

The School District of Palm Beach County

# K. E. Cunningham/Canal Point Elementary



2017-18 Schoolwide Improvement Plan

## K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	F*	D

*\*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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for K. E. Cunningham/Canal Point Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

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

The Pillars of Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

\*Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

\*Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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.

Student involvement in the academic process is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**b. 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.

**c. 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.

**d. 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	2	8	8	9	0	0	0	0	0	0	0	60
One or more suspensions	4	12	4	7	8	11	0	0	0	0	0	0	0	46
Course failure in ELA or Math	18	28	14	28	34	20	0	0	0	0	0	0	0	142
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	11	4	10	12	10	0	0	0	0	0	0	0	55

**c. 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;

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. 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.

**2. 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.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

#### b. Duties

**1. 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)

**2. 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 Rtl processes
- Assessment of Rtl skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support Rtl implementation is provided
- Effective communication with parents regarding school-based Rtl 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alvina Ingram	Education Support Employee
Derrick Hibler	Principal
Herbert Crawford	Business/Community
Tiffany Crawford	Education Support Employee
Rikina Ingram	Parent
Kenneth Murph	Parent
Marc Pruzansky	Teacher
Petra Roman	Parent
Shirley Wallace	Business/Community
Amy Buswell	Teacher
Michelle Griffin	Education Support Employee
Maria Razo	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. 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 implemented 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.

*b. 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.

*c. 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.

**2. 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.

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

#### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The pillars of effective instruction focus on ensuring that ALL students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student-centered, personalized environment, and empowered and supported through high expectations to be college and career ready, we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. 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.

## **2. 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.

### **3. 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 and 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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.

## **b. Instructional Strategies**

***1. 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

**2. 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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, KEC/Canal Point Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is

supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at KEC/Canal Point Elementary School, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling kindergarten registrations at private preschools and centers

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children

Providing of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

Collaborating with other child and family support agencies to promote school readiness (such as Bridges)

Creating website offerings about transition to kindergarten resources for families

## **b. College and Career Readiness**

**1. 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

**2. 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.

**3. 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.

**4. 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.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

 G094832

### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	40.0
ELA/Reading Gains District Assessment	68.0
Literacy Rate - Kindergarten	50.0
Literacy Rate - Grade 1	50.0
Literacy Rate - Grade 2	50.0

### Targeted Barriers to Achieving the Goal 3

- ineffective planning

### Resources Available to Help Reduce or Eliminate the Barriers 2

- scheduled collaborative planning and PLCs
- teacher leaders
- Data
- School-wide Planning Map
- iReady

### Plan to Monitor Progress Toward G1. 8

Leadership Team will analyze various diagnostic assessments: Winter Diagnostics, iReady, Palm Beach Performance Assessments to determine if adequate progress is being made. Revisions to the plan will be made as needed.

#### Person Responsible

Derrick Hibler

#### Schedule

Every 6 Weeks, from 11/13/2017 to 6/1/2018

#### Evidence of Completion

Data Reports, completed mid-year reflection

## 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

 = Problem Solving Step     S123456 = Quick Key



**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

 G094832

**G1.B1** ineffective planning 2

 B255060

**G1.B1.S1** Teachers will be provided professional development, guidance, and support in all content areas in understanding the Standards, Planning, and delivering Standards-based Instruction using a Professional Learning Community (PLC) model. 4

 S269497

### Strategy Rationale

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

### Action Step 1 5

Implement school-wide lesson plan template for small group reading instruction.

#### Person Responsible

Suzanne Mawhinney

#### Schedule

Daily, from 8/22/2017 to 6/2/2018

#### Evidence of Completion

Teacher Weekly Lesson Plans

### Action Step 2 5

Consistent planning for small group instruction which includes student talk and higher-order questioning.

