

Leon County Schools

Canopy Oaks Elementary School



2015-16 School Improvement Plan

Canopy Oaks Elementary School

3250 POINT VIEW DR, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	38%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	0	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a physically safe and emotionally healthy learning environment where all involved (children, staff, parents and community) experience success and believe that they are accepted and valued for the individuals they are and will become.

Provide the school's vision statement

To create a continuously growing community of learners experiencing success while becoming conscientious and responsible members of society.

School Environment

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

At Canopy Oaks Elementary, we learn about students' cultures and build relationships between teachers and students by hosting our before school orientation, open house, parent teacher conferences, PTO meetings and events, climate surveys, partner share nights, and sending progress reports and report cards. At Canopy Oaks, our mission and vision statements focus on creating a "community" of learners" that will become "responsible members of society." Our teachers work with our students to help them have a sense of ownership and pride in their school community and show positive behavior through our Positive Behavior Support Plan.

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

At Canopy Oaks Elementary, we work to create an environment where students feel safe and respected from the time they arrive on campus each morning, until they go home each afternoon. We have staff members stationed strategically around our campus to welcome the students and get them excited about being at school each day. We also have staff visible around campus throughout the day to create a feeling of safety and comfort. The administrators have an open door policy with the students, staff and parents that help them understand that their opinions are valued and welcomed. All of our faculty members, including the administration, teachers, instructional assistants, bus drivers, office staff, custodial and lunchroom staff work together to model and reinforce the behavior expectations throughout the day all around campus.

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

Canopy Oaks Elementary implements and uses a Positive Behavior Support (PBS) System that outlines our school rules and our student honor code. The school rules are clearly posted throughout the school along with the student honor code. The students recite the honor code each morning, along with the Pledge of Allegiance. Also on the morning show, the students are reminded of our school rules, and are given examples of the correct behaviors.

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

At Canopy Oaks, we work very closely with the parents and district staff to met the needs of the students on our campus. We have weekly meetings with our MTSS (Multi-Tiered Support System) team. This team includes administration, our guidance counselor, the school psychologist, the school social worker, the ESE program specialist, and our behavior specialist. During these meetings, we discuss the academic, as well as the social and emotional needs of our students, and put plans in place to help them become successful.

Early Warning Systems

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

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

not required, no grades 6,7, or 8

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The goal for the 2015-2016 school year is to increase the number of opportunities that our parents have to come to campus, learn about the curriculum, and participate with their students and staff to learn how to best assist their child in the learning process both at school and at home.

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

We work very closely with our school PTO (Parent Teacher Organization) to host partner nights at local businesses. Throughout the year, these business partners contribute their time, money, and resources to help both our teachers and students to have successes both in and out of their classrooms. Our teachers, by grade level, host serious parent events i.e.: Muffins for Mom, Donuts with Dad, and curriculum parent nights.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Lambert, Paul	Principal
Stephens, Staci	Assistant Principal

Duties

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

The team meets weekly to assist teachers with interventions for students' success. The team is responsible for the review of screening data and links data to instructional decisions. In addition, the team assists classroom teachers and reviews progress monitoring data to identify students who are at moderate or high risk for not meeting state standards. The team will also collaborate regularly, share effective practices, and evaluate implementation of procedures. The team also facilitates the process of making decisions about the implementation of effective interventions.

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

Canopy Oaks Intervention Assistance Team meets on a weekly basis to review student's progress towards targeted instructional goals. The Intervention team consists of: principal, program specialist, guidance counselor, school psychologist, teacher, and social worker as needed. The fidelity of core instruction is monitored by administration through evaluation data as well as student progress monitoring data.

Teachers are provided support through our Intervention Assistance Team. There are also district level professional development opportunities for teachers through out the school year. Small group instruction is provided to targeted students five days a week.

Title II funds are used to provide teachers release time to plan and develop instructional units that align with The Florida Standards and teaching strategies related to The Art and Science of Teaching. In addition, books are purchased with Title II funds that supplement professional development aligned

with the SIP.

