



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

K. E. Cunningham/Canal Point Elementary

37000 MAIN ST

Canal Point, FL 33438

561-924-9800

www.edline.net/pages/k_e_cunningham_canal_point_es

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
96%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
D

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

K. E. Cunningham/Canal Point Elementary

Principal

Dr. Derrick Hibler

School Advisory Council chair

Lakisha Burden

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Derrick Hibler	Principal
Mrs. Robera Walker-Thompson	Assistant Principal
Mrs. Suzanne Mawhinney	Reading Coach
Mrs. Joan Weiser	Math Coach
Mrs. Lasean Hall-Robinson	Writing Coach
Mrs. Lakisha Burden	ESE Contact
Mrs. Becky Hays	Reading Teacher
Mrs. Janine Silva	SAI Teacher
Marc Pruzansky	Guidance Counselor
Julie Thompson	Learning Team Facilitator

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1. Alvina Angram Scretary
2. Sharonda Crawford
3. Tiffany Crawford Historian
4. Mirasol Castro
5. Carman Zavala
6. Denisse Tejeda

7. Thomas Sears Business Partner
8. Yadira Sears
9. David Broadbent Community Member
10. Derrick Hibler Principal
11. Robera Walker-Thompson Assistant Principal
12. Maria Hernandez
13. Jessica Sligo
14. Ronald Jemmott Co-Chair
15. Marc Pruzansky
16. Suzanne Mawhinney
17. Lakisha Burden Chair

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The group will then develop strategies—the “how-to” for improving the areas most important to their school—and decide how to measure the results of the strategies they plan to implement. At the end of this process, the SAC will have created the SIP, which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

Projected use of school improvement funds, including the amount allocated to each project

Pay tuition fees for the Gifted Endorsement for 2 Teachers which consists of 5 courses.
Provide performance Incentives for students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Derrick Hibler

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

Doctor of Philosophy in Educational Leadership - Walden University

Masters in Educational Leadership - University of Missouri Kansas City

Masters of Music Education - University of Kansas

Bachelor of Science in Music Education - University of Tulsa

Certifications:

School Principal K-12

Music Education K-12

Performance Record

FY13 School Year, Proficiency: 23% Reading, 33% Math, 32% Science, and 44% Writing. According to the PY FCAT statistics from our School Accountability Dashboard report, in Reading w/o FAA, the following subgroups made yearly progress: total was 24%, 21% Black, 33% Hispanic, 23% Economically Disadvantaged, 21% ELL, and 7% SWD. In Math w/o FAA, the following subgroups made yearly progress: total was 34%, 28% Black, 52% Hispanic, 33% Economically Disadvantaged, 36% ELL, and 16% SWD.

Proficiency: 82%, Science Proficiency: 57%, Writing Proficiency: 90% AYP: 79% of criteria met. Total, White, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet proficiency in Reading. Black, Hispanic, Economically Disadvantaged students did not meet proficiency in Mathematics. Assistant Principal of Palm Beach Central High School in 2009-2010: School grade A. Reading Proficiency: 56%, Math Proficiency: 84%, Science Proficiency: 56%, Writing Proficiency: 98% AYP: 97% of criteria met, Black student population did not make AYP in Reading.

Principal of Lake Shore Annex Alternative School 2008 - 09.

Grade: F, did not meet AYP.

Principal of Lake Shore Annex Alternative School 2007 - 2008 - Grade: Not graded, did not meet AYP.

Mrs. Robera Walker-Thompson

Asst Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

Masters in Educational Leadership
 Bachelors in Varying Exceptionalities
 Certifications:
 Educational Leadership K-12
 Elementary Education K-6
 Varying Exceptionalities K-12
 Reading Endorsed
 ESOL Endorsed

Performance Record

FY13 School Year, Proficiency: 23% Reading, 33% Math, 32% Science, and 44% Writing. According to the PY FCAT statistics from our School Accountability Dashboard report, in Reading w/o FAA, the following subgroups made yearly progress: total was 24%, 21% Black, 33% Hispanic, 23% Economically Disadvantaged, 21% ELL, and 7% SWD. In Math w/o FAA, the following subgroups made yearly progress: total was 34%, 28% Black, 52% Hispanic, 33% Economically Disadvantaged, 36% ELL, and 16% SWD.

