

The School District of Palm Beach County

K. E. Cunningham/Canal Point Elementary



2021-22 Schoolwide Improvement Plan

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K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

Demographics

Principal: Derrick Hibler

Start Date for this Principal: 8/9/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (51%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">99%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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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.

The mission of KE Cunningham Canal Point Elementary School is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

"We envision...KE Cunningham Canal Point Elementary School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.."

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hibler, Derrick	Principal	<p>Derrick Hibler, Principal: Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, and communicates with parents regarding school-based plans and activities. Some of the other responsibilities, and not limited to the list below are areas each school leadership team member oversees: Student Achievement Attendance Instructional Strategies for Enhancing Instruction School Website School Improvement Plan and Contact - Point of contact for district AND Coordinate completion of School Improvement Plan and School Advisory Council Compliance Student Council Title I Budget Peer Observations General School Budget Grants Strategic Plan Informal/Formal Observations Parent Concerns Leadership Team Grade Chairs Master Calendar Weekly Reminders Employee Abuse Reports ALL TDE's for Teachers/Staff</p>
Pruzansky, Marc	School Counselor	<p>Marc Pruzansky, Guidance Counselor: wPBS Coordinator Student of the Month Recognition Guidance Counseling Services and Groups Strategies for Supporting Students and Teachers Positive Behavior Support International Coach - Conduct PBS meetings, present appropriate data to team and staff, attend quarterly meetings and relay info back to school and Administration Coordinates with teachers, administrators and community (e.g. service clubs, child protective services, etc) for the purpose of providing/receiving requested information and/or making recommendations Counsels students, parents, and guardians for the purpose of enhancing student success academically, socially, and emotionally in school Develops a variety of special programs and classes (e.g. group and teamwork, leadership, bullying, coping with divorce or death, social skills) for the purpose of providing information to assist students in the successful transition from elementary to middle school or help with life and academic skills</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success</p> <p>Prepares a wide variety of materials (e.g. lesson plans, quantity reports, student activities, correspondence, audits, etc) for the purpose of documenting activities, providing written reference, and/or conveying information</p> <p>Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls</p> <p>Schedules student classes on a variety of topics for the purpose of helping students academically, socially and emotionally reach success in school</p> <p>Supervises assigned programs (e.g. peer counseling, caught being good, student of the month, etc) for the purpose of monitoring performance, providing for professional growth and achieving overall curriculum objectives</p> <p>Foster Care Coordinator - Resource to school personnel</p> <p>Ensure each student has referral to SBT</p> <p>Home Education Contact - Manages ALL students in Home Education</p> <p>McKinney Vento (Homeless) Contact - Assist with the identification of students experiencing homelessness and to build awareness of the McKinney-Vento federal law on the school campus</p> <p>Use Professional Courtesy at ALL Times with Guest, Teachers, and Staff</p> <p>Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit</p>

Brewer, Jennifer	Instructional Coach	<p>Jennifer Brewer:</p> <p>SAI Liaison</p> <p>School-Based Team Leader</p> <p>Facilitate weekly SBT meetings</p> <p>Assign roles to ensure shared responsibility at the SBT table among core team members</p> <p>Provides intensive instruction to students who are reading below grade level with the goal of preventing students from mandatory retention in 3rd grade</p> <p>Attend PD and share resources and best practices with school staff</p> <p>Coordinate and oversee intervention planning and development</p> <p>Ensure fidelity of the referral process and forms necessary to complete an initial referral</p> <p>Identify and support case liaisons who will ensure fidelity of implementation and progress monitoring</p> <p>Ensure that information from the SBT meeting is entered into the Student Information System (SIS)</p> <p>Oversee the storage and transfer of SBT files</p> <p>Communicate with school leadership regarding SBT barriers and successes</p> <p>Attend District training's and communicate information to staff from the training's</p> <p>Marzano Liaison - Plans, facilitates, and delivers training in the Palm Beach Model of Instruction; communicates all information related to the Palm Beach Model of Instruction and teacher evaluation system to their teachers</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>Use Professional Courtesy at ALL Times with Guest, Teachers, and Staff Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit</p>
<p>Mawhinney, Suzanne</p>	<p>Instructional Coach</p>	<p>Suzanne Mawhinney: ELL Forms Monitor/Support ELL Students Maintains, evaluates and improves the district ELL plan and program Leads the ELL team, including facilitating monthly team meetings and coordinating the ELL program strategic planning process Defines and implements co-teaching, pull out and push in support programs for ELL students as appropriate Oversees the implementation of ELL curriculum for teachers Supports ELL teachers and provides appropriate professional development Assists school administrators in implementing ELL plans Coordinates ELL data collection and reporting at the school and district levels Maintains records of all ELL students and their status Insures that all federal and state reporting requirements are met, including Title III and CDE Coordinates testing of ELL students, including ACCESS and WIDA testing Coordinates ELL testing accommodations for all annual assessments Maintains and improves the ELL section of the school web site Facilitates communications with the CLF for the parents of ELL students Facilitates communications with ELL parents via monthly newsletter with the School Newsletter Sponsor Works with our school Language Facilitator to have translations for the parents of our ELL students as needed Use Professional Courtesy at ALL Times with Guest, Teachers, and Staff Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school</p>
<p>Henley, Altoria</p>	<p>Assistant Principal</p>	<p>Altoria Henley: Peer Observations General School Budget Informal/Formal Observations Parent Concerns Testing Coordinator/ Assessments - Organizes the administration of various statewide assessments (FSA) Master Calendar Textbook Contact - Ordering/distribution of textbooks Title I Contact - Oversight of Title I program Data Team Bus Referrals / Suspensions Classroom Discipline Referrals Signing up for a Committee (Oversee this process) PLC Coordinator Teacher/Staff Meetings Coordinator</p>

