler, Derrick	8/17/2015	agenda, meeting notes/logs	6/3/2016 weekly
G1.B1.S7.MA1	[no content entered]			one-time	
G1.B1.S7.MA1	[no content entered]			one-time	
G2.MA1	Parent Involvement Logs, Survey Feedback from Parents, Parent Participation in APTT Events, Improved Student outcomes	Hibler, Derrick	8/18/2014	Copy of Sign-In Sheets, Copy of Parent Involvement logs, Survey Feedback from Parents, Student Data	5/29/2015 every-6-weeks
G2.B1.S1.MA1	The parent liaison will provide parents the opportunity to take a survey in the computer lab after each event.	Lovely, Kenneshia	8/18/2014	Survey Reports and Sign-in sheets	5/29/2015 monthly
G2.B1.S1.MA1	Collect Sign-in sheets and agendas	Williams, Chelsea	8/18/2014	Sign-in sheets and agendas	5/29/2015 monthly
G2.B1.S2.MA1	Create a survey for teachers and parents regarding the implementation of the APTT Grant at the school	Williams, Chelsea	9/28/2015	Survey results will give feedback on how effective the implementation of the program was for both the teacher and parent; Parent trainings sign-in sheets and sign in sheets from one-on-one conferences with parents	5/27/2016 triannually
G2.B1.S2.MA1	Review agendas, sign-in sheets and activities shared with parents to use at home	Williams, Chelsea	9/21/2015	Collect a sampling of teacher training agendas, parent training agendas and sign in sheets from one-on-one conferences with parents	5/27/2016 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we implement school-wide Professional Learning Communities focused on increasing teachers' content knowledge to deliver rigorous standards based instruction, then we will increase student achievement across all grade levels.

G1.B1 Unfamiliar with the rules and guidelines for the new Florida Assessments for all content areas and lack of differentiation of instruction to meet the needs of all students while maintaining rigor.

G1.B1.S1 Instructional Coaches will provide teachers with professional development, guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction.

PD Opportunity 1

Coaches and teachers will attend district trainings, professional conferences and trainings.

Facilitator

Suzanne Mawhinney and Chelsea Williams

Participants

Coaches

Schedule

Monthly, from 8/17/2015 to 6/30/2016

PD Opportunity 2

Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop learning goal scales.

Facilitator

Amy Buswell (Learning Team Facilitator)

Participants

Administrative Staff, Instructional, Area & Transformation Team Support Members

Schedule

Weekly, from 9/2/2014 to 5/29/2015

PD Opportunity 3

Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

Facilitator

Amy Buswell (Learning Team Facilitator) , Instructional Coaches and Administrative Team

Participants

Instructional Staff

Schedule

Daily, from 8/10/2015 to 6/3/2016

PD Opportunity 4

Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics and Area Science Planning Meetings

Facilitator

Curriculum Team (Math & Literacy) and Area Support Team

Participants

Instructional Staff (Teachers & Coaches)

Schedule

Monthly, from 9/1/2014 to 5/29/2015

PD Opportunity 5

The instructional coaches will tier support based on teacher's needs following the coaching cycle.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

Daily, from 8/17/2015 to 6/3/2016

G1.B1.S3 Provide students the opportunity to increase Reading/Math proficiency by participating in iReady activities during Tutorial Sessions.

PD Opportunity 1

KEC Elementary will purchase, train, and implement the iReady curriculum for classroom and home use.

Facilitator

Dana Heffernan

Participants

KEC Staff/Students

Schedule

Daily, from 10/15/2014 to 5/29/2015

G1.B1.S5 Provide administrators and teachers with ongoing professional development through the LSI initiative on the essentials for achieving rigor.

PD Opportunity 1

Conditions for Learning Training

Facilitator

LSI Staff Developer

Participants

All Faculty & Staff

Schedule

On 6/3/2016

PD Opportunity 2

Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.

Facilitator

LTF, Administrators

Participants

Teachers

Schedule

Every 3 Weeks, from 9/7/2015 to 10/30/2015

PD Opportunity 3

Coaching for implementation Job Embedded PD days (4 Days)

Facilitator

LSI Staff Developer

Participants

Administrators, LTF & Teacher Leaders

Schedule

Quarterly, from 9/4/2015 to 5/27/2016

PD Opportunity 4

Monitoring for Learning Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 10/23/2015

PD Opportunity 5

PLC Team Leader Training Part 1

Facilitator

LSI Staff Developer

Participants

Administrators, LTF & Team Leaders

Schedule

On 11/27/2015

PD Opportunity 6

Teaching Foundations Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 1/4/2016

PD Opportunity 7

Goals & Scales Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 6/3/2016

G1.B1.S7 Provide K-2 teachers with job embedded professional development in the area of Literacy.

PD Opportunity 1

Teacher's College (TC) consultant will be providing onsite professional development in the areas of reading and writing for teachers of grades K-2

Facilitator

TC Consultant

Participants

K-2 teachers

Schedule

Triannually, from 11/1/2015 to 5/31/2016

G2. If we establish and maintain strong, positive school-home collaboration, then student academic achievement will improve.

G2.B1 Low parental participation in academic initiatives. Lack of parental support and understanding with academic subjects.

G2.B1.S2 Provide parents with opportunities to build and strengthen their academic awareness with training them on strategies to better support learning at home through Academic Parent Teacher Teams (APTT).