Assistant Principal at KEC/Canal Point Elementary School – 2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82% Assistant Principal at KEC/Canal Point Elementary School - 2010-2011: Grade D, Reading Mastery: 42%, Learning Gains: 47%, Lowest 25%: 44%. Math Mastery: 52%, Learning Gains: 47%, Lowest 25%: 65%. Writing Mastery: 76%, Science Mastery: 38%. 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading or math.
 Science Instructional Specialist for Palm Beach County School District - 2009 - 2010: Worked with Differentiated Accountability Schools in the area of Science.
 Target Schools:
 South Grade Elementary - 2009 - 2010: Grade B, Science Mastery: 55%.
 Cholee Lake Elementary - 2009 - 2010: Grade C, Science Mastery: 43%.

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Suzanne Mawhinney		
Full-time / School-based	Years as Coach: 11	Years at Current School: 25
Areas	Reading/Literacy	
Credentials	Professional Educators: B.S. Florida Atlantic University Elementary Education 1-6, Early Childhood K-3, Reading Endorsement, ESOL Endorsement, National Board Certification	
Performance Record	<p>FY13 School Year, Proficiency: 23% Reading, 33% Math, 32% Science, and 44% Writing. According to the PY FCAT statistics from our School Accountability Dashboard report, in Reading w/o FAA, the following subgroups made yearly progress: total was 24%, 21% Black, 33% Hispanic, 23% Economically Disadvantaged, 21% ELL, and 7% SWD. In Math w/o FAA, the following subgroups made yearly progress: total was 34%, 28% Black, 52% Hispanic, 33% Economically Disadvantaged, 36% ELL, and 16% SWD.</p> <p>2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82%</p> <p>2010-2011: Grade D, Reading Mastery: 42%, Learning Gains: 47%, Lowest 25%: 44%. Writing Mastery: 76%, 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading.</p> <p>2009-2010: Grade C, Reading Mastery: 49%, Writing Mastery: 73%, 77% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading.</p> <p>2008-2009: Grade B, Reading Mastery: 52%, Writing Mastery: 96%, 92% of AYP protocols were met. All subgroups met AYP through Safe Harbor in Reading.</p>	

Mrs. Joan Weiser

Full-time / School-based

Years as Coach: 5

Years at Current School: 12

Areas

Mathematics

CredentialsProfessional Educators: B.S. University of South Florida
Elementary Education**Performance Record**

FY13 School Year, Proficiency: 23% Reading, 33% Math, 32% Science, and 44% Writing. According to the PY FCAT statistics from our School Accountability Dashboard report, in Reading w/o FAA, the following subgroups made yearly progress: total was 24%, 21% Black, 33% Hispanic, 23% Economically Disadvantaged, 21% ELL, and 7% SWD. In Math w/o FAA, the following subgroups made yearly progress: total was 34%, 28% Black, 52% Hispanic, 33% Economically Disadvantaged, 36% ELL, and 16% SWD.

2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82%
2010-2011: Grade D, Math Mastery: 52%, Learning Gains 47%, Lowest 25%: 65%. 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Math.
2009-2010: Grade C, Math Mastery: 66%, 77% of AYP protocols were met. Hispanics met AYP through Safe Harbor. Total, Black & Economically Disadvantaged did not make AYP in Math.
2008-2009: Grade B, Math Mastery: 62%, 92% of AYP protocols were met. Hispanics met AYP through Safe Harbor

Classroom Teachers**# of classroom teachers**

18

receiving effective rating or higher

18, 100%

Highly Qualified Teachers

100%

certified in-field

18, 100%

ESOL endorsed

9, 50%

reading endorsed

0, 0%

with advanced degrees

4, 22%

National Board Certified

2, 11%

first-year teachers

1, 6%

with 1-5 years of experience

7, 39%

with 6-14 years of experience

3, 17%

with 15 or more years of experience

8, 44%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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
- ? 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
- ? Other recruiting efforts
- ? Staff development at all professional development days as dictated by the district.
- ? The staff meets regularly to analyze data such as district diagnostics, SRI, and other assessment.
- ? Incentives such as sign on bonus for recruiting teachers and Title 1 Funds for teachers who are new to the county.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Principal and Assistant Principal received training in the Professional Development Department in Evaluating Teachers. This is also a job requirement of the Learning Team facilitator and Education leadership Internship Program. The teacher-mentoring program that is used at KEC/Canal Point Elementary School is the ESP program that is used by the District to support newly hired teachers.

