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

ELA

1. List prioritized needs statements.

1. According to the English Language Arts FAST Progress Monitoring 2 for Grades 3-5, 21% of students are proficient in ELA. Our goal is at least 40% of the students will be proficient. 2. According to the Star Literacy Progress Monitoring 2 for Grades K-2, 17.4% of students are proficient in ELA. Our goal is at least 40% of the students will be proficient.

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

1) Student -Root Causes Students are lacking phonemic awareness and phonics work. Students also are deficient in vocabulary knowledge. Students need additional support with comprehension strategies and higher DOK questioning exposure. 2) PD Needs: Scaffolding instruction, questioning techniques, planning for small group instruction, unit planning, vocabulary infusion throughout subject areas, comprehension strategies and analyzing student data 3) 37.5% of students have missed 10 plus days of school. Parents do not understand the connection between the importance of academic achievement and attendance. 4) Parents have limited strategies to use with their child at home to reinforce academics

3. Share possible solutions that address the root causes.

The following are our root causes that our stakeholders feel are our top priorities: 1) Students- small group instruction utilizing research based strategies, additional resource person, after school tutorial 2) Teacher Needs- established LTF, provide PLCs, Collaborative Planning, intervention and core program training 3) Parent Strategies-trainings that focus on strategies that will help parents engage students at home 4) Attendance-Focus on the importance of student attendance and the correlation of academic achievement utilizing presentations, call outs, and incentives

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

• Communication

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

- Parent Training

*Flexible Times- Morning and evenings, virtual meetings, AVID trainings, Expectations meetings, Online instructional games. *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

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

*CORE K-2 data analysis and small group implementation, AVID Training, Bridge to Reading, Foundations, Benchmark Advance 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

1. List prioritized needs statements.

1. According to the Mathematics FAST Progress Monitoring 2 Grades 3-5, 17% of students are proficient in Mathematics. Our goal is at least 48% of the students will be proficient. 2. According to the Math I-Ready #2 Data Monitoring 2 , Grades K-2 , 14.3 of students are proficient in Mathematics. Our goal is at least 48% of the students will be proficient.

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

Students -Lack basic foundational math skills, knowledge of subject area vocabulary, critical thinking skills, and reading skills. Teachers need consistent data analysis to focus on small group instruction, plan for alternative teaching strategies, focus on subject area vocabulary, and deepen their knowledge of Math standards Parents have limited remediation strategies/resources they can use at home

3. Share possible solutions that address the root causes.

Students-tutorial, remediation small groups, after school tutorial, incentives/competition/academic games Teachers need ongoing, relevant professional development, as well as time and support with data analysis and instructional planning.. Parents need to help make sure their children attend school daily and are prepared for school, parent engagement activities that focus on foundational skills PD-schedule ongoing professional development throughout the year utilizing data to drive instruction PD-Data analysis, small group instruction (scaffolding), critical thinking skills (multi step problems) and how to build in time for mastery and small group instruction *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. *Use of out of system tutors. *Additional training to strengthen teacher knowledge of standards and plan differentiated instruction.(collaborative planning) *To add to student achievement, parents need to be engage with students at home to practice fact fluency

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

*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

- 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.

- 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

*99math.com Digital Math Fluency, SAVAS (Math Digital Resources) 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

1. List prioritized needs statements.

According to the Winter FSA Diagnostic assessment Grade 5, 26% of students were proficient in Science. *Hands-on activities/STEM activities based on FSQs over material test with hands-on activities for students *Science Standards based instruction using the K-5 Progression for science

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

Students-Experience holes and gaps in science instruction when reaching 5th grade, students are not reading at grade level and lack of subject area vocabulary Teachers- A better understanding of the Science Standards, understand how to infuse science in other subject areas utilizing time restraints Parents-Remediate and engage parents in science focus strategies, increasing parent knowledge of the standards

3. Share possible solutions that address the root causes.

Students-After school tutorial, Science Exploration through after school clubs, infuse science demonstrations and experiments consistently in all grade levels Assign a designated Science teacher. Purchase resources and materials to support *Have more hands-on science activities and field trips. *Add Science resources for experiments and reading infusion. *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. * Purposeful parent training aligned to content area *Resources needed to infuse science into other content area * More PD opportunities for planning and small group

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

*iReady 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

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: *Wear your school badge. Identification card *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**

Science Bootcamp, 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 fair game standards to provide strategies to assist parents.