Name	Position Title	Job Duties and Responsibilities
		Instructional Strategies to Improve Student Achievement Student Information School Uniforms Schedules for Testing The Retention Process Hearing and Vision Screenings Student Schedules Student Handbooks Fire and Tornado Drills Assessing and Monitoring Student Grades and Attendance using the SIS System with Teachers and Parents Monitor RTI (Response to Intervention) Process ALL School Activities Title I Budget Coordinates and monitors school-based activities for new teachers and interns Student Attendance with Mrs. Gilbert and SAI Coordinator Bus Evacuations EDW/Performance Matters Liaison for Admin and Teachers Coordinates EDW/Performance Matters information, communication, and professional learning activities with other New EDW/PM users at the school Analyze EDW/PM reports, summaries, and graphs for teachers and administration Support teachers in navigating, understanding, utilizing, and analyzing EDW for Teachers and Performance Matters reports, summaries and graphs

Demographic Information

Principal start date

Thursday 8/9/2012, Derrick Hibler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

273

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	44	30	47	46	48	0	0	0	0	0	0	0	239
Attendance below 90 percent	0	28	15	15	22	28	0	0	0	0	0	0	0	108
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	16	17	25	32	30	0	0	0	0	0	0	0	120
Course failure in Math	0	6	15	21	17	18	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	15	19	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	32	22	0	0	0	0	0	0	0	90
Number of students with a substantial reading deficiency	18	15	17	39	29	30	0	0	0	0	0	0	0	148
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	14	16	20	29	30	0	0	0	0	0	0	0	109

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	0	0	0	5	4	9	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - 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	
Number of students enrolled	51	51	45	69	45	46	0	0	0	0	0	0	0	307
Attendance below 90 percent	13	10	9	13	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	4	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	23	23	19	43	35	5	0	0	0	0	0	0	0	148
Course failure in Math	4	15	5	30	17	6	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	30	28	26	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide Math assessment	0	0	0	31	27	12	0	0	0	0	0	0	0	70
FY20 ELA Winter Diag Level 1 & 2	0	0	0	31	28	19	0	0	0	0	0	0	0	78
FY20 Math Winter Diag Level 1 & 2	0	0	0	11	27	10	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	19	9	31	23	9	0	0	0	0	0	0	0	100

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	0	4	2	27	20	16	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	51	51	45	69	45	46	0	0	0	0	0	0	0	307
Attendance below 90 percent	13	10	9	13	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	4	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	23	23	19	43	35	5	0	0	0	0	0	0	0	148
Course failure in Math	4	15	5	30	17	6	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	30	28	26	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide Math assessment	0	0	0	31	27	12	0	0	0	0	0	0	0	70
FY20 ELA Winter Diag Level 1 & 2	0	0	0	31	28	19	0	0	0	0	0	0	0	78
FY20 Math Winter Diag Level 1 & 2	0	0	0	11	27	10	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	9	19	9	31	23	9	0	0	0	0	0	0	0	100

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	0	4	2	27	20	16	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	58%	57%	37%	57%	56%
ELA Learning Gains				60%	63%	58%	75%	61%	55%
ELA Lowest 25th Percentile				69%	56%	53%	64%	56%	48%
Math Achievement				52%	68%	63%	43%	65%	62%
Math Learning Gains				70%	68%	62%	61%	63%	59%
Math Lowest 25th Percentile				68%	59%	51%	52%	53%	47%
Science Achievement				40%	51%	53%	25%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison						
04	2021					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-38%				
05	2021					
	2019	37%	59%	-22%	56%	-19%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	65%	-20%	62%	-17%
Cohort Comparison						
04	2021					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-45%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	51%	-16%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

After reviewing our FSA data, our FY20 data showed a decrease of ELA learning gains of 60% (-15%) compared to FY19 of 75%. Our FY21 data compared to FY19 data (44%) showed no significance difference.