Systems of support include a support team, staff development opportunities, observations, which include pre-post conferences, and written and oral feedback. The new educator is assigned a mentor, given an ESP Handbook with a time line of scheduled activities to be accomplished by week 33 of FY 2014.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The School Based Team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support RtI implementation is provided
- Effective communication with parents regarding school-based RtI plans and activities occurs. The RtI/Inclusion Facilitator is not available for SY 13-14. The leadership team will 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Problem Solving Model

The Four Steps of the Problem Solving Model are:

- Problem identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA. Specifically, the legislative actions

support all students achieving benchmarks regardless of their status in general or special education. Problem Solving & Response to Intervention Project 2008. Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY 14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT 2.0 scores and the lowest 25%
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services
- The Guidance counselor will provide professional development for the SAC members on the RtI process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR) • Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- FCAT Writes 2.0

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

- Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)

- Office discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR) • Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- FCAT Writes 2.0

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

The school-based RtI/Inclusion team(leadership team) will provide resources for all teachers to utilize for the RtI process. The leadership team will discuss important information during week leadership team meetings.

- All teachers will receive a Problem Solving (RtI) desk map

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

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.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administrators, Reading Coach, and SAI teacher

Strategy: Weekend Program**Minutes added to school year: 2,160**

Lowest 30% of students in Reading will attend Saturday Tutorial, starting in January (4th Graders will start after FCAT Writes 2.0) and will end in April.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data team will graph each students proficiency on a weekly basis to monitor progress. Fall/Winter Diagnostics and FCAT 2.0 Reading Scores will be used to measure the effectiveness of the tutorial program.

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coach, Reading Support Team, Reading Teachers

Strategy: Weekend Program**Minutes added to school year: 1,080**

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.

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration, Literacy Coach, 4th Grade Writing Teachers (Regular and ESE)

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Derrick Hibler	Principal
Mrs. Robera Walker-Thompson	Assistant Principal
Mrs. Suzanne Mawhinney	Reading Coach
Ms. Nani Dupee	3rd Grade Teacher
Ms. Sharon Angeloni	4/5 Grade Teacher

Name	Title
Mrs. Daisy Harris	4/5 Grade Teacher
Mrs. Lasean Hall-Robinson	4th Grade teacher
Ms. Ongela Smith	1st Grade Teacher

How the school-based LLT functions

The LLT meets every Wednesday, at 6:45 a.m. to discuss academic plans, objectives, and review data. The meetings occur in conjunction with LTM and department meetings. The team evaluates and reviews the planning and implementation of the literacy program at the school. Each individual has a specific role in the development and supervision of the process.

The principal oversees and facilitates the LLT and meetings. The Assistant Principal is the administrative contact on day to day processes and routines and reports back to the principal. The Reading Coach plans and coordinates literacy functions at the school. The SAI teacher implements the strategies and provides data and feedback on the process. The District Reading Specialist organizes the literacy components and works with the Reading Coach on the planning and development. The ESE contact provides input and interventions to adopt planning to ESE students.

Major initiatives of the LLT

- To provide support to the teachers
- Increase the amount of PD on literacy initiatives
- Monitor program and provide remediation
- Solicit district involvement for curriculum questions

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is taught through the content areas by all teachers which includes fine arts teachers. All classrooms have interactive word walls, read-alouds, and writing in the content areas. Every teacher is trained to assess students in reading and implement the LLI program.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

We conduct an annual Kindergarten round up that invites the local day care and preschool programs to bring their kids and parents on a tour of the school. During this event the students and parents receive information that will prepare them for a successful transition into Kindergarten. They receive kindergarten ready resources to help support and prepare them for the transition. They also receive an in depth tour of the kindergarten classrooms. Staggered start will be implemented for SY 14-15.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	23%	No	41%
American Indian				
Asian				
Black/African American	32%	20%	No	39%
Hispanic	39%	33%	No	45%
White				
English language learners	22%	37%	Yes	30%
Students with disabilities	24%	7%	No	32%
Economically disadvantaged	34%	23%	No	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	15%	25%
Students scoring at or above Achievement Level 4	11	9%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	52%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	19	66%	90%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	43%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	21%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	28%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	44%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	33%	No	48%
American Indian				
Asian				
Black/African American	40%	26%	No	46%
Hispanic	43%	52%	Yes	49%
White				
English language learners	37%	47%	Yes	43%
Students with disabilities	37%	16%	No	43%
Economically disadvantaged	42%	32%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	24%	34%
Students scoring at or above Achievement Level 4	11	8%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	34	41%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	57%	80%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	25	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	1%
Students who are not proficient in reading by third grade	46	80%	40%
Students who receive two or more behavior referrals	39	11%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	11%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will be involved in our new BI (Being Involved) program			40%
Fathers will be involved in our new FBI(Fathers Being Involved) program			25%
Mothers will be involved in our new MBI(Mothers Being Involved) program			25%

Area 10: Additional Targets**Additional targets for the school**

KEC/Canal Point Elementary 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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	18	100%	100%

Goals Summary

- G1.** To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.
- G2.** To increase Science proficiency from 33% to 45% as measured by the 2014 FCAT Assessment.
- G3.** In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.
- G4.** To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.
- G5.** To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.