- **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: \$120,317.49

Acct Description	Description									
Computer HW; non-cap	Item	Quantity	Rate	Type			Total			
	Headphones	271	\$6.01	Original			\$1,628.71			
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Out-of-system non-certified tutors will support small group reading and math instruction in grades 3-5 through a push-in model. Will begin in August.	4	\$15.00	5	6	30	Non-Certified	Original	\$54,000.00	
Supplies	Item	Quantity	Rate	Supply Type		Type		Total		
	Lumos FAST Practice Tests Student Workbooks	320	\$14.95	General Supplies		Original		\$4,784.00		
	Lumos Teacher Guide	7	\$19.95	General Supplies		Original		\$139.65		
	Paper (case)	25	\$34.69	General Supplies		Original		\$867.25		
	Shipping	1	\$738.88	General Supplies		Original		\$738.88		
	Adjustment - benefits credit and final allocation	1	\$1,832.00	General Supplies		Other		\$1,832.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Reduced line in order to create online subscription line	1	-\$1,350.00	General Supplies	Budget Transfer	-\$1,350.00
Online subscription	Item	Quantity	Rate	Type	Total	
	Top Score Writing 2nd-5th grade Florida Teacher Digital License - for small group instruction	1	\$1,350.00	Budget Transfer	\$1,350.00	
Resource Teacher	Resource Teacher will provide support with small group instruction through a push-in/pull-out model in grade 3-5 for ELA/Writing.					

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: **\$2,758.01**

Acct Description	Description				
Supplies	Item	Quantity	Rate	Supply Type	Total
	Expo Dry Erase Markers (Skinny) Black	20	\$39.84	General Supplies	\$796.80
	Easel pads	5	\$105.59	General Supplies	\$527.95
	Highlighters	31	\$4.70	General Supplies	\$145.70

Acct Description	Description				
	Item	Quantity	Rate	Supply Type	Total
	Copy paper	18	\$34.69	General Supplies	\$624.42
	Plastic Folders (colored)	200	\$1.06	General Supplies	\$212.00
Postage	Item	Quantity	Rate	Total	
	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 222 parents per mailing throughout the school year.	618	\$0.73	\$451.00	

Action Step: Professional Learning

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

Budget Total: \$43,311.00

Acct Description	Description				
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total
	LUMOS Onboarding Webinar - August	1	\$295.00	Original	\$295.00

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

Mission Statement

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

Name	Title
Aلتoria Henley	Principal
Jessica White	Assistant Principal
Charszette Moorer	Learning Team Facilitator
Suzanne Mawhinney	ESOL Coordinator, Reading Coach
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 will take place on February 18, 2026 at 10:00AM. Stakeholders will be invited to a Community Stakeholders Meeting to develop the Schoolwide Plan through fliers, social media and call outs. All stakeholders will collaborate in group discussions to jointly develop the Schoolwide Plan. For FY26 we held two separate meetings to gather input from stakeholders. February 11-12 at 2:45 we meet with teachers to analyze data and do a root cause analysis. After completing this step, we held meeting with parents February 19th at 9:00 am to share our finding and solicit parent input/support.

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. FY26 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
Altoria W. Henley	Principal
Jessica White	Assistant Principal
Charszette Moorer	Learning Team Facilitator
Herbert Crawford	Behavioral Specialist and Parent Liason
Maria Razo	Parent Representative
Suzanne Mawhinney	ESOL Contact/K-2 Literacy Support

Annual Parent Meeting

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

The Annual Title I Meeting will be held on September 9, 2025 in the Cafeteria at 6:00pm.