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

District Families in Transition coordinator provides resources (clothing, school supplies, social services referrals) for students identified as "in transition" under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support Title I students in non-Title I schools.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mrs. Glover	Parent
Paul Lambert	Principal
Jake Harai	Teacher
Brynn Wallace	Teacher
Erin Crane	Parent
Sherry Motter	Business/Community
Felicia Jordan-Jackson	Parent
Cathy Healy	Education Support Employee
Will Collins	Education Support Employee
Michelle Rebman	Parent

Duties

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

Evaluation of last year's school improvement plan

The Canopy Oaks School Advisory Council reviews the end of the year data to determine if the previous years' goals were met. The team analyzes all pertinent data and evaluates the School Improvement Plan to determine the effectiveness of strategies, interventions, trainings, and programs outlined in the SIP. The team also determines adjustment needed for the next school year.

Development of this school improvement plan

The school improvement plan is developed by all of the teachers. The SAC committee reviews the plan and provides input prior to the public hearing. The school holds a public hearing for input from all stakeholders. SAC makes the final approval on the plan after the public hearing.

Preparation of the school's annual budget and plan

The SAC of Canopy Oaks ensures that all of the Florida Rules and guidelines for the SIP funds are followed. ---Our funds will be used for the purpose of enhancing school performance through the development and implementation of a school improvement plan.

-Monies will be expended only on programs or projects selected by the SAC.

-The monies will not be used for capital improvements or for any project or program with a duration of

more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this rule should be funded in a subsequent year.

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

Purchased books for the media center- \$500.00

Post-planning days- teachers were paid to spend a day planning for the 2015-2016 school year, based on the needs they discovered during the 2014-2015 school year- \$3,400.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lambert, Paul	Principal
Stephens, Staci	Assistant Principal
Cloud, Kim	Teacher, K-12
Hand, Whitney	Teacher, K-12
Hurst, Cassie	Teacher, K-12
Funderburg, Jan	Instructional Coach
Dolly, Claire	Teacher, ESE
Frank, Sarah	Teacher, K-12
Raze, Debra	Teacher, K-12
Mayfield, Genia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- focus on the new Florida Standards
- text dependent writing (evidence based)
- increase in the use of Accelerated Reader program
- incorporating reading/writing strategies across the content areas
- emphasis on increasing nonfiction reading
- providing immediate intensive interventions (when needed)

Public and Collaborative Teaching

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

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

At Canopy Oaks Elementary, we encourage positive working relationships between teachers through Professional Learning Communities (PLCs) created and assigned by the teachers, for the teachers. We

also set up times for the teachers to have common planning time across the grade level to discuss curriculum and the strategies needed to assist all students within the grade level.

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

At Canopy Oaks, the principal and the assistant principal provide professional development to all staff that is related to the targeted school goals. They also provide specific feedback related to the instructional delivery through the use of the Leon Leads observation system. In addition, the staff attends and participates in monthly progress monitoring meetings with the administrative team and is invited to participate in the interview process when new employees are hired.

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

At Canopy Oaks, we pair a veteran teacher with a new teacher. These pairs meet monthly to discuss concerns occurring within the classroom and to ensure the completion of the beginning teacher program. These placements were created based on the experience of the mentor in relation to the teaching assignment of the new teacher or out-of-field teacher.

Lindsey Yeager- Whitney Hand
Samantha Feijoo- Amy Garay
June Wells- Emily Moss
Laurie Griffin- Susan Goracke

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our teachers at Canopy Oaks are given ample opportunities through team meetings, faculty meetings, and professional learning communities to look at, unpack, and plan for the utilization of the new Florida Standards. During pre-planning, our teachers worked with their grade level teams at our school and in tandem with other schools in our district to plan and troubleshoot areas of concern that may come up during the 2015-2016 school year.

