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**Title I Comprehensive Schoolwide Plan**  
**K. E. CUNNINGHAM/CANAL POINT ELEMENTARY (1831)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

1. According to the English Language Arts FAST Progress Monitoring 2, 18% of students are proficient in ELA. Our goal is at least 40% of the students will be proficient. 2. By February 2023, 47% of students have missed 20+ days of school in FY23. In review of our discussion, it was determined that KEC has many practices in place that need to continue. Structures are in place (Routines & Rituals). The flow of learning established through the support of the Reading Coach/PLC and the culture of learning is evident and working in our classrooms. Students know the expectations of them by their teachers. Small group instruction is being implemented. We see great improvement with our small group work by the out of system tutors. Teachers are releasing students from the whole group model to small group work much quicker after the mini lesson has been introduced. Collaboration between students is improving. We see more students working together doing more with activities that are related to the lesson each day. Trends are noted across reading and writing. Our teachers are collaborating and planning (grade level planning) more effectively with each other. We see great improvement from our Diagnostic scores and our classroom walk-through's how the planning aligned with similar or same information being taught across the grade levels at the same time. All grade levels are teaching the same information across all subjects. Explicit Vocabulary Instruction (Oral Language Development) providing print rich reading materials (periodicals/magazines) and Top Score writing materials. Foundations (Continue to implement Foundations in K-2. I-Ready has shown an increase in data and winter diagnostics in reading and math. Academic Tutors are supporting reading classes' grades 2-5 (Small groups are being met by the additional staff in the classrooms). Infusion of Technology (i.e. Nooks, iPads, chromebooks, Smart Boards, Jump Drives, Google Classroom, PLKRS, Benchmark Text Evidence Cards, iReady, Google Drive apps, Lumio by SMART). Intermediate students (grades 3-5) are highly engaged in Research Projects. Our teachers are using Storyworks and are enjoying the resources this program provides them. Grade 2 is now using the Benchmark Text Evidence Cards to help increase the stamina for independent reading and incorporate media and real world experience to increase the love of reading for pleasure. To achieve/exceed our ELA goal of proficiency, KEC will need to provide more professional development opportunities (i.e. Professional Learning Communities, AVID conference, Florida Reading Conference, PD days), increase parent engagement activities (i.e. Mommy & Me Reading Strategy Training, multiple APTT meetings, Parent Leadership Council-ELL, College and Career Readiness Days, Multicultural Celebration, Technology Training for parents), and by creating a Family Resource Center.

## 2. List the root causes for the needs assessment statements you prioritized.

The following are our root causes that our stakeholders feel are our top priorities: -additional rigorous student collaboration needed -additional rigorous instruction needed -additional PD on various methodologies (STEAM, STEM, AVID, etc.) needed -Teachers must infuse new learning practices into instruction -Students need more opportunities to respond to FSA like questions (Address in PLCs & Collaborative Planning) using the FSA Standards descriptors -Continue to infuse early reading interventions in primary grades to prevent regression in intermediate grades (i.e. Authentic RRR Data to identify students' strengths & weaknesses) -Vocabulary Development -Rigorous Questioning and Responding (i.e. Vertical teaching vs Horizontal Teaching) -Rigorous Planning -Students do not consistently attend school in the manner in which they chose. -Students come in tardy/leave early. -Parents need additional support in providing strategies, how to use technology to monitor their students progress and help with homework using the new BEST standards. -ELL Families do not speak/read English and need assistance with understanding of process and technology utilizing the language facilitator -Families need assistance with navigating technology (pathways) Families need assistance with accessing the websites (pathway) -Families are not familiar with educational "processes" - Families are mobile -ESE/ELL needs continuous support locating an additional resources for their children.

## 3. Share possible solutions that address the root causes.

Possible solutions to the root causes include: -Increased PD for rigorous student collaboration -Increased PD for rigorous instruction -Additional PD on various methodologies (STEAM, STEM, AVID, etc.) -Teachers infusing new learning practices into instruction -Students being provided more opportunities to respond to FAST like questions (Address in PLCs & Collaborative Planning) using the FSA Standards descriptors -Infuse early reading interventions in primary grades to prevent regression in intermediate grades (i.e. Authentic RRR Data to identify students' strengths & weaknesses) - Provide vocabulary development strategies for students -Increase ELL/ESE collaborative planning -Provide rigorous Questioning and Responding (i.e. Vertical teaching vs Horizontal Teaching) -Provide additional time for rigorous planning -Create a Family Resource Center -Provide additional parent and family engagement opportunities

## 4. How will school strengthen the PFEP to support ELA?

Parentlink (Texts, Emails, Call Outs), Flyers, Social Media Sites, Virtual Newsletter, Google Classroom, local newspaper

- **Parent Training**

\*Train parents on the new Reading programs for learners with targeted literacy needs \*Reading programs for learners with targeted literacy needs  
\*Parallel curriculum at varying reading levels for units of study \*APTT nights, Parent Leadership Council, Mommy and Me Day, Dads bring your child to school day, Technology Training, STEM Family Engagement Strategies \*Flexible Times- Morning and evenings, virtual meetings, AVID trainings, Expectations meetings, Online instructional games.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

-Staff will continue Collaborative and PLC meetings. Parents will continue to attend all training that will be offered during the day and evening times to accommodate all parents' work schedules.