PD Opportunity 1

Summer Leadership Overview Training of APTT

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

Derrick Hibler

Schedule

On 6/22/2015

PD Opportunity 2

APTT Teacher Overview Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

APTT School Based Team

Schedule

On 6/24/2015

PD Opportunity 3

On-site grade level training for teachers to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

Classroom Teachers

Schedule

On 9/18/2015

PD Opportunity 4

District APTT Training

Facilitator

APTT Facilitator, Title I

Participants

APTT School-based team

Schedule

On 10/9/2015

PD Opportunity 5

On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I Specialist)

Participants

Classroom teachers

Schedule

On 1/21/2016

PD Opportunity 6

District APTT Training

Facilitator

APTT Facilitator, Title I

Participants

School-based APTT Team

Schedule

On 2/12/2016

PD Opportunity 7

On-site grade level training for teachers to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I Specialist)

Participants

Classroom teachers

Schedule

On 3/17/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Coaches and teachers will attend district trainings, professional conferences and trainings.				\$0.00
2	G1.B1.S1.A2	Conduct weekly Learning Team Meetings, LTMs, to unpack standards and develop learning goal scales.				\$0.00
3	G1.B1.S1.A3	Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.				\$0.00
4	G1.B1.S1.A4	Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics and Area Science Planning Meetings				\$0.00
5	G1.B1.S1.A5	Teachers will be provided half and/or full days of common planning with the purpose of effectively planning the units of study.				\$0.00
6	G1.B1.S1.A6	The instructional coaches will tier support based on teacher's needs following the coaching cycle.				\$35,945.40
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$35,945.40
			Notes: Salary and Benefits for .5 (Math/Science Coach) N. Dupee			
7	G1.B1.S3.A1	KEC Elementary will purchase, train, and implement the iReady curriculum for classroom and home use.				\$10,915.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$10,915.00
			Notes: iReady Software Licenses and consultant fee			
8	G1.B1.S5.A1	Conditions for Learning Training				\$0.00
9	G1.B1.S5.A2	Teachers will be provided opportunities to observe their peers in the effective implementation of the Conditions for Learning training.				\$0.00
10	G1.B1.S5.A3	Coaching for implementation Job Embedded PD days (4 Days)				\$0.00
11	G1.B1.S5.A4	Monitoring for Learning Training				\$0.00
12	G1.B1.S5.A5	PLC Team Leader Training Part 1				\$0.00
13	G1.B1.S5.A6	Teaching Foundations Training				\$0.00

Budget Data						
14	G1.B1.S5.A7	Goals & Scales Training				\$0.00
15	G1.B1.S6.A1	Resource teacher will provide small group instruction.				\$36,030.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1831 - K. E. Cunningham/ Canal Point Elementary			\$85.59
			Notes: Supplies for hands-on science materials, math manipulatives and leveled classroom libraries			
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$35,945.40
			Notes: Salary and benefits for .5 Math/Science Resource (N. Dupee)			
16	G1.B1.S7.A1	Teacher's College (TC) consultant will be providing onsite professional development in the areas of reading and writing for teachers of grades K-2				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$3,500.00
			Notes: TC consultant (partially Title I funded, partially Pew)			
17	G2.B1.S1.A1	Inform parents of school functions including parent trainings, APPT events, and SAC meetings through social media, robo calls and a monthly calendar.				\$0.00
18	G2.B1.S1.A2	Students will become part of the "Future Leaders Club" focusing on the topic Speakout.				\$0.00
19	G2.B1.S1.A3	Provide parent trainings/workshops to support academics at home.				\$29,293.46
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$27,037.32
			Notes: Salary and benefits for K. Lovely			
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$2,255.14
			Notes: Supplies for parent trainings include paper, ink, books, pens, markers, chart paper			
			1831 - K. E. Cunningham/ Canal Point Elementary	Title I Part A		\$1.00
			Notes: Salary and benefits for part-time parent liaison			
20	G2.B1.S1.A4					\$0.00
21	G2.B1.S2.A1	Summer Leadership Overview Training of APTT				\$0.00
22	G2.B1.S2.A10	Teachers facilitate training with parents				\$0.00
23	G2.B1.S2.A11	One on One Academic-Parent Teacher Team conferences				\$0.00

Budget Data			
24	G2.B1.S2.A12	District APTT Training	\$0.00
25	G2.B1.S2.A13	On-site grade level training for teachers to prepare for Parent Training	\$0.00
26	G2.B1.S2.A14	Teachers finalize assessment information and activities that will be presented and modeled for parents	\$0.00
27	G2.B1.S2.A15	Teachers facilitate training with parents	\$0.00
28	G2.B1.S2.A16	Parent Liaison will conduct home visits to inform parents of APTT events to increase parental awareness of trainings the school will offer	\$0.00
29	G2.B1.S2.A2	APTT Teacher Overview Training	\$0.00
30	G2.B1.S2.A3	On-site grade level training for teachers to prepare for Parent Training	\$0.00
31	G2.B1.S2.A4	Teachers finalize assessment information and activities that will be presented and modeled for parents	\$0.00
32	G2.B1.S2.A5	Teachers facilitate training with parents	\$0.00
33	G2.B1.S2.A6	One on One Academic-Parent Teacher Team conferences	\$0.00
34	G2.B1.S2.A7	District APTT Training	\$0.00
35	G2.B1.S2.A8	On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training	\$0.00
36	G2.B1.S2.A9	Teachers finalize assessment information and activities that will be presented and modeled for parents	\$0.00
Total:			\$115,684.85