#### Person Responsible

Amy Smause Buswell

#### Schedule

Weekly, from 8/22/2017 to 6/2/2018

#### Evidence of Completion

Weekly Lesson Plans emailed to the Principal

### Action Step 3 5

Consistent execution of small group instruction

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Weekly, from 8/15/2017 to 6/2/2018

**Evidence of Completion**

Lesson Plans, Learning Goals & Scales, iObservation discussions, Learning Walks with Teachers

### Action Step 4 5

Build teacher capacity for high quality small group instruction

**Person Responsible**

Amy Smause Buswell

**Schedule**

Daily, from 9/5/2017 to 6/2/2018

**Evidence of Completion**

TDE's from district training's, professional conferences and training's, weekly professional learning community agendas.

### Action Step 5 5

Build teacher capacity for rigorous whole group instruction using the gradual release of responsibility model, with a focus on teacher questioning and student talk.

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/5/2017 to 6/2/2018

**Evidence of Completion**

Lesson Plans, Collection of Teacher asked Questions gathered in a Google Doc format, Coaching Schedule

### Action Step 6 5

Community Resource Person will assist our School with (identification, recruiting, and enrolling eligible students to our school program) and provide support to parents to ensure academic success of students.

**Person Responsible**

Herbert Crawford

**Schedule**

Daily, from 9/12/2017 to 6/2/2018

***Evidence of Completion***

Attending Meetings/training's, agendas from community meetings, notes from administration meetings, and weekly/monthly calendar of events

### Action Step 7 5

Chrome Books will be provided for students to use individually or in a small group setting to encourage reading and math instruction using an online program called iReady.

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/12/2017 to 6/2/2018

***Evidence of Completion***

iReady usage reports, and a variety of other iReady reports from teachers

### Action Step 8 5

Provide targeted remediation for after school tutorial and push-in support

**Person Responsible**

Chelsea Williams

**Schedule**

Daily, from 9/19/2017 to 6/2/2018

***Evidence of Completion***

Tutorial schedule, student sign-in sheets, lesson plans, teacher sign-in sheets

### Action Step 9 5

The Professional Development Team will provide teachers Professional Development provided by Readers & Writers Workshop Consultants.

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Triannually, from 10/17/2017 to 6/2/2018

***Evidence of Completion***

Agendas, Sign-in Sheets

### Action Step 10 5

Teachers will spend time during the summer to strategically plan for instruction.

**Person Responsible**

Derrick Hibler

**Schedule**

Every 3 Weeks, from 6/19/2017 to 7/29/2018

***Evidence of Completion***

Agendas, Teacher Sign-Ins, Notes from Planning Session

### Action Step 11 5

Teachers will work with students in K-1 helping them build their word work, vocabulary, and phonic skills through Foundations.

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Daily, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

K-4 Assessments, Spelling and Writing Assessments

## Action Step 12 5

Teachers in Grades 3-5 will use Top Score Writing Tool as another instructional tool to help all students improve their writing skills for FSA Writes in FY18.

### **Person Responsible**

Suzanne Mawhinney

### **Schedule**

Daily, from 8/28/2017 to 6/1/2018

### **Evidence of Completion**

Palmbeach Performance Assessments, Formative Assessments

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

The Literacy Improvement team will be responsible to monitor and oversee the implementation of our school-wide lesson plan template for small group reading instruction.

### **Person Responsible**

Suzanne Mawhinney

### **Schedule**

Weekly, from 8/15/2017 to 6/2/2018

### **Evidence of Completion**

Agreed upon template distributed and expectations discussed at September Grade Chair Meeting. Teacher submissions for review, Templates from various credible sources (i.e. Fountas & Pinnell)

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

All Literacy Teachers will be responsible for providing consistent planning for small group instruction which includes student talk and higher-order questioning.

### **Person Responsible**

Derrick Hibler

### **Schedule**

Weekly, from 9/5/2017 to 6/2/2018

### **Evidence of Completion**

Monthly random sampling of small group lesson plans and weekly E-mail requests for lesson plans submissions

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

The Leadership Team will be responsible to provide consistent execution of small group instruction.