- **Students**

The responsibilities of the student are: \*Arrive to school on time prepared to learn. School starts at 7:55 am each day. \*Display good behavior by being polite and respectful each day. \*Obey the school rules and show respect for all persons at all times. \*Work daily to complete assignments at school and home. \*Adhere by the school dress code

- **Parents**

The family responsibilities are: \*Ensure your child will attend school every day and arrive on time. School starts at 7:55 am each day. \*Remind your child of the importance of good behavior and respect for others \*Support the school by responding to the teacher concerns and attend conferences and school activities during the school year \*Assist with school assignments and/or spend time reading with your child daily.

- **Staff Training**

\*AVID Training, Trailblazer Training, Smart board Training, Balanced Literacy Strategies, Nonfiction reading incorporating Math and Science strategies, Marzano strategies, STEM School and Home Connection training, Rigor Training \*Staff will be provided training to provide feedback to parents to help support their iReady using the blue tab (Individual learning and green tab (teacher assigned). \*Staff will be provided training on the BEST standards to provide strategies to assist parents. \*Staff will be provided training on vocabulary to assist with vocabulary at home.

- Accessibility

\*Staff will continue Collaborative and PLC meetings. Parents will continue to attend all training that will be offered during the day and evening times to accommodate all parents' work schedules. \*Virtual and School Based Options for school-based meetings.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

1. According to the Mathematics FAST Progress Monitoring 2, 12% of students are proficient in ELA. Our goal is at least 40% of the students will be proficient. 2. By February 2023, 47% of students have missed 10+ days of school in FY23. For math, our students need more supported practice which is provided through a small group instruction with the support of the academic tutors. Our teachers use the gradual release model when introducing a new concept several times and then take the students through guided practice. Once guided practice has been completed, students begin practicing independently. -iReady math program/student movement on Diagnostics improved \*Student engagement/reports. Teachers are able to look at student reports in Successmaker and see the level of engagement students display. The same works with iReady, teachers are able to show students their time on task reports weekly and daily. This process seems to motivate our students to do better when they know they are being monitored on the computer-based programs. \*Grades 3-5 using Go Math BEST Standards Training Planning Guide to help manage resources and focus instruction. Grades 3-5 using West Area Planning Guide to help manage resources and focus instruction. The math teachers love the math cadres as they are given explicit instructions and pacing guides to help them pace their lessons with a clear focus. \*Use of manipulatives in grades 2-5 to support instruction. The math cadres has drawn a better focus for our teachers to use more manipulatives as needed for struggling students. \*K-5 attending cadres and sharing the information during collaborative planning with each other.

### 2. List the root causes for the needs assessment statements you prioritized.

\*Teachers need time to learn new technology, data analysis, and instructional planning. \*Students rely on technology and do not use paper/pencil as FAST will be tested in. \*Teachers should focus on the previous years' standards to strengthen students' background knowledge. \*Parental Involvement/support. Our parents are not academic parents. Several of them don't support their child academically which is a huge battle for our teachers to effectively communicate with them. We do see on average the same 10 to 12 parents that show up on academic nights.

### 3. Share possible solutions that address the root causes.

\*Teachers need ongoing, relevant professional development, as well as time and support with data analysis and instructional planning. \*Students need more opportunities for tutoring. \*Parents need to help make sure their children attend school daily. \*Provide more opportunities for competition/academic games, to increase motivation. \*Additionally, continue professional development for all teachers in math workshops. \*Use Portfolio assessment and student exhibitions \*Use scheduled, school-wide math games (solving math problems per grade level as homework) \*Our Math Team will continue to meet weekly to gather resources and effective strategies for our teachers \*Regular scheduled math assessments as part of students' educational experiences \*Weekly common planning periods and Professional Learning Communities (PLCs) focused on collaborative examination of student work \*Continue supporting and implementing ELL strategies to support literacy development in English and content area learning

### 4. How will school strengthen the PFEP to support Math?

- Communication

Parentlink (email, texts, voice calls, Facebook, data chats, parent conferences, Flyers, Text messages, Social Media)