After reviewing our FSA Math data, our FY21 data showed a decrease of Math proficiency in grades 3-5 compared to FY19. For (grade 3 FY19 (44.8%) to FY21 (17.6%), grade 4 FY19 (41.9%) to FY21 (15.2%), and grade 5 FY19 (62.8%) to FY21 (29.3%).

-Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

In grades 3-5 we will also use our previous year FSA data in the Spring FY 2021 and in the Winter FY2022 Diagnostics data.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to monitor.

-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.0	8.0	30.4
	Economically Disadvantaged	20.0	8.0	30.4
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	0.0	0.0	50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		60.0	60.0
	Economically Disadvantaged		60.0	60.0
	Students With Disabilities		42.9	28.6
	English Language Learners		100.0	100.0
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75.0	75.0	72.5
	Economically Disadvantaged	75.0	75.0	72.5
	Students With Disabilities	0.0	0.0	27.3
	English Language Learners	25.0	25.0	50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		89.7	76.2
	Economically Disadvantaged		89.7	76.2
	Students With Disabilities		80.0	63.6
	English Language Learners		87.5	87.5
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		52.3	50.0
	Economically Disadvantaged		52.3	50.0
	Students With Disabilities		22.2	25.0
	English Language Learners		50.0	57.1
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		37.5	33.3
	Economically Disadvantaged		37.5	33.3
	Students With Disabilities		0.0	0.0
	English Language Learners		14.3	28.6
		Number/% Proficiency	Fall	Winter

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		57.8	46.8
	Economically Disadvantaged		57.8	46.8
	Students With Disabilities		33.3	21.1
	English Language Learners		33.3	33.3
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	13.3	32.6	37.8
	Economically Disadvantaged	13.3	32.6	37.8
	Students With Disabilities	10.5	10.5	21.1
	English Language Learners	0.0	16.7	33.3
		Number/% Proficiency	Fall	Winter

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		58.2	61.0
	Economically Disadvantaged		58.2	61.0
	Students With Disabilities		21.4	17.6
	English Language Learners		33.3	33.3
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	57.9	40.7	37.1
	Economically Disadvantaged	57.9	40.7	37.1
	Students With Disabilities	20.0	6.3	11.8
	English Language Learners	20.0	16.7	16.7
		Number/% Proficiency	Fall	Winter
Science	All Students		51.8	55.0
	Economically Disadvantaged		51.8	55.0
	Students With Disabilities		20.0	23.5
	English Language Learners		16.7	16.7
		Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	57	45	9	29	50					
ELL	52	60		24	30						
BLK	41	63	60	19	25	31	7				
HSP	53	57		30	36						
FRL	44	62	53	23	29	38	5				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	51	72	47	76	72	39				
ELL	48	83		48	78						
BLK	41	55	64	50	66	67	30				
HSP	55	81		58	81						
FRL	44	60	69	52	70	68	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	72	54	28	55	54					
ELL	27	69		45	77						
BLK	34	73	58	40	56	43	11				
HSP	43	81		53	76						
FRL	37	75	64	43	61	52	25				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

i-Ready Baseline Diagnostics Data shows the following by grade level:

Grade K - 100%(1 grade level below)

Grade 1 - 14% (above grade level), 7% (on grade level), 68% (one grade level below), 11% (two grade levels below)

Grade 2 - 7% (above grade level), 3% (on grade level), 47% (one grade level below), and 11% (two grade levels below)

From analyzing the above data, grades 1 and 2 shows and need to improve students reading levels as the majority of the students are reading one grade level below their current grade level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

After reviewing our FSA Math data, our FY21 data showed a decrease of Math proficiency in grades 3-5 compared to FY19. For (grade 3 FY19 (44.8%) to FY21 (17.6%), grade 4 FY19 (41.9%) to FY21 (15.2%), and grade 5 FY19 (62.8%) to FY21 (29.3%).

From analyzing the above data, grades 3-5 showed a dramatic decline in the math proficiency compared from FY19 and FY21 (-29%).