**Person Responsible**

Amy Smause Buswell

**Schedule**

Weekly, from 9/5/2017 to 6/2/2018

***Evidence of Completion***

Weekly Literacy Walk-throughs, Observation Checklist, Documented follow-up notes with teachers in need of support

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

The Leadership Team will be responsible for building teacher capacity for high quality small group instruction

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Daily, from 9/5/2017 to 6/2/2018

***Evidence of Completion***

FSQ's, USA's and Winter Diagnostic scores

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

The Leadership Team will be responsible to build teacher capacity for rigorous whole group instruction using the gradual release of responsibility model, with a focus on teacher questioning and student talk.

**Person Responsible**

Derrick Hibler

**Schedule**

Weekly, from 9/5/2017 to 6/2/2018

***Evidence of Completion***

Collected Questions using Google Doc Forms

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

Administration will oversee the work of the Community resource Person who will assist our school with implementing several programs throughout the school year, and provide support to parents to ensure academic success of all students.

**Person Responsible**

Derrick Hibler

**Schedule**

Weekly, from 9/12/2017 to 6/2/2018

***Evidence of Completion***

Notes from meetings with administration, weekly log review with administration, agendas

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

Administration will be responsible for providing Chrome Books to students to use individually or in a small group setting to encourage reading and math instruction using an online program called iReady.

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/12/2017 to 6/2/2018

***Evidence of Completion***

iReady usage Reports, teacher lesson plans, classroom rotation schedules

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

Administration will provide targeted remediation for after school tutorial and push-in support.

**Person Responsible**

Chelsea Williams

**Schedule**

Daily, from 9/19/2017 to 6/2/2018

***Evidence of Completion***

Sign-in logs, attendance sheets



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

The Professional Development Team will monitor the Professional Development for all teachers by attending the training's and collecting notes from teachers and the consultants

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Triannually, from 10/17/2017 to 6/2/2018

***Evidence of Completion***

Teacher Notes, Consultant Notes

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

The Core Leadership Team will monitor the Foundations process by having data chats with K-1 teachers throughout the school year.

**Person Responsible**

Derrick Hibler

**Schedule**

Weekly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

K-4 Assessments, Writing Assessments, and Notes in PLC's

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

The Core leadership team will monitor the Top Score Tool by having data chats with grades 3-5 teachers throughout the school year.

**Person Responsible**

Derrick Hibler

**Schedule**

Weekly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Palm Beach Performance Assessments, Notes in PLC's, Top Score Reports

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

The Literacy Improvement Team will meet weekly with teachers to discuss the teacher submitted lesson plans for accuracy with small group reading instruction

**Person Responsible**

Amy Smause Buswell

**Schedule**

Daily, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

School-wide lesson plan template

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

The Literacy Team and Administration will visit classrooms daily looking for student talk and higher-order questioning during instruction.

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Google Doc Form created by the principal and shared with All Literacy Teachers, Literacy Improvement Team, and administration.

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

The Instructional Coaches will meet weekly with teachers to continue monitoring small work in classrooms.

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Observation Checklist, Notes with teachers in need of support

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

The Leadership Team will monitor all teachers for high quality small group instruction

**Person Responsible**

Amy Smause Buswell

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

Data Charts, iReady Reports, & Teachers Lesson Plans & Comments

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

The leadership Team will monitor and support teachers as lessons are presented using video and live observations of lessons.

**Person Responsible**

Derrick Hibler

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

Video Taped Lessons, Wellness Checks Form shared with Teachers

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

Administration will monitor the performance of the Community Resource Person

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/12/2017 to 6/1/2018

**Evidence of Completion**

Notes from meetings with administration, weekly logs of events

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

Chrome Books once purchased, will be distributed to classrooms as needed and will be monitored by classroom teachers.