- Parent Training

\*Flexible Times- Morning and evenings, virtual meetings, AVID trainings, Expectations meetings, Online instructional games. \*APTT nights, Parent Leadership Council, Mommy and Me Day, Dads bring your child to school day, Technology Training, STEM Family Engagement Strategies \*Classroom libraries \*Technology to support reading and writing instruction and assessment \*Parallel curriculum at varying reading levels for units of study \*Reading programs for learners with targeted literacy needs \*Trained parents on the new Reading programs for learners with targeted literacy needs

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

\*Review this document with parents, teachers, and students throughout the school year. The school will continue to: \*Respond to the parent concerns immediately \*Communicate effectively and frequently with your child and the school/teacher will provide information to parents via notes, calendars, telephone calls, conference, email, Facebook, Classroom Dojo, Twitter, Edline, School Marque, Flyers and Okeechobee (Belle Glade/Pahokee) Sun. \*Make every effort to increase students' reading, writing, mathematics, communication skills and science; thereby helping every child improve and master the FSA standards for your child. \*Provide a safe environment conducive to learning and provide a high quality curriculum and instruction that enables your child to meet high standards.

- **Students**

\*Students should have a voice and agree to the Student/Parent Compact. The responsibilities of the student are: \*Arrive to school on time prepared to learn. School starts at 8:am each day. \*Show good behavior by being polite and respectful each day. \*Obey the school rules and show respect for all persons at all times. \*Work daily to complete assignments at school and home. \*Abide by the school dress code

- **Parents**

Parents can provide incentives for students working virtually. The family responsibilities are: \*Ensure your child will attend school every day and arrive on time. School starts at 8:00am each day. \*Remind your child of the importance of good behavior and respect for others \*Support the school by responding to the teacher concerns and attend conferences and school activities during the school year \*Assist with school assignments and/or spend time reading with your child daily.

- **Staff Training**

\*Full STEAM Ahead, Robotics, AVID Training, Trailblazer Training, Smart board Training, Balanced Literacy Strategies, Nonfiction reading incorporating Math and Science strategies, Marzano strategies, STEM School and Home Connection training, Rigor Training \*Staff will be provided training to provide feedback to parents to help support their iReady using the blue tab (Individual learning and green tab (teacher assigned). \*Staff will be provided training on the BEST standards to provide strategies to assist parents. \*Staff will be provided training on vocabulary to assist with vocabulary at home.

- **Accessibility**

\*Virtual and School Based Options for school-based meetings. \*Staff will continue Collaborative and PLC meetings. Parents will continue to attend all training that will be offered during the day and evening times to accommodate all parents' work schedules.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to the Winter FSA Diagnostic assessment, 16% of students were proficient in Science. \*Hands-on activities/STEM activities based on FSQs over material test with hands-on activities for students \*Benchmarks are the same.



## 2. List the root causes for the needs assessment statements you prioritized.

\*Teachers need time to learn new technology, data analysis, and instructional planning. \*Students rely on technology and do not use paper/pencil as FSA will be tested in. \*Teachers should focus on the previous years' standards to strengthen students' background knowledge. \*Parental Involvement/support. Our parents are not academic parents. Several of them don't support their child academically which is a huge battle for our teachers to effectively communicate with them. We do see on average the same 10 to 12 parents that show up on academic nights Structures are in place (Routines & Rituals) The flow of learning established through the support of the READING COACH/SSCC and the culture of learning is evident and working in our classrooms. Students know the expectations of them by their teachers. Small group instruction is being implemented. We see great improvement with our small group work by the out of system tutors. Teachers are releasing students from the whole group model to small group work much quicker after the mini lesson has been introduced. Collaboration between students is improving. We see more students working together doing more with activities that are related to the lesson each day. Trends are noted across reading and writing. Our teachers are collaborating and planning (grade level planning) more effectively with each other. We see great improvement from our Diagnostic scores and our classroom walk-through's how the planning aligned with similar or same information being taught across the grade levels at the same time. All grade levels are teaching the same information across all subjects. Explicit Vocabulary Instruction (Oral Language Development) providing print rich reading materials (periodicals/magazines) and Top Score writing materials .Foundations (Continue to implement Foundations in K-2. I-Ready has shown an increase in data and winter diagnostics in reading and math. Academic Tutors are supporting reading classes' grades 2-5 (Small groups are being met by the additional staff in the classrooms). Infusion of Technology (i.e. Nooks, iPads, chromebooks, Smart Boards, Jump Drives, Google Classroom, PLKRS, Newsela, iReady). Intermediate students (grades 3-5) are highly engaged in Research Projects. Our teachers are using Newsela and are enjoying the resources this program provides them. KEC will need to provide more professional development opportunities (i.e. Professional Learning Communities, AVID conference, Florida Reading Conference, PD days), increase parent engagement activities (i.e. Mommy & Me Reading Strategy Training,

## 3. Share possible solutions that address the root causes.

\*Increase the focus on Fair Game standards, hands on labs and assimilations which will create more background knowledge for students. \*Teachers need ongoing relevant professional development. \*Teachers need time and support with data analysis and instructional planning. \*Students need more opportunities for tutoring. \*Some parents need empowering to make sending their children to school daily priority. \*Provide more opportunities for competition/academic games, to increase motivation. \*Have Science teacher separate in grades 3, 4 and 5. \*Implement J and J Bootcamp supplemental resources. \*Have more hands-on science activities and field trips. \*Add Science resources for experiments and reading infusion.