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 PFEP.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

2) Data Sharing-Literacy and Math Strategies to Engage Parents (APTT)

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

Staff will be trained in an overview to: 1) Develop literacy and math strategies to engage the parents of students in grades PREK-5 2) Prepare data sharing techniques utilizing I-Ready Literacy, I-Ready Math and UFLI -Core Phonics Assessment data (phonemic awareness/phonics) Each grade level will focus on literacy areas which are reflected in the I-Ready Literacy, I-Ready Math data and the CORE Phonics assessment. The areas of focus may include: Literacy-K-Letter Recognition Fluency/Vocabulary/Letter Sounds Grade 1-Sight Word Fluency/Vocabulary/Phonics Grade 2-Sight Word Fluency/Vocabulary, Phonics Grade 3 Reading Fluency/Vocabulary/Phonics/Word Work Grade 4-Reading Fluency/Vocabulary, Phonics/Word Work Grade 5-Reading/Vocabulary/Phonics/Word Work Math-Grade K Numeral Fluency, 1-20 Grade 1-Addition Fluency 1-20, Grade 2 Addition/Subtraction Fluency Grade 3-Multiplication Fact Fluency, Grade 4-Multiplication Fact Fluency Grade 5-Multiplication/Division Fact Fluency 1-20 3) Develop activities that will assist parents in helping students reach academic goals 4) Learn to build community and create a school culture that honors families as partners

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

Families will be able to utilize a variety of strategies to help support their child in the areas of literacy and math. Parents will be able to track their child's progress through parent/teacher data chats which will focus on their child's literacy and math progress utilizing the I-Ready and Core Phonics Assessment data. Families will be able to utilize a variety of strategies to help support their child in the areas of literacy and math. We expect gains in both literacy and math achievement as parents utilize the strategies presented as measured through i-Ready and Core Phonics Assessment data. We also expect to build partnerships with families.

- What will teachers submit as evidence of implementation?

Teachers will submit the following evidence: 1) Sample of parent engagement activity 2) Powerpoint, 3) handouts 4) Sign In sheet

- Month of Training

September 2025

- Responsible Person(s)

Charszette Moorer, Suzanne Mawhinney, Altoria W. Henley

3. Staff Training for Parent and Family Engagement #2

- Name of Training

2)- Sharing Data (Math/Science)- Incorporating Hands-On Activities to Develop Academic Vocabulary with Our Families (APTT)

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

According to the Winter FSA Diagnostic assessment Grade 5, 26% of students were proficient in Science.1)According to the Mathematics FAST Progress Monitoring 2 Grades 3-5, 17% of students are proficient in Mathematics. Our goal is at least 48% of the students will be proficient. 2. According to the Math I-Ready #2 Data Monitoring 2 , Grades K-2 , 14.3% of students are proficient in Mathematics. Our goal is at least 48% of the students will be proficient. We expect student's proficiency levels to increase as vocabulary is introduced ,practiced and used. Staff will be trained in an overview to: 1) develop knowledge for grade level academic vocabulary Math/Science) 2)create STEM vocabulary activities that focus on grade level academic vocabulary that can be utilized at home 3) create partnerships with families

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

Parents/Family will: 1)Understand the expectations of grade level Math/Science standards to help their child develop their academic vocabulary knowledge.2) Analyze their student's I-Ready Math data and Science data, focusing on the connection to academic vocabulary 3) Utilize a variety of tools, strategies and skills that will enhance their child's academic vocabulary and complement homebased learning 5)Develop ongoing relationships between parent and teacher that support academic growth 6) Observe academic growth

- What will teachers submit as evidence of implementation?

Evidence will include:1) sign in sheets, 2) handouts 3) presentation 4) sample of activity

- Month of Training

February 2026

- Responsible Person(s)

Charsette Moorer, Suzanne Mawhinney, Altoria Henley

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Becoming Fluent Readers and Mathematicians

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

Parents will: 2) Develop knowledge about grade level standards and expectations 3) Study class student data in Literacy/Math(focus on one standard in each subject)-Literacy Fluency/Math *Fluency-I-Ready data)4)Review personal student data in Literacy/Math(focus on one standard in each subject-I-Ready)Set student goal Literacy- Grade K-alphabet recognition fluency,/vocabulary Grade 1-sight word fluency/vocabulary, Grade 2-sight word fluency/vocabulary, Grade 3-reading fluency/vocabulary, Grade 4-reading fluency/vocabulary, Grade 5-reading fluency/vocabulary Set student goals for Math- Grade K-numeral recognition /one to one match fluency ,Grade 1-Addition Fact Fluency 1-20 Grade 2 Addition/Subtraction Fluency 1-20 Grade 3-Multiplication Fact Fluency , Grade 4-Multiplication Fact Fluency, Grade 5-Multiplication/Division Fact Fluency-5)Engage with a variety of activities that will support student home based learning 6) Develop a home based learning plan 7) Engage in how to utilize home based activity tracking sheet