**Person Responsible**

Derrick Hibler

**Schedule**

Daily, from 9/12/2017 to 6/1/2018

***Evidence of Completion***

Technology Inventory Reports

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

Administration will monitor the after school tutorial program and push-in support

**Person Responsible**

Chelsea Williams

**Schedule**

Daily, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Sign-in logs, attendance sheets

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

The Professional Development Team will monitor the effectiveness of the Consultants

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Triannually, from 10/17/2016 to 6/1/2018

***Evidence of Completion***

Teacher Notes, Consultant Notes

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

The Core Leadership will monitor the effectiveness of Foundations

**Person Responsible**

Suzanne Mawhinney

**Schedule**

Weekly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Writing Assessments, Teacher Notes, PLC Notes

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

The Core Leadership will monitor the effectiveness of the Top Score Tool

**Person Responsible**

Suzanne Mawhinney


















**Schedule**



















Weekly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Writing Assessments, Teacher Notes, PLC Notes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1  M384639	Leadership Team will analyze various diagnostic assessments: Winter Diagnostics, iReady, Palm Beach...	Hibler, Derrick	11/13/2017	Data Reports, completed mid-year reflection	6/1/2018 every-6-weeks
G1.B1.S1.MA1  M384617	The Literacy Improvement Team will meet weekly with teachers to discuss the teacher submitted...	Smause Buswell, Amy	9/5/2017	School-wide lesson plan template	6/1/2018 daily
G1.B1.S1.MA4  M384618	The Literacy Team and Administration will visit classrooms daily looking for student talk and...	Hibler, Derrick	9/5/2017	Google Doc Form created by the principal and shared with All Literacy Teachers, Literacy Improvement Team, and administration.	6/1/2018 daily
G1.B1.S1.MA6  M384619	The Instructional Coaches will meet weekly with teachers to continue monitoring small work in...	Mawhinney, Suzanne	9/5/2017	Observation Checklist, Notes with teachers in need of support	6/1/2018 weekly
G1.B1.S1.MA8  M384620	The Leadership Team will monitor all teachers for high quality small group instruction	Smause Buswell, Amy	9/5/2017	Data Charts, iReady Reports, & Teachers Lesson Plans & Comments	6/1/2018 weekly
G1.B1.S1.MA10  M384621	The leadership Team will monitor and support teachers as lessons are presented using video and live...	Hibler, Derrick	9/5/2017	Video Taped Lessons, Wellness Checks Form shared with Teachers	6/1/2018 weekly
G1.B1.S1.MA12  M384622	Administration will monitor the performance of the Community Resource Person	Hibler, Derrick	9/12/2017	Notes from meetings with administration, weekly logs of events	6/1/2018 daily
G1.B1.S1.MA14  M384623	Chrome Books once purchased, will be distributed to classrooms as needed and will be monitored by...	Hibler, Derrick	9/12/2017	Technology Inventory Reports	6/1/2018 daily
G1.B1.S1.MA16  M384624	Administration will monitor the after school tutorial program and push-in support	Williams, Chelsea	8/28/2017	Sign-in logs, attendance sheets	6/1/2018 daily
G1.B1.S1.MA18  M384625	The Professional Development Team will monitor the effectiveness of the Consultants	Mawhinney, Suzanne	10/17/2016	Teacher Notes, Consultant Notes	6/1/2018 triannually
G1.B1.S1.MA21  M384626	The Core Leadership will monitor the effectiveness of Foundations	Mawhinney, Suzanne	8/28/2017	Writing Assessments, Teacher Notes, PLC Notes	6/1/2018 weekly
G1.B1.S1.MA22  M384627	The Core Leadership will monitor the effectiveness of the Top Score Tool	Mawhinney, Suzanne	8/28/2017	Writing Assessments, Teacher Notes, PLC Notes	6/1/2018 weekly
G1.B1.S1.MA19  M384637	The Core Leadership Team will monitor the Foundations process by having data chats with K-1 teachers...	Hibler, Derrick	9/4/2017	K-4 Assessments, Writing Assessments, and Notes in PLC's	6/1/2018 weekly
G1.B1.S1.MA20  M384638	The Core leadership team will monitor the Top Score Tool by having data chats with grades 3-5...	Hibler, Derrick	9/4/2017	Palm Beach Performance Assessments, Notes in PLC's, Top Score Reports	6/1/2018 weekly
G1.B1.S1.A11  A359972	Teachers will work with students in K-1 helping them build their word work, vocabulary, and phonic...	Mawhinney, Suzanne	8/28/2017	K-4 Assessments, Spelling and Writing Assessments	6/1/2018 daily