Instructional Strategies

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

At Canopy Oaks, we work very closely with the parents and district staff to meet the needs of the students on our campus. We have weekly meetings with our MTSS (Multi-Tiered Support System) team. This team includes administration, our guidance counselor, the school psychologist, the school social worker, the ESE program specialist, and our behavior specialist. During these meetings, we discuss the academic, as well as the social and emotional needs of our students, and put plans in place to help them become successful. These plans include not only classroom accommodations, but also behavior tracking and charting and a high level of parental involvement. Many of our students are receiving reading intervention in a small group of no more than 5 students and math interventions in a small group of no more than 8 students. These interventions focus on the area of need per child in the area of reading and math and are altered as progress is made and celebrated.

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

Strategy: Extended School Day

Minutes added to school year: 4,320

Professional development is provided to teachers by monthly small group training sessions. The focus of the professional development is implementing the new Florida Standards and strategies and their effect on student achievement.

Strategy Rationale

By allowing our teachers to study, learn, and focus on the new Florida Standards, they are learning new strategies to use with their students daily and assist them in being successful in all areas in the classroom.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lambert, Paul, lambertp@leonschools.net

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

Student data is collected by the teachers on a continuous basis and will be analyzed and discussed at monthly progress monitoring meetings.

Strategy: Extended School Day

Minutes added to school year: 600

The STEM Enrichment Club is offered to 3rd-5th grade students one afternoon per week for 30 minutes. During these meetings the students participate in higher order thinking projects and activities that require them to examine thoughts and ideas as well as strategies that may be different from their own. The students are using both the GEMS and AIMS curriculum.

Strategy Rationale

This program is utilized to push our students to use higher order thinking and reasoning in the areas of math and science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stephens, Staci, stephenss2@leonschools.net

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

As the students work in small groups, the sponsor is monitoring and working with students to check for comprehension and understanding as well as the willingness and openness to examine different ideas, thoughts, and strategies for solving real-life problems.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten Walkthrough -May 13, 2016 The kindergarten walkthrough provides an overview of the expectations for kindergarten. Parents have the opportunity to visit kindergarten classrooms and tour the school.

Students that are entering kindergarten are screened during the summer to assist in providing individualized instruction to students.

Many of our kindergarten teachers partner with upper grade teachers to provide a reading buddy for the kindergarten students. Upper grade reading buddies pair with kindergarten students to assist with the reading process and build confidence in our young readers.

Open House serves as a support to parents after the school year has begun. Open House takes place on September 8, 2015. In addition, kindergarten teachers have a parent conference with each family within the first nine weeks of school.

Our intermediate teachers work in collaboration with one another as well as with teachers at the middle school level. The teachers in fourth grade and fifth grade departmentalize, which assists our students as they transition from the elementary level to the middle school environment.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 60% of matched students will score a Level 3 or above on Science FCAT.
- G2.** 69% of students in grade 3-5 scored at the proficient level in reading on the 2014 FCAT. 72% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.
- G3.** 53% of students in grades 3-5 scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our proficiency rate.

Strategic Goals Detail

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

G1. 60% of matched students will score a Level 3 or above on Science FCAT. 1a

G073377

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Science Fusion
- AIMS Guides
- GEMS

Targeted Barriers to Achieving the Goal 3

- Lack of nonfiction reading materials.

Plan to Monitor Progress Toward G1. 8

Monthly progress monitoring meetings with administration

Person Responsible

Paul Lambert


Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Science FCAT scores, AR scores from students taking non-fiction tests

G2. 69% of students in grade 3-5 scored at the proficient level in reading on the 2014 FCAT. 72% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate. **1a**

 G073378

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal **2**

- District trainings/resources
- Kathy Robinson Writing
- Melissa Forney resources

Targeted Barriers to Achieving the Goal **3**

- Identify specific areas of weaknesses that need remediation.
- Time to plan and grade writing papers to inform instruction.

Plan to Monitor Progress Toward G2. **8**

Teachers will take writing data/samples from class to compare with team members

Person Responsible

Paul Lambert

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

English/Language Arts Writing assessment

G3. 53% of students in grades 3-5 scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our proficiency rate. **1a**

 G073379

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	55.0

Resources Available to Support the Goal **2**

- Go Math! Curriculum (district adopted)
- Successmaker
- Strategies to Success

Targeted Barriers to Achieving the Goal **3**

- Students' lack of pre-requisite math skills.