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

The interactive components of this training will include: 1) Develop knowledge of grade level expectations and analyze grade level student data through a parental lens 2) Create hands on activities that will promote standards based learning (literacy fluency/math fluency) 3)Engage in Literacy and Math Activities/Games to extend learning at home 4)Engaging in hands on play utilizing the created activities 5) Engaging with a student home based learning goals tracking sheet

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

The expected impact of this training will include: 1) The positive development of home/school relationships 2) The positive academic progress of student achievement on focused standards/goals

- Date of Training

October 2025

- **Responsible Person(s)**

Altoria Henley, Suzanne Mawhinney, Charszette Moorer

- **Resources and Materials**

The Resources and Materials will include: 1) pocket folders for each parent 2) dice 3) playing cards 4) cardstock 5) parent reflection 6)Powerpoint 7) handouts 5) game markers 6) magnetic letters 7) index cards 8) game pieces 9) plastic bags to hold materials

- **Amount (e.g. \$10.00)**

\$200.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

VOCABULARY BLAST!

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

Parents will acquire knowledge of literacy, math and science grade level standards. Parents will learn to implement a variety of academic vocabulary building strategies which will include: 1) vocabulary sorts, 2) scavenger hunts, 3) acrostics, 4) build a model/label, 5) Frayer Model-4 blocks 6) picture dictionary and additional strategies. Parents will be instructed utilizing a hands-on format. Parents will receive materials to take home to practice with their child.

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

The interactive training component will be held in the media center. Parents will learn to implement a variety of academic vocabulary building strategies which will include: 1) vocabulary sorts, 2) scavenger hunts, 3) acrostics, 4) models, 5) picture dictionary and additional strategies

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

The expected impact of this training on student achievement will include: 1) Parents will be able to assist their student in developing academic vocabulary through a variety of hands- on strategies 2) The increased exposure to academic vocabulary will build student background knowledge and increase student achievement in all academic areas.

- Date of Training

January 2026

- Responsible Person(s)

Altoria Henley, Suzanne Mawhinney, Charszette Moorer

- Resources and Materials

1) grade level vocabulary cards 2) materials for models 3) seeds 4) cardstock 5) copy paper 6) parent reflection 7) Powerpoint 8) handouts 6) candy 7) soil 8) cups

- Amount (e.g. \$10.00)

\$100.00

5. Parent and Family Capacity Building Training #3

- Name of Training

It's All About Comprehension

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

Parents will acquire skills that will lead to developing their child's comprehension strategies through Read Aloud/Shared Reading techniques which will include :1) activating prior knowledge, 2) predicting, 3) monitoring comprehension, 4) asking questions, 5) retelling

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

The interactive components of this training will include: 1) review of literacy comprehension grade level standards 2) Modeling Read Aloud strategies 3) Interactive read aloud with parents which will include: accountable talk strategies, stop and jots, stop and draw

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

The expected impact of this training on student achievement will include: 1) Improved achievement in literacy comprehension 2) Increased parent knowledge of literacy strategies to utilize at home 3) Increased love of reading at home

- Date of Training

March 2026

- Responsible Person(s)

Altoria Henley, Suzanne Mawhinney, Charszette Moorer

- Resources and Materials

Resources and Materials include: 1) PowerPoint, 2) handouts,3) Read Aloud Book for each parent 4) sign in sheet 5) parent reflection

- Amount (e.g. \$10.00)

\$100.00

Coordination and Integration

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 Assists with transportation needs Attends SBT meetings that are focused on homeless students

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

Signature page as receipt of students receiving their items. Flyer Pictures of events school newsletter

- Frequency

On going

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

- Name of Agency

Bridges at Pahokee

- Describe how agency/organization supports families.

Provides needed supplies to families (headphones, food donations, school supplies) Participates in school events (SAC)

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

Flyer or Sign in Pictures of Events Fliers/Sign In Sheet school newsletter

- Frequency

Ongoing

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

- Name of Agency

Palm Beach County Office of Community Revitalization-Pahokee Housing Authority

- Describe how agency/organization supports families.