## 4. How will school strengthen the PFEP to support Science?

- **Communication**

Parentlink (Texts, Emails, Call Outs), Flyers, Social Media Sites, Virtual Newsletter, Google Classroom, local newspaper

- **Parent Training**

\*APTT nights, Parent Leadership Council, Mommy and Me Day, Dads bring your child to school day, Technology Training, STEM \*Reading programs for learners with targeted literacy needs \*Train parents on the new Reading programs for learners with targeted literacy needs.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

\*Review this document with parents, teachers, and students throughout the year. The school will continue to: \*Respond to the parent concerns immediately \*Communicate effectively and frequently with your child and the school/teacher will provide information to parents via notes, calendars, telephone calls, conference, email, Facebook, Classroom Dojo, Twitter, Edline, School Marque, Flyers and Okeechobee (Belle Glade/Pahokee) Sun. \*Make every effort to increase students' reading, writing, mathematics, communication skills and science; thereby helping every child improve and master the FSA standards for your child. \*Provide a safe environment conducive to learning and provide a high quality curriculum and instruction that enables your child to meet high standards.

- **Students**

Students should have a voice and agree to the Student/parent Compact. The responsibilities of the student are: \*Arrive at school on time prepared to learn. School starts at 7:55 am each day. \*Show good behavior by being polite and respectful each day. \*Obey the school rules and show respect for all persons at all times. \*Work daily to complete assignments at school and home. \*Adhere by the school dress code

- **Parents**

\*Parents can provide incentives for students working virtually. The family responsibilities are: \*Ensure your child will attend school every day and arrive on time. School starts at 7:55 am each day. \*Remind your child of the importance of good behavior and respect for others \*Support the school by responding to the teacher concerns and attend conferences and school activities during the school year \*Assist with school assignments and/or spend time reading with your child daily.

- Staff Training

STEAM, Robotics, AVID Training, Trailblazer Training, Smart Board Training, Balanced Literacy Strategies, Nonfiction reading incorporating Math and Science strategies, Marzano strategies, STEM School and Home Connection training, Rigor Training Staff will be provided training on the fairgame standards to provide strategies to assist parents. Staff will be provided training on vocabulary to assist with vocabulary at home.

- Accessibility

Staff and parents will be trained through PDD and PLC meetings. Parents will be invited to all training that will be offered during the day and evening times to accommodate all parents' work schedules.

## Action Step: Classroom Instruction

Provide differentiated instruction by providing push in/pull-out support, after school, and summer programs based on our data from FSA, FSQ's, USA's, RRR's, iReady, Successmaker, and other formative assessment data used throughout this school year. Empowering students to take responsibility of their learning through giving feedback on lessons, participating in projects and learning activities that respect their individuality and having opportunities and support to learn, and understand how to us.

**Budget Total: \$105,358.42**

Acct Description	Description								
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Out-of-system non-certified tutors will support small group reading and math instruction in grades 3-5 through a push-in model. Start: August 2023	1	\$17.00	4	6	20	Non-Certified w/ Degree	Original	\$8,160.00

<b>Acct Description</b>	<b>Description</b>									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Out-of-system non-certified tutors will support small group reading and math instruction in grades 3-5 through a push-in model. Start: August 2023	6	\$15.00	4	6	20	Non-Certified	Original	\$43,200.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Copy paper (case)	22	\$44.61	General Supplies			Original	\$981.42		
Resource Teacher	Resource teacher will provide support with small group instruction though a push-in/pull-out model in grades 5 for ELA/Writing.									
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	The FAME conference in Daytona Beach, FL (November/December 2023) targets the professional growth of school librarians and media specialists. The sessions offered deepen their knowledge of current children's literature and help them grapple with important issues such as diversity in library collections. (Registration - \$300.00, Transportation - \$175.00, Lodging - \$500.00, Per Diem - \$200.00)	1	\$1,175.00	Original	\$1,175.00					

## Action Step: Parent & Family Engagement

Create an environment where parents feel involved and supported in their child's academic success through a variety of activities.

