

Leon County Schools

# Canopy Oaks Elementary School



## 2018-19 School Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>Title I Requirements</b>	<b>13</b>
<b>Budget to Support Goals</b>	<b>15</b>

## Canopy Oaks Elementary School

3250 POINT VIEW DR, Tallahassee, FL 32303

<https://www.leonschools.net/canopyoaks>

### School Demographics

**School Type and Grades Served**  
 (per MSID File)

Elementary School  
 PK-5

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
 (as reported on Survey 3)

84%

**Primary Service Type**  
 (per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
 (Reported as Non-white on Survey 2)

36%

### School Grades History

**Year Grade**

**2017-18**  
 C

**2016-17**  
 B

**2015-16**  
 C

**2014-15**  
 B\*

### School Board Approval

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

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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. 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: School Information

### 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 Leadership Team

#### Membership

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

Name	Title
Lambert, Paul	Principal
Mortham, Staci	Assistant Principal
Goracke, Susan	Guidance Counselor
Berigan, Mandy	Instructional Coach

#### 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 that 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. This team is also responsible for facilitating the process of making decisions about the implementation of effective interventions. The principal and assistant principal are active in data collection and review meetings. They work with the guidance counselor and the reading coach to review monthly data and work to adjust intervention groups as needed to meet the needs of the individual students.

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	14	11	8	15	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	4	16	6	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	4	23	23	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	3	14	10	0	0	0	0	0	0	0	27

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	0	0	2	1	1	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	10	0	0	1	0	1	0	0	0	0	0	0	0	12

**Date this data was collected**

Friday 8/31/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	14	6	12	4	8	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	16	21	0	0	0	0	0	0	0	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	6	0	0	0	0	0	0	0	6

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	10	14	6	12	4	8	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	16	21	0	0	0	0	0	0	0	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	0	0	0	0	6	0	0	0	0	0	0	6

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

In 2017-2018, the lowest component at COE was 5th grade math. The 5th grade math scores showed that 43% of our students were proficient. This is not a trend.

**Which data component showed the greatest decline from prior year?**

in 2017-2018, the greatest decline at COE was 5th grade math. In 2016-2017, the 5th grade math scores were at 66% proficient. In 2017-2018, the 5th grade math scores were 43% proficient.

**Which data component had the biggest gap when compared to the state average?**

Our greatest gap was in the area of math learning gains. We were behind the state average by 18%.

**Which data component showed the most improvement? Is this a trend?**

The area that showed the most improvement was our lowest 25th percentile in math. We improved from 34% to 37%.

**Describe the actions or changes that led to the improvement in this area**

We improved our method for delivering math interventions in the 4th and 5th grade math classes.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	57%	56%	68%	59%	55%
ELA Learning Gains	51%	53%	55%	62%	57%	57%
ELA Lowest 25th Percentile	38%	46%	48%	54%	51%	52%
Math Achievement	57%	61%	62%	68%	61%	61%
Math Learning Gains	41%	55%	59%	49%	58%	61%
Math Lowest 25th Percentile	37%	40%	47%	34%	47%	51%
Science Achievement	65%	52%	55%	69%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (10)	14 (14)	11 (6)	8 (12)	15 (4)	13 (8)	78 (54)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	1 (0)	(0)	1 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	4 (0)	16 (0)	6 (0)	26 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	23 (16)	23 (21)	50 (37)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	61%	4%	57%	8%
	2017	69%	62%	7%	58%	11%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	64%	58%	6%	56%	8%
	2017	68%	59%	9%	56%	12%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
05	2018	57%	57%	0%	55%	2%
	2017	65%	61%	4%	53%	12%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	64%	-2%	62%	0%



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017	76%	60%	16%	62%	14%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	61%	62%	-1%	62%	-1%
	2017	61%	64%	-3%	64%	-3%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
05	2018	43%	58%	-15%	61%	-18%
	2017	66%	63%	3%	57%	9%
Same Grade Comparison		-23%				
Cohort Comparison		-18%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2018	64%	56%	8%	55%	9%
	2017					
Cohort Comparison						

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	29	30	28	29	37	39	25				
BLK	47	48	41	40	34	46	46				
HSP	40	25		47	31						
MUL	84			63							
WHT	69	53	36	63	43	36	71				
FRL	54	48	33	43	30	25	43				

<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	40	68	59	30	32	21	43				
BLK	52	55	69	57	44	42	59				
HSP	59	67		35	17						
MUL	92			83							
WHT	72	63	52	74	52	30	75				
FRL	42	57	57	47	42	32	56				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Math Achievement

**Rationale** Our school average in the area of math achievement in grades 3-5 was 57%. At Canopy Oaks, we were 4% behind the district average and 5% behind the state average.