G1.B1.S1.A12  A359973	Teachers in Grades 3-5 will use Top Score Writing Tool as another instructional tool to help all...	Mawhinney, Suzanne	8/28/2017	Palmbeach Performance Assessments, Formative Assessments	6/1/2018 daily
G1.B1.S1.MA1  M384628	The Literacy Improvement team will be responsible to monitor and oversee the implementation of our...	Mawhinney, Suzanne	8/15/2017	Agreed upon template distributed and expectations discussed at September Grade Chair Meeting. Teacher submissions for review, Templates from various credible sources (i.e. Fountas & Pinnell)	6/2/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3  M384629	All Literacy Teachers will be responsible for providing consistent planning for small group...	Hibler, Derrick	9/5/2017	Monthly random sampling of small group lesson plans and weekly E-mail requests for lesson plans submissions	6/2/2018 weekly
G1.B1.S1.MA5  M384630	The Leadership Team will be responsible to provide consistent execution of small group instruction.	Smause Buswell, Amy	9/5/2017	Weekly Literacy Walk-throughs, Observation Checklist, Documented follow-up notes with teachers in need of support	6/2/2018 weekly
G1.B1.S1.MA7  M384631	The Leadership Team will be responsible for building teacher capacity for high quality small group...	Mawhinney, Suzanne	9/5/2017	FSQ's, USA's and Winter Diagnostic scores	6/2/2018 daily
G1.B1.S1.MA9  M384632	The Leadership Team will be responsible to build teacher capacity for rigorous whole group...	Hibler, Derrick	9/5/2017	Collected Questions using Google Doc Forms	6/2/2018 weekly
G1.B1.S1.MA11  M384633	Administration will oversee the work of the Community resource Person who will assist our school...	Hibler, Derrick	9/12/2017	Notes from meetings with administration, weekly log review with administration, agendas	6/2/2018 weekly
G1.B1.S1.MA13  M384634	Administration will be responsible for providing Chrome Books to students to use individually or in...	Hibler, Derrick	9/12/2017	iReady usage Reports, teacher lesson plans, classroom rotation schedules	6/2/2018 daily
G1.B1.S1.MA15  M384635	Administration will provide targeted remediation for after school tutorial and push-in support.	Williams, Chelsea	9/19/2017	Sign-in logs, attendance sheets	6/2/2018 daily
G1.B1.S1.MA17  M384636	The Professional Development Team will monitor the Professional Development for all teachers by...	Mawhinney, Suzanne	10/17/2017	Teacher Notes, Consultant Notes	6/2/2018 triannually
G1.B1.S1.A1  A359962	Implement school-wide lesson plan template for small group reading instruction.	Mawhinney, Suzanne	8/22/2017	Teacher Weekly Lesson Plans	6/2/2018 daily
G1.B1.S1.A2  A359963	Consistent planning for small group instruction which includes student talk and higher-order...	Smause Buswell, Amy	8/22/2017	Weekly Lesson Plans emailed to the Principal	6/2/2018 weekly
G1.B1.S1.A3  A359964	Consistent execution of small group instruction	Mawhinney, Suzanne	8/15/2017	Lesson Plans, Learning Goals & Scales, iObservation discussions, Learning Walks with Teachers	6/2/2018 weekly
G1.B1.S1.A4  A359965	Build teacher capacity for high quality small group instruction	Smause Buswell, Amy	9/5/2017	TDE's from district training's, professional conferences and training's, weekly professional learning community agendas.	6/2/2018 daily
G1.B1.S1.A5  A359966	Build teacher capacity for rigorous whole group instruction using the gradual release of...	Hibler, Derrick	9/5/2017	Lesson Plans, Collection of Teacher asked Questions gathered in a Google Doc format, Coaching Schedule	6/2/2018 daily
G1.B1.S1.A6  A359967	Community Resource Person will assist our School with (identification, recruiting, and enrolling...	Crawford, Herbert	9/12/2017	Attending Meetings/training's, agendas from community meetings, notes from administration meetings, and weekly/monthly calendar of events	6/2/2018 daily
G1.B1.S1.A7  A359968	Chrome Books will be provided for students to use individually or in a small group setting to...	Hibler, Derrick	9/12/2017	iReady usage reports, and a variety of other iReady reports from teachers	6/2/2018 daily
G1.B1.S1.A8  A359969	Provide targeted remediation for after school tutorial and push-in support	Williams, Chelsea	9/19/2017	Tutorial schedule, student sign-in sheets, lesson plans, teacher sign-in sheets	6/2/2018 daily
G1.B1.S1.A9  A359970	The Professional Development Team will provide teachers Professional Development provided by...	Mawhinney, Suzanne	10/17/2017	Agendas, Sign-in Sheets	6/2/2018 triannually
G1.B1.S1.A10  A359971	Teachers will spend time during the summer to strategically plan for instruction.	Hibler, Derrick	6/19/2017	Agendas, Teacher Sign-Ins, Notes from Planning Session	7/29/2018 every-3-weeks



## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Implement school-wide lesson plan template for small group reading instruction.				\$0.00
2	G1.B1.S1.A10	Teachers will spend time during the summer to strategically plan for instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$5,000.00
			Notes: Summer Collaborative Planning			
3	G1.B1.S1.A11	Teachers will work with students in K-1 helping them build their word work, vocabulary, and phonic skills through Foundations.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - K. E. Cunningham/ Canal Point Elementary			\$1,600.00
4	G1.B1.S1.A12	Teachers in Grades 3-5 will use Top Score Writing Tool as another instructional tool to help all students improve their writing skills for FSA Writes in FY18.				\$0.00
5	G1.B1.S1.A2	Consistent planning for small group instruction which includes student talk and higher-order questioning.				\$0.00
6	G1.B1.S1.A3	Consistent execution of small group instruction				\$35,261.61
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A	0.5	\$33,171.23
			Notes: Suzanne Mawhinney, Resource Teacher 25,050 (Salary); 8,121.23 (Benefits)			
	5100	510-Supplies	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$2,090.38
			Notes: Supplies - Paper, ink, pencils			
7	G1.B1.S1.A4	Build teacher capacity for high quality small group instruction				\$0.00
8	G1.B1.S1.A5	Build teacher capacity for rigorous whole group instruction using the gradual release of responsibility model, with a focus on teacher questioning and student talk.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A	0.5	\$36,577.28
			Notes: Suzanne Mawhinney, Reading Coach 27,950 (Salary); 8,627.28 (Benefits)			

**Palm Beach - 1831 - K. E. Cunningham/Canal Point Elementary - 2017-18 SIP**  
*K. E. Cunningham/Canal Point Elementary*

<b>9</b>	<b>G1.B1.S1.A6</b>	<b>Community Resource Person will assist our School with (identification, recruiting, and enrolling eligible students to our school program) and provide support to parents to ensure academic success of students.</b>				<b>\$33,775.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A	1.0	\$31,463.45
			<i>Notes: Herbert Crawford 20,403 (Salary); 11,064.45 (Benefits)</i>			
	5100	510-Supplies	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$2,312.22
			<i>Notes: Supplies for APTT - paper, ink, card stock</i>			
<b>10</b>	<b>G1.B1.S1.A7</b>	<b>Chrome Books will be provided for students to use individually or in a small group setting to encourage reading and math instruction using an online program called iReady.</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$12,000.00
			<i>Notes: Chromebooks</i>			
<b>11</b>	<b>G1.B1.S1.A8</b>	<b>Provide targeted remediation for after school tutorial and push-in support</b>				<b>\$24,021.54</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$24,021.54
			<i>Notes: Tutoring</i>			
<b>12</b>	<b>G1.B1.S1.A9</b>	<b>The Professional Development Team will provide teachers Professional Development provided by Readers &amp; Writers Workshop Consultants.</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1831 - K. E. Cunningham/ Canal Point Elementary	Title I, Part A		\$3,500.00
			<i>Notes: Readers &amp; Writers Workshop Consultant</i>			
<b>Total:</b>						<b>\$151,736.10</b>