**Budget Total: \$2,020.58**

<b>Acct Description</b>	<b>Description</b>						
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Agendas	300	\$1.98	General Supplies	Original	\$594.00	
	Highlighters	6	\$5.77	General Supplies	Original	\$34.62	
	Pencils (pk of 48)	8	\$3.45	General Supplies	Original	\$27.60	
	Copy paper	18	\$31.03	General Supplies	Original	\$558.54	
	Pens	4	\$0.68	General Supplies	Original	\$2.72	
	BT 464109	1	\$0.03	General Supplies	Budget Transfer	\$0.03	
	Easel pads	3	\$78.49	General Supplies	Original	\$235.47	
Postage	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Letters will be sent to parents in regards to special parent training and events . Also, we will be having APTT events 3 times per year for our parents to bring parents into classrooms with their child to discuss their overall academic progress at that time of the school year. We will be sending letters home to approximately 300 parents per mailing throughout the school year.				901	\$0.63	Original

## Action Step: Professional Development

Continue to provide ongoing PD with the purpose of analyzing data to plan standards-based lessons that will drive effective instruction in all classrooms.

**Budget Total: \$48,205.00**

Acct Description	Description
Coach	Reading Coach will facilitate Professional Learning Community meetings, coach teachers, model lessons, analyzes data, develops instructional practices for K-5 teachers.

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

KEC/Canal Point Elementary School's parent and family engagement mission is to create an environment where parents feel involved and supported in their child's academic success through a variety of programs promoting academic and social growth.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr. Derrick Hibler	Principal
Altoria W. Henley	Assistant Principal
Tameka Warren	Learning Team Facilitator
Suzanne Mawhinney	Reading Recovery, ESOL Coordinator
Herbert Crawford	Behavior Specialist/ Parent and Community Liason

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Officers for SAC will be voted in. Flyers, call-outs and newsletters are sent home to families advertising such. Other members will be able to volunteer. Officers will be selected to represent the community in which we serve.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

A Community Stakeholders meeting took place on March 15 , 2023 at 10:00AM. All stakeholders collaborated in group discussions to jointly develop the Schoolwide Plan. Stakeholders will be invited to a Community Stakeholders Meeting on March 16, 2024 to develop the Schoolwide Plan.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input as to how title I funding should be spent by writing notes/recommendations and comments on provided reflection sheets. FY24 Title One funds will be used to purchase postage for parent notification , supplies/materials for parent trainings, and agendas to be used for student/teacher/ parent communication.

Name	Title
Dr. Derrick Hibler	Principal
Altoria W. Henley	Assistant Principal
Tameka Warren	Learning Team Facilitator
Herbert Crawford	Behavioral Specialist and Parent Liason
Maria Razo	Parent Representative

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Title 1 Meeting will be held in the school's Media Center on September 13, 2023 at 5:00pm.



2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified through Parentlink (Email, Phone and Text), our website and social media sites.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The supplies will consist of the powerpoint, pens, compact and FPEP.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Data Sharing with Parents

• What specific strategy, skill or program will staff learn to implement with families?

Staff will learn 1) how to create a student work sample folder 2) create an effective data notebook that they can use for data analysis and sharing with parents.

• What is the expected impact of this training on family engagement?

Parents will be able to have a clear understanding of the expectations to help their child to make the best improvements. A school wide parent conference guide/data collection process will be created to help facilitate the conversation/conference.

- What will teachers submit as evidence of implementation?

Sign in sheet and conference notes

- Month of Training

September

- Responsible Person(s)

Altoria Henley and Suzanne Mawhinney

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

FAST PM/ STAR Early Literacy/Reading Data Teacher and Staff Training

- What specific strategy, skill or program will staff learn to implement with families?

Staff will analyze the overall placement tables to determine student performance based on grade level and growth. Staff will analyze the personal student summary in order to be able to share information with parents during conferences and informational sessions. Staff also will look at available family resources to share with parents.

- What is the expected impact of this training on family engagement?

Parents will have a better understanding of the growth expectation, student progress and resources that will assist them when working with their child.

- What will teachers submit as evidence of implementation?

Sign in sheets Conference notes

- Month of Training

January 2024

- Responsible Person(s)

Altoria Henley and Suzanne Mawhinney

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

SIS Gateway/i-ready Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Access SIS Gateway and i-ready platforms. Parents will be shown how to access student progress in SIS Gateway (report card, assessment scores) .Parents will be given tips on how to interact with their child as they discuss assessments ,progress and grades. Parents will also be shown how to access the i-ready platform. Parents will be shown an introduction video in English/Spanish and shown the various parent resources, student progress/lesson page and tips on how to support their child. Learned how to navigate each platform to search for information, resources and recommended activities.

- Describe the interactive hands-on component of the training.

Training will be held in the computer lab where each parent will have access to a computer. Parents will learn how to log into SIS Gateway and explore the platform (grades, assessments and general information). Parents will watch a short Parent i-ready presentation and log into i-ready and explore their student's progress, assigned lessons and parent resources.

- What is the expected impact of this training on student achievement?