Goals Detail

G1. To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Utilizing scoring rubric on classroom and mini assessments. Professional development on descriptive feedback and differentiated instruction. Implement Write Score program.

Targeted Barriers to Achieving the Goal

- FCAT Writes 2.0 requirements are continuously changing. Using differentiated instruction in an inclusive setting is a challenge. Engaged in extended learning opportunities.

Plan to Monitor Progress Toward the Goal

Student work samples, assessments, monitoring writing tool, conference notes

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator

Target Dates or Schedule:

Weekly Learning team meetings, department meetings, Palm Beach Writes testing windows,

Evidence of Completion:

FCAT Writes 2.0, Palm Beach Writes, Weekly Writing assessments

G2. To increase Science proficiency from 33% to 45% as measured by the 2014 FCAT Assessment.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- STEM activities will be added into lab experiences for students. USDA will develop partnerships with our science teachers to do classroom presentations and field trips for our 4th and 5th grade students. Provide real-world science activities in addition to the use of "Science Snapshots" and Sciensaurus in 3rd, 4th, and 5th grade. Utilize Gizmos program to enrich concepts.

Targeted Barriers to Achieving the Goal

- Time may be an issue with the school schedule to effectively do experiments and classroom projects.
- Scientist and teachers may not be able to develop projects that are related to students from the units of study being taught in the classroom.
- A lack of background knowledge that students need to show little to no improvement in Science performance.

Plan to Monitor Progress Toward the Goal

Science Projects Science Field Trips

Person or Persons Responsible

Administrators, 5th Grade Science Teacher, Science Resource Teacher.

Target Dates or Schedule:

From September 2013 through May 2014 school year.

Evidence of Completion:

Classroom visits Observations Lesson Plans Science Schedule Classroom Walkthroughs LTM's Student Work Samples Gizmos usage reports FCAT 2.0 Science Fall/Winter Diagnostics

G3. In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Several night events will be planned for parental involvement, such as, parent nights, Parents Being Involved (PBI) program, and parent volunteer programs for FY14 school year.
- Several night events will be planned for parental involvement, such as, parent nights, Parents Being Involved (PBI) program, and parent volunteer programs for FY14 school year.
- Several night events will be planned for parental involvement, such as, parent nights, Parents Being Involved (PBI) program, and parent volunteer programs for FY14 school year.
- Several night events will be planned for parental involvement, such as, parent nights, Parents Being Involved (PBI) program, and parent volunteer programs for FY14 school year.

Targeted Barriers to Achieving the Goal

- Low parental support for activities.
- Lack of parental support on academic initiatives outside of school.
- Distance of school from parents residences.

Plan to Monitor Progress Toward the Goal

Parents Being Involved Logs

Person or Persons Responsible

Administration, Parent Liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Copy of Sign-In Sheets, Copy of PBI logs

G4. To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- LLI, Small Group Instruction, Differentiated Instruction, Professional Book Studies (Teaching Reading in Small Groups, Continuum of Literacy Learning, and What Great Teachers do Differently), LLI Red, Orange, Blue, and Green Systems, Words Their Way, Fountas and Pinnell Phonics and Words Study System (K-2), and Nook Readers.

Targeted Barriers to Achieving the Goal

- Parental Involvement, lack of extended learning experiences, differentiated instruction to meet the needs of all students.

Plan to Monitor Progress Toward the Goal

Classroom observations, student assessments, conferences, professional development discussions, and feedback.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, and Learning Team Facilitator

Target Dates or Schedule:

Daily

Evidence of Completion:

Student data, lesson plans, observations, and meeting notes

G5. To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- We will be using Gizmo's supported by Palm Beach County School District.
- We will be using River Deep math program supported by Palm Beach County School District.
- We will be using student clickers with students to help provide immediate feedback on understanding during classroom assessments, and tests.