**Intended Outcome** Our 3-5th grade math achievement on the 2019 FSA math test will improve to 62% from 57%.

**Point Person** Paul Lambert (lambertp@leonschools.net)

##### Action Step

**Description** We will have quality math instruction, by certified teachers, in all math classes in grade 3-5. We will also increase our interventions in math in grades 3-5, by adding a staff member in 4th and 5th grade to be responsible for those interventions.

**Person Responsible** Staci Mortham (morthams@leonschools.net)

##### Plan to Monitor Effectiveness

**Description** We will meet with teachers in grades 3-5 monthly to monitor progress of students. We will monitor progress in interventions and move students throughout the year to groups that meet their specific learning needs.

**Person Responsible** Mandy Berigan (beriganm@leonschools.net)

**Activity #2**

<b>Title</b>	ELA Achievement
<b>Rationale</b>	Our school average in the area of ELA achievement in grades 3-5 was 63%. At Canopy Oaks, we were 6% above the district average and 7% above the state average.
<b>Intended Outcome</b>	Our 3-5th grade ELA achievement on the 2019 FSA ELA test will improve to 63% from 65%.
<b>Point Person</b>	Paul Lambert (lambertp@leonschools.net)

**Action Step**

<b>Description</b>	We will have quality ELA instruction, by certified teachers, in all ELA classes in grade 3-5. We will also increase our interventions in ELA in grades 3-5. In 4th and 5th grade, we will have a teacher assigned to each grade level to handle interventions in collaboration with the grade level teachers. We will provide time for our teachers to observe other experts in the area of ELA to hone in on the skills needed to conduct small group instruction.
<b>Person Responsible</b>	Staci Mortham (morthams@leonschools.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	We will meet with teachers in grades 3-5 monthly to monitor progress of students. We will monitor progress in interventions and move students throughout the year to groups that meet their specific learning needs.
<b>Person Responsible</b>	Mandy Berigan (beriganm@leonschools.net)

**Activity #3**

<b>Title</b>	ELA Lowest Quartile
<b>Rationale</b>	Only 38% of our lowest quartile students showed growth on the 2018 FSA ELA assessment. This is 8% below the district average and 10% below the state average.
<b>Intended Outcome</b>	At least 43% of our students in the lowest quartile will show growth on the 2019 FSA ELA assessment.
<b>Point Person</b>	Paul Lambert (lambertp@leonschools.net)

**Action Step**

<b>Description</b>	<p>By increasing the amount of staff available for interventions, we will be able to hone in on the areas that specific students are struggling with and be able to provide consistent interventions.</p> <p>We will provide on-site training for our teachers on the i-ready intervention materials.</p>
<b>Person Responsible</b>	Staci Mortham (morthams@leonschools.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	We will meet with teachers in grades 3-5 monthly to monitor progress of students. We will monitor progress in interventions and move students throughout the year to groups that meet their specific learning needs.
<b>Person Responsible</b>	Mandy Berigan (beriganm@leonschools.net)

#### Activity #4

<b>Title</b>	Math Learning Gains
<b>Rationale</b>	Only 41% of our 3rd-5th grade students showed learning gains on the 2018 FSA math assessment. This is 14% below the district average and 18% below the state average.
<b>Intended Outcome</b>	At least 45% of our students will show learning gains on the 2019 FSA math assessment.
<b>Point Person</b>	Paul Lambert (lambertp@leonschools.net)

#### Action Step

<b>Description</b>	We will have quality math instruction, by certified teachers, in all math classes in grade 3-5. We will also increase our interventions in math in grades 3-5.
	We will provide on-site training for our teachers on the i-ready intervention materials.
<b>Person Responsible</b>	Staci Mortham (morthams@leonschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	We will meet with teachers in grades 3-5 monthly to monitor progress of students. We will monitor progress in interventions and move students throughout the year to groups that meet their specific learning needs.
<b>Person Responsible</b>	Mandy Berigan (beriganm@leonschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The goal for the 2018-2019 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.

#### **PFEP Link**

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

#### **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 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.

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

Kindergarten Walkthrough -April 17, 2019 The kindergarten walk-through 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 6, 2018 . 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.

**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 with materials and training that align with the Leader In Me program in an effort to assist in the development of leaders within each of our students on campus.

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.

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

At Canopy Oaks, we work with our community partners, such as the Leon County Sheriff's office and our local businesses to increase our student's knowledge and awareness of future opportunities. We bring in members of the community to show our students the wide range of career options available to them as they grow. We also work with our Tallahassee university system to introduce our students to the college options available to them in their own backyards.

**Part V: Budget**

<b>Total:</b>	<b>\$4,000.00</b>
---------------	-------------------