Parents will be able to monitor student achievement and general information through SIS Gateway. Parents will be able to monitor student progress, assist with assigned lessons and utilize parent resources

- Date of Training

September 2023

- Responsible Person(s)

Altoria Henley and Suzanne Mawhinney

- Resources and Materials

1) Computer Lab, 2) Powerpoint handout, 3) SIS/i-ready Parent Resource handouts, 4) Smart Board Refreshments provided by staff

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

NA

## 2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Sensational Science/Marvelous Math

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn about the Science and Math Standards through hands on learning activities that they will be able to implement with their child at home using everyday items. Parents will also receive a packet of activities and a collection of items to use at home.

- **Describe the interactive hands-on component of the training.**

Parents will be engaged in a variety of activities that will focus on the Science/Math standards. Some of the activities will include 1) Sink/Float, 2) How Many Bites?, 3) Let's Plant and Graph, 4) Charting the Night Sky

- **What is the expected impact of this training on student achievement?**

Parents will become aware of ways that students can build science and math skills by engaging in fun activities with items that can be found around the house. Students will build background knowledge which help build foundational skills in Science and Math.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Altoria Henley and Suzanne Mawhinney

- **Resources and Materials**

1) Parent Science/Math Activities handouts 2) Bag of items for parents 3) Construction Paper 4) Consumable items (ice cream bars, M & Ms, clay, etc.)



- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

NA

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Fun with Fluency

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about the importance reading fluently. Parents will learn and practice ways to read fluently with their child using: Readers Theater , Paired Reading, Song Lyrics and other strategies. Parents will receive poems, fry phrase cards and Readers Theater scripts.

- Describe the interactive hands-on component of the training.

Presenter will model various components of fluent reading, parents will practice with partners and in whole group.

- What is the expected impact of this training on student achievement?

The activity will impact student literacy by developing student reading fluency and automaticity.

- Date of Training

February 2024

- Responsible Person(s)

Suzanne Mawhinney

- Resources and Materials

1) Fluency Activities Handout, 2) Fry Phrases Cards, 3) Readers Theater scripts (leveled), 4) Poetry Book (leveled) Refreshments provided by staff

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

NA

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento (MVP) Homeless Department

- Describe how agency/organization supports families.

Provides needed supplies to families

- Based on the description list the documentation you will provide to showcase this partnership.

Signature page as receipt of students receiving their items.

- Frequency

On going

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Health- Office of Community Revitalization

- Describe how agency/organization supports families.

Provides needed supplies to families

- Based on the description list the documentation you will provide to showcase this partnership.

Flyer to parents

- Frequency

Ongoing

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Palm Beach County Sherrif

- Describe how agency/organization supports families.

Provides needed supplies to families

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures and Website screenshots

- Frequency

Ongoing

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will use flyers, school marquee, social media, class dojo, personal invitations and the parent link call out system to notify parents of all school activities. All communication will be in Spanish as well as English to support the specific languages of the students we serve.

- **List evidence that you will upload based on your description.**

Print out Callout Reports from Parentlink Copies of flyers, photo of school marquee, copies of invitations, and copy of social media post.

- **Description**

The school will inform parents about curriculum through monthly parent trainings (a.m. and p.m. trainings) , parent conferences (teacher /parent scheduled and conference days/nights), and monthly SAC meeting presentations.

- **List evidence that you will upload based on your description.**

The school will submit the following evidence: parent training sign in sheets, parent surveys, parent conference sign in sheets,handouts, SAC agendas and SAC sign in sheets.

- **Description**

We will inform parents through regular parent trainings, parent conferences, progress reports, and SAC meetings

- **List evidence that you will upload based on your description.**

Parent Conference Notes, Parent Conference Sign in Sheets SAC meeting minutes

- **Description**

The school will use flyers, school marquee, social media, Class Dojo, personal invitations and the parent link call out system to notify parents of opportunities to participate in decision-making. All communication will be in Spanish as well as English to support the specific languages of the students we serve.

- List evidence that you will upload based on your description.

Flyers, agendas, Screenshots of Class Dojo messages.

- Description

Surveys will be sent to parents to determine the best time for parent trainings. Parent trainings will be held at various times of the day. All meetings will be recorded for viewing at a later time, and posted on our school website.

- List evidence that you will upload based on your description.

Survey results; video links

## **Accessibility**

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness



- **Description**

Staff and Faculty are given access to a list of students whose preferred language of communication is not English. Teachers that are not bilingual work with the CLF to contact parents via phone calls or notes. Additionally, the CLF is available to translate flyers and letters that faculty and staff send home. The Community Language Facilitator is available for parents that require translation (eg. meetings, communicating with the cafeteria, nurse). For evidence, we will continue collecting copies of our minutes, flyers, and make copies of all telephone communications (Evidence of showing how this information was communicated to our parents.)