Targeted Barriers to Achieving the Goal

- Parental Involvement may be a barrier due to a lack of home support.
- Students not engaging with working on math skills through home work at home.
- Students not having access to internet at home to help engage them to want to work on math internet-based programs.

Plan to Monitor Progress Toward the Goal

Sign-In sheets, Agenda

Person or Persons Responsible

Principal, Assistant Principal,

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in parental participation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.

G1.B1 FCAT Writes 2.0 requirements are continuously changing. Using differentiated instruction in an inclusive setting is a challenge. Engaged in extended learning opportunities.

G1.B1.S1 Utilizing scoring rubric on classroom and mini assessments. Providing descriptive feedback for students continued success. Using differentiated instruction in the classroom. Using a school-wide writing curriculum to drive instruction.

Action Step 1

Lesson plans, Classroom Walkthroughs, Observations

Person or Persons Responsible

Principal, Assistant Principal, Writing Coach, LTF

Target Dates or Schedule

Daily

Evidence of Completion

Palm Beach Writes assessments and performance tasks, FCAT Writes 2.0, Weekly Writing prompts

Action Step 2

4th Grade Writing Curriculum and Scoring (Top Score Writing)

Person or Persons Responsible

Top Score Writing Consultant

Target Dates or Schedule

October - February

Evidence of Completion

Increased scores on PBW, FCAT Writes 2.0, Weekly Writing Prompts

Facilitator:

Lisa Collum

Participants:

LaSean Hall, Suzanne Mawhinney, Robera Thompson

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

Walkthroughs, Observations, Lesson plans. learning team meetings,

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

FCAT Writes 2.0, Palm Beach Writes, Weekly Writing Assessments from Write Source

Plan to Monitor Effectiveness of G1.B1.S1

Conferencing logs, graded work, lesson plans

Person or Persons Responsible

Principal, Assistant Principal, Writing Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT Writes 2.0, Palm Beach Writes, Weekly Writing Assessments

G2. To increase Science proficiency from 33% to 45% as measured by the 2014 FCAT Assessment.

G2.B2 Time may be an issue with the school schedule to effectively do experiments and classroom projects.

G2.B2.S1 Using teacher's lesson plans to effectively use all time allotted to do experiments and classroom projects.

Action Step 1

Gizmos Training, Science Technology Based Resources (Think Central)

Person or Persons Responsible

Teachers, administrators, science coach

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Lesson Plan monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plan books

Plan to Monitor Effectiveness of G2.B2.S1

Developed science projects

Person or Persons Responsible

teacher, science coach

Target Dates or Schedule

ongoing

Evidence of Completion

science projects

G2.B3 Scientist and teachers may not be able to develop projects that are related to students from the units of study being taught in the classroom.

G2.B3.S1 Developing collaboration between the USDA Scientists and teachers for better planning to help relate understanding of materials and discussions for students.

Action Step 1

Professional Development on Researched Based Projects from USDA Scientists

Person or Persons Responsible

Science Teachers, Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Notes, Sign-In Sheets

Facilitator:

USDA Scientists

Participants:

Science Teacher, Science Coach

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 A lack of background knowledge that students need to show little to no improvement in Science performance.

G2.B4.S1 Providing classroom projects and science field trips for students throughout the school year.

Action Step 1

Classroom Projects Field Trips Guest Speakers (Scientists from USDA)

Person or Persons Responsible

Administrators, 5th Grade Teacher, and Science Lab Resource Teacher

Target Dates or Schedule

From September 2013 to May 2014 school year.

Evidence of Completion

Science Schedule Classroom visits Classroom walk-throughs Student work samples Gizmos usage reports LTM's

Facilitator:

Science Coach

Participants:

Administrators, 5th Grade Teacher, and Science Lab Resource Teacher

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Scientists from USDA to classrooms to provide presentations related to science

Person or Persons Responsible

Science Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in logs, field trips to USDA

Plan to Monitor Effectiveness of G2.B4.S1

Artifacts from science projects, field trips

Person or Persons Responsible

Science Coach, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Artifacts, Lesson Plans, Data from EDW for Science Diagnostic for 5th grade, Classroom assessments

G3. In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.

G3.B1 Low parental support for activities.

G3.B1.S1 Provide incentives for parents (food and prizes). Communicate with parents through phone calls, newsletters, and home visits.