Plan to Monitor Progress Toward G3. **8**

Classroom teachers and principal will meet regularly to analyze student data and monitor student progress.

Person Responsible

Staci Stephens

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Florida Standards Math Assessment

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 60% of matched students will score a Level 3 or above on Science FCAT. **1**

 G073377

G1.B1 Lack of nonfiction reading materials. **2**

 B191784

G1.B1.S1 Increase the number of nonfiction reading resources available to teachers and students. **4**

 S203221

Strategy Rationale

This will increase the materials that the teachers have available for teaching nonfiction and introducing science concepts.

Action Step 1 **5**

Acquire and utilize additional nonfiction materials for students.

Person Responsible

Paul Lambert

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Literacy room contains additional non-fiction reading materials for all grade levels.

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

Non-fiction books available for check-out from the library or literacy room for teachers and students.

Person Responsible

Paul Lambert

Schedule

On 5/27/2016

Evidence of Completion

The check-out list for the materials in the literacy room.

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

Student performance on Science FCAT and classroom science grades.

Person Responsible

Staci Stephens

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Science FCAT scores and classroom Science grades.

G2. 69% of students in grade 3-5 scored at the proficient level in reading on the 2014 FCAT. 72% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate. 1

G073378

G2.B1 Identify specific areas of weaknesses that need remediation. 2

B191785

G2.B1.S1 Allow the teachers to meet and discuss the text dependent writing samples 4

S203222

Strategy Rationale

This will allow the teachers to discuss strategies and work on developing ways to improve text dependent writing.

Action Step 1 5

Teachers will meet to read and analyze the writing process of their students.

Person Responsible

Staci Stephens

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The teachers will look at the text dependent writing samples of the students in their classes compared to the district rubric and brainstorm ways to improve the student responses.

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

Progress monitoring meetings

Person Responsible

Paul Lambert

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The teachers and leadership team will meet to discuss the progress as it relates to text dependent writing

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

Progress monitoring meetings

Person Responsible

Paul Lambert

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Text dependent writing samples

G2.B2 Time to plan and grade writing papers to inform instruction. 2

 B191786

G2.B2.S1 Scheduled time or release time to analyze student work samples and collaborate on instructional strategies that will increase student achievement. 4

 S203223

Strategy Rationale

This will give our teachers an opportunity to meet and analyze the text dependent writing being produced by our students.

Action Step 1 5

Scheduled time to analyze student writing samples and plan writing instruction

Person Responsible

Paul Lambert

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher Data Sheets

Action Step 2 5

Scheduled time for teachers to observe one another for teaching strategies

Person Responsible

Paul Lambert

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher notes from observations and debriefing conferences

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Progress monitoring meetings

Person Responsible

Paul Lambert

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Text dependent writing scores

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring meeting

Person Responsible

Paul Lambert

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Text dependent writing scores

G3. 53% of students in grades 3-5 scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our proficiency rate. 1

G073379

G3.B1 Students' lack of pre-requisite math skills. 2

B191787

G3.B1.S1 Small group interventions within the classroom setting as well as in a pull out intervention setting. 4

S203224

Strategy Rationale

These interventions will allow our students to have additional time and assistance in acquiring the math skills that are lacking in their skill set.

Action Step 1 5

Small group interventions for targeted students within the classroom

Person Responsible

Staci Stephens

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student performance on GO Math Chapter tests

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Small group interventions with targeted students as identified through pre-tests.

Person Responsible

Staci Stephens

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student results on classroom math assessments as shown in the teacher gradebook

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Pre-tests will be administered to determine the student levels prior to small group instruction.