- **List evidence that you will upload based on your description.**

Translated Samples of Parent Communication which will include : translated conference notes in native language, flyers translated minutes of SAC Meetings translated, parent meeting agendas translated, powerpoints created in English/Spanish, and additional material translated as needed.

- **Description**

Will create a google survey to determine if any of our parents need disability services. based upon any disabilities or needs, we will call the district to ask for guidance and support with meeting their individual needs. We will provide training at various times and record the meetings to allow parents to preview the information at their leisure. We will provide information to families in a timely manner to allow the request for disabilities services.

- **List evidence that you will upload based on your description.**

Photos of staff providing support for parents who are vision or hearing impaired, sign-in sheets, notes when vision or hearing support was provided, sample of request to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, and sign-in sheets.

- **Description**

We will provide training at various times and record the meetings to accommodate work schedules and allow parents to preview the information at their leisure. Our Behavioral Health Professional and School Guidance Counselor will conduct home visits when warranted, and work with the district migrant department to align support. The school will also offer Migrant Tutorial through the Migrant Department to ensure opportunities for migrant students.

- List evidence that you will upload based on your description.

A welcome packet of information for new families, a welcome powerpoint for families will be shared at parent meetings, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc.

- Description

Provide students with additional resources and work closely with the district's Homeless department. We also refer applicable families to McKinney-Vento and Bridges of Pahokee for additional support services. SBT meetings will be held to discuss and update.

- List evidence that you will upload based on your description.

McKinney-Vento and/or Bridges referral(s) SBT Meeting sign in sheets when related to homeless student and notes of actions taken.

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

# Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

KEC/Canal Point Elementary School is committed to building students' non-academic skills which ultimately support their academic growth. Rules and routines are focused upon during the first two weeks of school ensuring that students are ready to learn. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines "Whales Way-RRS!" are evident throughout the school. Positive praise and "Caught Being Good" tickets are used to reinforce behaviors. Students can use their "Caught Being Good" tickets to enter the weekly drawing for rewards from treasure box. Teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. Some classrooms have also adopted "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. Our school has school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors reinforce the character of the month during fine arts rotations. Students are nominated and recognized monthly based on the character of the month. Students are engaged in counselling and support groups during the school day with the school guidance counselor. Students are also referred to outside agencies for further counseling services both individual and family counseling. The school partners with mental health agencies to provide services for students. Students are mentored by community volunteers and teachers through the "Men of Tomorrow" organization.

## **SBT/MTSS Implementation**

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, evaluating) to conduct all meetings. Based on data and observations, teachers identify students who are in need of additional academic and/or behavioral support (supplemental and/or intensive). At KEC/Canal Point Elementary, when a teacher has a concern about a student, the teacher documents at least six weeks of an informal intervention. If the student is not making adequate progress academically and/or behaviorally they are then referred to SBT. Once referred to the SBT, formal documentation is made to determine deficiency and appropriate course of action. If progress is being made, they continue the intervention and possibly refer the student to the SBT to formalize the process. A determination of student deficiency is made by the team, an interventionist is assigned to provide services to the student. Appropriate resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist. KEC/Canal Point also has a Literacy Intervention Team that assists in ensuring interventions are appropriate and in place for students who are in need of intervention. At KEC/Canal Point Elementary all students receive Tier 1 support from teachers as core instruction. This include instruction on grade level/subject area/behavior standards. Students work with classroom teachers and academic tutors assigned to the class using the standards based curriculum from Blender based on the Palm Beach Pillars of Instruction. Teachers model lesson during the whole group instruction and prepare students to work in small groups on specific grade level standard tasks. Academic tutors assist students during the whole group instruction and work with small groups of students to help with academic concerns. All students practice standards through the iReady reading program. Tier 2 Implementation: SOME students receive additional reading support from the reading teacher using Leveled Literacy Intervention (LLI) program, Foundations/Wilson and word study in a small group setting. Students are monitored using Easy CBM, AIMSWEB, and LLI reading running records. Math intervention includes the use of math manipulatives and models, as well as Go Math intervention resources. Tier 3 Implementation: FEW students that are receiving Tier 2 intervention may require additional support focused on their deficiency. Students who require additional support have focused intervention strategies on the skill that will accelerate student learning. The instruction is provided to individual students in a pull out setting. All progress monitoring takes place on a weekly basis for students in tier 2 for a period of 6-8 weeks. Students in tier 3 receive additional time above and beyond tier 2 services in either a smaller group or one on one setting. Parents, teachers and interventionists are included in all meetings and decisions making. A meeting is held to determine if the intervention was successful or if student needs to be referred to Child Study Team (CST). All data is entered into the school district's student information system.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