Action Step 1

Academic Night Events including School Advisory Council (SAC) meetings

Person or Persons Responsible

Administration, Teachers, Staff, Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Sheets

Facilitator:

Parent Liaison

Participants:

Administration, Teachers, Staff, Parent Liaison

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Lack of parental support on academic initiatives outside of school.

G3.B2.S1 Provide monthly family nights with food. Academic nights for parents will include: October-Science Night November-Data Chat Night December-Math Night January-Poetry Night March-Literacy Night May-Computer Night

Action Step 1

PBI Presentation

Person or Persons Responsible

Administration, Teachers, and Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Sheets Incentives used for parents

Facilitator:

Parent Liaison

Participants:

Administration, Teachers, and Parent Liaison

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 Distance of school from parents residences.

G3.B3.S1 Provide door prizes to parents attending monthly parental involvement meetings.

Action Step 1

Incentives

Person or Persons Responsible

Administration, and Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.

G4.B1 Parental Involvement, lack of extended learning experiences, differentiated instruction to meet the needs of all students.

G4.B1.S1 Increase in the number of parental involvement activities. Utilize book-it and reading counts program. Build a productive partnership with the BRIDGES community program that will help promote healthy, happy, families. Parent link, newsletters, and newspaper articles will be used as forms of effective communication with parents. Student will be required to stay and extended hour each day which will include intervention and supplemental activities. Saturday tutorials will be implemented prior to FCAT 2.0 assessments. Teachers will be provided a variety of trainings which will include CRISS, Reciprocal Teaching, Literacy Roll Out (small strategy group instruction), and LLI.

Action Step 1

Readers/Writers Workshop Consultants, My Skills Tutor, LLI

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal, Media Specialist, Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Fall and Winter diagnostic data, K-4 Literacy assessment, FAIR assessment, FCAT 2.0 2014 data

Facilitator:

Reading Coach

Participants:

Reading Coach, Principal, Assistant Principal, Media Specialist, Parent Liaison

Action Step 2

Readers/Writers Workshop PD

Person or Persons Responsible

Reading Teachers, Coach, Administration, Writing Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Sign-In Sheets, Agendas

Facilitator:

Teachers College Consultants

Participants:

Reading Teachers, Writing Teachers, Coach, Administration

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Walkthroughs, observations, lesson plans, student assessments, professional development discussions

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Fall and Winter Diagnostic data, K-4 Literacy assessment, Core K-12 weekly assessments, FCAT 2.0 data

Plan to Monitor Effectiveness of G4.B1.S1

Walkthroughs, Lesson plans, data analysis, data chats with students, portfolios, descriptive feedback

Person or Persons Responsible

Reading Coach, Assistant Principal, Principal, LTF

Target Dates or Schedule

daily

Evidence of Completion

Fall and Winter Diagnostics, FCAT 2.0, K-4 Literacy assessment, FAIR, Data Analysis Charts

G5. To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.

G5.B1 Parental Involvement may be a barrier due to a lack of home support.

G5.B1.S1 To increase parental involvement we have a new parent liaison. Increased number of parental events. Implementation of new parent being involved (PBI) program.

Action Step 1

Literacy night, math night, reading night, science night, FCAT night, SAL-P Q night

Person or Persons Responsible

Principal, Assistant Principal, Parent Liaison

Target Dates or Schedule

Monthly activities

Evidence of Completion

Agendas, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Sign-in Sheets

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Increased number of parental participation

Plan to Monitor Effectiveness of G5.B1.S1

Sign-In sheets, Agendas

Person or Persons Responsible

Principal, Assistant Principal, Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Increased number of parental participation

G5.B2 Students not engaging with working on math skills through home work at home.

G5.B2.S1 Implement mad minute math during the lunch block to help engage students in basic math facts outside of the schedule math instruction.

Action Step 1

Scored mad minute papers, fast math reports, Diagnostics Data

Person or Persons Responsible

Assistant Principal, Math Coach, Math Support Team

Target Dates or Schedule

Weekly (Fridays)

Evidence of Completion

Increased scores on math assessments (Core K-12, MBA's, Diagnostics)

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 Students not having access to internet at home to help engage them to want to work on math internet-based programs.

G5.B3.S1 Additional computer lab for students to use at school that will have additional math programs to help increase engagement.

Action Step 1

My Skills Tutor Math Program and Gizmos

Person or Persons Responsible

Math Coach, Administration, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Gizmos and My Skills Tutor Reports

Facilitator:

Gizmos Consultant

Participants:

All Math Teachers, Coaches, Administration

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 Part A: Our Title I funds will be used this year to provide professional development to our teachers in all subject areas. We will also use Title I funds for Saturday tutorials starting in January. Resources for classroom teachers and other support staff are also provided by Title I funds. Title I funds are also used to purchase materials for parent trainings, including food and other necessary resources for communicating with parents. Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.