Person Responsible

Staci Stephens

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student scores on classroom assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Acquire and utilize additional nonfiction materials for students.	Lambert, Paul	8/17/2015	Literacy room contains additional non-fiction reading materials for all grade levels.	5/27/2016 quarterly
G2.B1.S1.A1	Teachers will meet to read and analyze the writing process of their students.	Stephens, Staci	8/17/2015	The teachers will look at the text dependent writing samples of the students in their classes compared to the district rubric and brainstorm ways to improve the student responses.	5/27/2016 monthly
G2.B2.S1.A1	Scheduled time to analyze student writing samples and plan writing instruction	Lambert, Paul	8/17/2015	Teacher Data Sheets	5/27/2016 quarterly
G3.B1.S1.A1	Small group interventions for targeted students within the classroom	Stephens, Staci	8/17/2015	Student performance on GO Math Chapter tests	5/27/2016 monthly
G2.B2.S1.A2	Scheduled time for teachers to observe one another for teaching strategies	Lambert, Paul	8/17/2015	Teacher notes from observations and debriefing conferences	5/27/2016 quarterly
G1.MA1	Monthly progress monitoring meetings with administration	Lambert, Paul	8/17/2015	Science FCAT scores, AR scores from students taking non-fiction tests	5/27/2016 monthly
G1.B1.S1.MA1	Student performance on Science FCAT and classroom science grades.	Stephens, Staci	8/17/2015	Science FCAT scores and classroom Science grades.	5/27/2016 quarterly
G1.B1.S1.MA1	Non-fiction books available for check-out from the library or literacy room for teachers and students.	Lambert, Paul	8/17/2015	The check-out list for the materials in the literacy room.	5/27/2016 one-time
G2.MA1	Teachers will take writing data/samples from class to compare with team members	Lambert, Paul	8/17/2015	English/Language Arts Writing assessment	5/27/2016 monthly
G2.B1.S1.MA1	Progress monitoring meetings	Lambert, Paul	8/17/2015	Text dependent writing samples	5/27/2016 monthly
G2.B1.S1.MA1	Progress monitoring meetings	Lambert, Paul	8/17/2015	The teachers and leadership team will meet to discuss the progress as it relates to text dependent writing	5/27/2016 monthly
G2.B2.S1.MA1	Progress monitoring meeting	Lambert, Paul	8/17/2015	Text dependent writing scores	5/27/2016 monthly
G2.B2.S1.MA1	Progress monitoring meetings	Lambert, Paul	8/17/2015	Text dependent writing scores	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Classroom teachers and principal will meet regularly to analyze student data and monitor student progress.	Stephens, Staci	8/17/2015	Florida Standards Math Assessment	5/27/2016 monthly
G3.B1.S1.MA1	Pre-tests will be administered to determine the student levels prior to small group instruction.	Stephens, Staci	8/17/2015	Student scores on classroom assessments	5/27/2016 monthly
G3.B1.S1.MA1	Small group interventions with targeted students as identified through pre-tests.	Stephens, Staci	8/17/2015	Student results on classroom math assessments as shown in the teacher gradebook	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 69% of students in grade 3-5 scored at the proficient level in reading on the 2014 FCAT. 72% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2016 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.

G2.B2 Time to plan and grade writing papers to inform instruction.

G2.B2.S1 Scheduled time or release time to analyze student work samples and collaborate on instructional strategies that will increase student achievement.

PD Opportunity 1

Scheduled time to analyze student writing samples and plan writing instruction

Facilitator

District Personnel, Administrators

Participants

Grade level teachers

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Acquire and utilize additional nonfiction materials for students.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$500.00
<i>Notes: Addition of non-fiction materials to our school library, literacy room, and classroom libraries</i>						
2	G2.B1.S1.A1	Teachers will meet to read and analyze the writing process of their students.				\$0.00
3	G2.B2.S1.A1	Scheduled time to analyze student writing samples and plan writing instruction				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$900.00
<i>Notes: Monies to be used to obtain subs to allow release time for teachers to plan and analyze text dependent writing samples from their students</i>						
4	G2.B2.S1.A2	Scheduled time for teachers to observe one another for teaching strategies				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	1161 - Canopy Oaks Elementary School	Other		\$3,400.00
<i>Notes: Teachers will be offered the opportunity to observe one another</i>						
5	G3.B1.S1.A1	Small group interventions for targeted students within the classroom				\$0.00
					Total:	\$4,800.00