### 1. Well-Rounded Education

At KEC/Canal Point Elementary students participate in core classes that are supplemented with a 35 minute period of fine arts instruction. Our fine arts rotation consists of 6 offerings: music, art, media, health/wellness, character education/social skills, and computer literacy. Students rotate through the fine arts each 5 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content area. In addition to the general music program, students in grades 4th and 5th participate in the KEC/Canal Point Whales Band. Through band, students learn to play various instruments. Students also perform throughout the year and show case their talent. Student artwork is also exhibited throughout the year and at some public showings. Our 5th grade students are involved in the Science, Engineering, Communication, Mathematics and Enrichment (SECME) club. Although virtual at the moment, SECME meets once a week to learn innovative, creative and collaborative strategies to prepare students to become college and career ready. Students participate in the district's SECME competition each year. KEC/Canal Point Elementary students have placed in the top 3 in various categories over the last 5 years. All students are provided the opportunity to participate in our KEC/ Canal Point Elementary's After school Whales Academy. Students receive instruction from a certified teacher. Enrichment and remedial activities are implemented. The students that participate in the After school Whales Academy are invited to attend our Summer Whales Academy. The learning and enrichment continues throughout the summer. Through field trips both in house and off campus, student's education is enhanced. Summer Whale's Academy students participate in a variety of recreational activities as well as critical thinking games. Summer Whales Academy competes each year in the Palm Beach County Spelling Bee. Our KEC/Canal Point Elementary students have placed in the top 3 spellers in the county for the past 4 years.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

KEC/Canal Point Elementary School is committed to building college and career awareness in our students. Through a S.T.E.A.M. (Science, Technology, Engineering, Arts and Math) grant, students in grades PREK-5th develop projects through project based learning. Project-based learning (PBL) is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Each grade level develops 1 project per semester. A variety of resources and experts in the S.T.E.A.M. fields are used to support the projects. The projects are shared with parents during school events. In addition, the 5th grade students also participate in the Gang, Resistance, Education, And Training G.R.E.A.T. program. The G.R.E.A.T. program is taught by the school district resource officers. Students receive lessons that help them avoid delinquency, youth violence, gang membership, and bullying. After the 6 week program students graduate and receive a certificate of completion.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher



- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

KEC/Canal Point Elementary offers a full-time migrant Pre-K class that is integrated into the K-5 functions of the school. Our migrant Pre-K students participate in all the school events, inclusive of assemblies, special SAC events, reading partnerships with other classes, just to name a few. We also offer an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer get prepared for the start of Kindergarten. Parents also receive Summer Readiness activities to use with their student over the summer to support and foster learning. Once students begin migrant Pre-K, parents are invited to a Open House. They are also invited to Academic Parent Teacher Team (APTT) events which allows parents to see their child's academic progress in comparison to their peers. Parents are also encouraged to work with their children using strategies and resources provided by the teacher. Teachers and parents create a team to ensure the child's success. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness. We provide a kindergarten round-up opportunity for students and parents, which provides information to parents regarding readiness skills and resources to help prepare students for the upcoming school year, and a schedule of a school day in a kindergarten classroom. Students and families tour the school. We partner with Early Literacy Coalition (ELC) to provide support, education and resources to parents to help their students transition from home day care, preschool or day care to elementary school. There is a strong focus on oral language development skills and various kindergarten readiness skills. We have Academic Parent Teacher Teams three times throughout the school year to help parents understand Pre-K concepts that will bridge the gap between Pre-K and kindergarten.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- Mentoring

- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and instructional coaches have received the following training for this school year; iReady training, text complexity analysis and creation of text sets, Top Score writing grades 3-5, Math cadre, RRR (Reading Running Record) training, LLI (Leveled Literacy Intervention) training, ELL ACCESS Points/Can Do Descriptors training, Benchmark ELA training, Literacy Cohort K-5, and PBL training and development. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers grade chairs, and/or teacher leaders, as well as the Single School Culture Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. New Educators work side by side with a peer mentor to help facilitate professional growth. Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

KEC/Canal Point Elementary School has a strong history of keeping teachers from the start of their career as a teacher until they retire. We recruit teachers from Job Fairs, Collaboration with HR and Region Office, Grow Our Own with having Interim Teachers, Substitutes, and Academic Tutors. We retain our teachers by using our mentoring and Peer Teacher system. We are fortunate to have a Teacher Mentor who is paid a stipend from the District to work with new teachers and coach any new teachers in our school during their first few years in our school. We provide Teaching Teams with Team Leaders to work with each other during our Professional Learning Communities (PLC's) weekly after school. Each new teacher is also provided a mentor and a buddy. We also provide Professional Development as needed for our teachers. Most importantly, we provide incentives for our teachers such as comp-time and gift cards throughout the school year. We have an Open Door Policy for all teachers at all times throughout the school year for them to speak to administration as needed.