G1.B1 FCAT Writes 2.0 requirements are continuously changing. Using differentiated instruction in an inclusive setting is a challenge. Engaged in extended learning opportunities.

G1.B1.S1 Utilizing scoring rubric on classroom and mini assessments. Providing descriptive feedback for students continued success. Using differentiated instruction in the classroom. Using a school-wide writing curriculum to drive instruction.

PD Opportunity 1

4th Grade Writing Curriculum and Scoring (Top Score Writing)

Facilitator

Lisa Collum

Participants

LaSean Hall, Suzanne Mawhinney, Robera Thompson

Target Dates or Schedule

October - February

Evidence of Completion

Increased scores on PBW, FCAT Writes 2.0, Weekly Writing Prompts

G2. To increase Science proficiency from 33% to 45% as measured by the 2014 FCAT Assessment.

G2.B3 Scientist and teachers may not be able to develop projects that are related to students from the units of study being taught in the classroom.

G2.B3.S1 Developing collaboration between the USDA Scientists and teachers for better planning to help relate understanding of materials and discussions for students.

PD Opportunity 1

Professional Development on Researched Based Projects from USDA Scientists

Facilitator

USDA Scientists

Participants

Science Teacher, Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Notes, Sign-In Sheets

G2.B4 A lack of background knowledge that students need to show little to no improvement in Science performance.

G2.B4.S1 Providing classroom projects and science field trips for students throughout the school year.

PD Opportunity 1

Classroom Projects Field Trips Guest Speakers (Scientists from USDA)

Facilitator

Science Coach

Participants

Administrators, 5th Grade Teacher, and Science Lab Resource Teacher

Target Dates or Schedule

From September 2013 to May 2014 school year.

Evidence of Completion

Science Schedule Classroom visits Classroom walk-throughs Student work samples Gizmos usage reports LTM's

G3. In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.

G3.B1 Low parental support for activities.

G3.B1.S1 Provide incentives for parents (food and prizes). Communicate with parents through phone calls, newsletters, and home visits.

PD Opportunity 1

Academic Night Events including School Advisory Council (SAC) meetings

Facilitator

Parent Liaison

Participants

Administration, Teachers, Staff, Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Sheets

G3.B2 Lack of parental support on academic initiatives outside of school.

G3.B2.S1 Provide monthly family nights with food. Academic nights for parents will include: October-Science Night November-Data Chat Night December-Math Night January-Poetry Night March-Literacy Night May-Computer Night

PD Opportunity 1

PBI Presentation

Facilitator

Parent Liaison

Participants

Administration, Teachers, and Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Sheets Incentives used for parents

G4. To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.

G4.B1 Parental Involvement, lack of extended learning experiences, differentiated instruction to meet the needs of all students.

G4.B1.S1 Increase in the number of parental involvement activities. Utilize book-it and reading counts program. Build a productive partnership with the BRIDGES community program that will help promote healthy, happy, families. Parent link, newsletters, and newspaper articles will be used as forms of effective communication with parents. Student will be required to stay and extended hour each day which will include intervention and supplemental activities. Saturday tutorials will be implemented prior to FCAT 2.0 assessments. Teachers will be provided a variety of trainings which will include CRISS, Reciprocal Teaching, Literacy Roll Out (small strategy group instruction), and LLI.

PD Opportunity 1

Readers/Writers Workshop Consultants, My Skills Tutor, LLI

Facilitator

Reading Coach

Participants

Reading Coach, Principal, Assistant Principal, Media Specialist, Parent Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Fall and Winter diagnostic data, K-4 Literacy assessment, FAIR assessment, FCAT 2.0 2014 data

PD Opportunity 2

Readers/Writers Workshop PD

Facilitator

Teachers College Consultants

Participants

Reading Teachers, Writing Teachers, Coach, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Sign-In Sheets, Agendas

G5. To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.

G5.B3 Students not having access to internet at home to help engage them to want to work on math internet-based programs.

G5.B3.S1 Additional computer lab for students to use at school that will have additional math programs to help increase engagement.