Provides monthly food distribution events at the school and in the community Flyer or Sign in sheet Pictures of Events school newsletter

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

Signature page as receipt of parents/students/families receiving their items. Flyer or Sign in sheet Pictures or Website screenshots school newsletter

- Frequency

Ongoing

Communication

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 English as well as Spanish to support the specific languages of the students we serve.

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

School Parent Compact, PFEP Summaries, Title 1 Annual Meetings, Parent Right To Know

- **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, Open House/Curriculum Night.

- **Description**

We will inform parents through regular parent trainings, parent data chats, Open House/Curriculum Night and School Based Team conference notes.

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

We will inform parents through regular parent conferences (notes), Open House/Curriculum Night (sign in sheets) and School Based Team conference notes.

- 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 English as well as Spanish to support the specific languages of the students we serve.

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

We will inform parents through Title 1 Annual Meeting invitations and sign in sheet, parent/teacher conference notes, SAC Meeting invitations and sign in sheets.

- Description

Surveys will be sent to parents to determine the best time for parent trainings. (morning, afternoon, evening) Parent trainings will be held at various times of the day.

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

1051 Home Visits, IEP Meetings Parent Participation Notice with preferred notes for meetings, Google Link for Face to Face, fliers offering a variety of times

Accessibility

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 log (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

Create a 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 if needed 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 if needed 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.

1)A welcome packet of information for new families 2) a Welcome to KEC/Canal Point powerpoint for families will be shared at parent meetings 3) home visits as needed 4)share information about available services through Migrant Education Program 5) distribution of uniforms, school supplies, etc. to help families 6)referral to Migrant Department when warranted, 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. The school will continuously update it's Sharing Closet which will provide needed clothing and school supplies to families in need. The school will also continue to partner with Farm Share and local churches for food giveaways.

- 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

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

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. Teachers implement the Routines/Procedures lessons for the First Ten Days utilizing the Benchmark ELA daily plan. (K-5). Teachers also plan, implement and rehearse classroom rules, routines and procedures. 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. This app is also used to communicate students' daily behavior and progress. Some classrooms have also adopted "Morning Meeting" to build 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. The school implements School -Wide Positive Behavior events to encourage and reward good behavior.

SBT/MTSS Implementation

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 (I Do, We Do, You Do) 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 i Ready reading program. Tier 2 Implementation: SOME students receive additional reading support from the reading teacher using Leveled Literacy Intervention (LLI) program, Wilson, SPIRE, Sound Sensible, 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

1. Well-Rounded Education

At KEC/Canal Point Elementary students participate in core classes that are supplemented with a 45 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 and some participate in a drumline group. 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. 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 5 years.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

KEC/Canal Point Elementary School is committed to building college and career awareness in our students. Focusing on S.T.E.A.M. (Science, Technology, Engineering, Arts and Math). KEC/Canal Point provides several clubs which focus on robotics, encoding and drone usage. Students in grades PREK-5th develop S.T.E.A.M. awareness utilizing manipulatives, incorporating hands on activities, practicing observational strategies and utilizing a variety of technology. A variety of resources and experts in the S.T.E.A.M. fields are used to support student learning. Career Day-PREK-5th participate in a Career Day which introduces a variety of careers to our students. 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

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 Kick-Off 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 Kick-Off 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. We also partner with Bridges to reinforce kindergarten readiness learning strategies where parents are invited to enroll in a variety of programs. 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

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; i-Ready training, UFLI Literacy (Phonics), Heggerty Phonemic Awareness ,Vocabulary Strategies to Support All Learners, Questioning Strategies, Top Score writing grades 2-5, Math cadre, ORR (Oral Running Record) training, LLI (Leveled Literacy Intervention) training, ELL ACCESS Points/Can Do Descriptors training, Marzano Training (new teachers) Benchmark ELA training (on-going), Literacy Cohort K-5 (new teachers), Mental Health Awareness, 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

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(Teacher Ambassador) 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. Department Chairs provide support and collaboration when planning. We also provide Professional Development for our teachers and it is scaffolded according to teacher need. 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.