PD Opportunity 1

My Skills Tutor Math Program and Gizmos

Facilitator

Gizmos Consultant

Participants

All Math Teachers, Coaches, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Gizmos and My Skills Tutor Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.	\$1,800
G3.	In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.	\$2,000
G4.	To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.	\$8,300
G5.	To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.	\$27,750
Total		\$39,850

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Student incentive budget	\$1,800	\$1,800
Title I	\$34,250	\$34,250
Title I (food - \$500) and Target Grant (door prizes- 500)	\$1,000	\$1,000
Title I (food and materials for parenting trainings- 800) Target Grant (resources - 200)	\$1,000	\$1,000
Title 1	\$1,800	\$1,800
Total	\$39,850	\$39,850

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase Writing proficiency from 44% to 80% as measured by the 2014 FCAT Writes 2.0 assessment.

G1.B1 FCAT Writes 2.0 requirements are continuously changing. Using differentiated instruction in an inclusive setting is a challenge. Engaged in extended learning opportunities.

G1.B1.S1 Utilizing scoring rubric on classroom and mini assessments. Providing descriptive feedback for students continued success. Using differentiated instruction in the classroom. Using a school-wide writing curriculum to drive instruction.

Action Step 2

4th Grade Writing Curriculum and Scoring (Top Score Writing)

Resource Type

Evidence-Based Program

Resource

Writing Consultant and Curriculum

Funding Source

Title 1

Amount Needed

\$1,800

G3. In school year 2014, 50% of Canal Point parents will attend at least 1 Curriculum Night or Family Involvement activity designed to assist the family with familiarity of the NGSSS/CCSS and student achievement requirements for success.

G3.B1 Low parental support for activities.

G3.B1.S1 Provide incentives for parents (food and prizes). Communicate with parents through phone calls, newsletters, and home visits.

Action Step 1

Academic Night Events including School Advisory Council (SAC) meetings

Resource Type

Evidence-Based Program

Resource

Door prizes and food

Funding Source

Title I (food - \$500) and Target Grant (door prizes- 500)

Amount Needed

\$1,000

G3.B2 Lack of parental support on academic initiatives outside of school.

G3.B2.S1 Provide monthly family nights with food. Academic nights for parents will include: October-Science Night November-Data Chat Night December-Math Night January-Poetry Night March-Literacy Night May-Computer Night

Action Step 1

PBI Presentation

Resource Type

Evidence-Based Program

Resource

Incentives and food

Funding Source

Title I (food and materials for parenting trainings- 800) Target Grant (resources - 200)

Amount Needed

\$1,000

G4. To increase reading proficiency from 24% to 50% as measured by the 2014 FCAT 2.0 Reading assessment.

G4.B1 Parental Involvement, lack of extended learning experiences, differentiated instruction to meet the needs of all students.

G4.B1.S1 Increase in the number of parental involvement activities. Utilize book-it and reading counts program. Build a productive partnership with the BRIDGES community program that will help promote healthy, happy, families. Parent link, newsletters, and newspaper articles will be used as forms of effective communication with parents. Student will be required to stay and extended hour each day which will include intervention and supplemental activities. Saturday tutorials will be implemented prior to FCAT 2.0 assessments. Teachers will be provided a variety of trainings which will include CRISS, Reciprocal Teaching, Literacy Roll Out (small strategy group instruction), and LLI.

Action Step 1

Readers/Writers Workshop Consultants, My Skills Tutor, LLI

Resource Type

Evidence-Based Program

Resource

Consultant - Teachers College (1000), My Skills Tutor software license (800)., Tutorial (6000), Materials such as Common Core and NGSSS blended resources, paper, pencils, ink

Funding Source

Student incentive budget

Amount Needed

\$1,800

Action Step 2

Readers/Writers Workshop PD

Resource Type

Evidence-Based Program

Resource

Teachers College Trip to New York

Funding Source

Title I

Amount Needed

\$6,500

G5. To increase math proficiency from 33% to 50% as measured by the 2014 FCAT 2.0 Math Assessment.

G5.B1 Parental Involvement may be a barrier due to a lack of home support.

G5.B1.S1 To increase parental involvement we have a new parent liaison. Increased number of parental events. Implementation of new parent being involved (PBI) program.

Action Step 1

Literacy night, math night, reading night, science night, FCAT night, SAL-P Q night

Resource Type

Evidence-Based Program

Resource

Food, materials for activities, pamphlets (600), postage for parent communication (200), Para to provide parent involvement outreach. (26,000), Parenting program (950), Math Coach (72,000)

Funding Source

Title I

Amount Needed

\$27,750