Our plan to increase proficiency:

For 3rd Grade, we plan to do the following:

- Making sure manipulatives are available on tables and being used in class
- Drawing is encouraged
- Multiplication facts daily fluency with timed test weekly (Fridays)
- Daily spiral review
- Planning on Wednesdays at 11:00 a.m. with math teachers/coaches/admin

For 4th & 4th Grades, we plan to do the following:

- Review bell ringers daily of missed items on FSQ's and USA's
- Fluency practice on multiplication facts with timed test on Fridays
- Multi-step problems added into daily lessons (Google Slide Presentation)
- Daily spiral review
- Manipulatives/drawing is encouraged
- Small group instruction (struggling students)
- Meet daily with teachers/coaches/admin

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on this data trend our focus will be to diminish math course failure and increase learning gains and achievement. Our data trends show that a focus on math that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will focus on our ELL and SWD subgroups.

Students will receive strategic, targeted support through various modes of instruction, including technology,

small group instruction, tutorials, data chats and student monitoring. Our tutorial program ensures student participation and success. All teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

After reviewing our FSA data, our FY20 data showed a decrease of ELA learning gains of 60% (-15%) compared to FY19 of 75%. Our FY21 data compared to FY19 data (44%) proficiency showed no significance difference (0 diff). We will continue to increase the learning gains of our ELA students in grades 4 & 5.

With our proficiency maintaining at 44% from FY19 to FY21 FSA data, we plan to do the following to increase our proficiency:

- Look at data
- Plan explicit teaching and monitoring
- Plan for differentiated instruction for reteach lessons. As we work through this process we will also be thinking about the following: 1) What is reteach? 2) How does reteaching look? 3) How do know who to reteach?
- Co-teaching on Mondays with 3-5 teachers inside of classrooms with coaches
- Planning with 4th grade on Thursday's with teachers, coaches, admin
- Planning with 3-5 grades on Fridays with teachers, coaches, admin

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increase Proficiency in ELA: Increasing students proficiency in Literacy allows for our students to develop the skills necessary for future success. It is the foundation towards a higher education and better opportunities.

Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

What strategies will need to be implemented in order to accelerate learning?

Our measurable goals for FY22 will be to increase ELA academic achievement to result in 48% proficiency on the FSA in FY22. During end of year, our students were taught through virtual distance learning. Due to the lack of data for FY20 because of state mandated school closure (COVID-19) with the cancellation of state assessments, we will continue with our goals for FY22.

Our measurable outcome the school plans to achieve will be the following:

1. Instructional tutors:
 - a. Analyze student data to determine support necessary.
 - b. Analyze teacher data over the past two years to determine instructional strengths for future tutors.
 - c. Provide teachers and tutors professional development on collaborative teaching expectations.
 - d. During ELA, support teachers in implementing a coherent curriculum that focuses on academic standards.

e. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans (Dr. Hibler, principal), Mrs. Henley (assistant principal), and Ms. Warren (PLC coordinator).

2. Tutorials

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose supplemental materials and resources to be utilized during tutorials.

3. Professional Learning Communities (PLC)

School administrators and the instructional coach will attend the PLC meetings to support collaboration and provide guidance. School administrators collect lesson plans on a weekly basis, provide constructive feedback, conduct walk-through observations, and examine data in order to continuously monitor of effectiveness.

4. Differentiated small group instruction will be utilized in all ELA classrooms

5. Students will engage in adaptive technology (i-Ready and SuccessMaker)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will provide on-going PD for our teachers and leaders throughout the school year. Our PD will be provided during our PLC's and during PD dates as scheduled by the district. Our PLC Coordinator and Teacher Leader Coaches will lead and model presentations for teachers in EAL, Math, Science and Writing courses.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to provide our on-going tutorial programs after school for all students K-5. Students will be invited to attend our after school tutorial program by their teachers and also by looking at the progress monitoring data that we will be addressing in our weekly PLC's with teachers, teacher leaders, and administration.

we will continue to monitor all of our students who are performing at Tier 2 & 3 levels by our SBT Team which meets weekly throughout the school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Due to the lack of learning still occurring in our students (K-5), from looking at class assessments, FSQ, USA's, i-Ready data, Successmaker, and RRR's, we see a need to focus strongly on small group work in all classes and grade levels.

Measurable Outcome: By May 2022, all teachers in K-5 will increase their time with having students in small groups for 80% of the time during instruction.
 Coaches and Administration will monitor the classrooms daily to time whole group versus small group time and bring the results back to our weekly Instructional Leadership Team meetings to take the pulse of what is seen in the classrooms. We will use our School-wide monitoring tool that is established by the principal that tracks instructional look-fors throughout the school each day by teacher. This tool presents results of the data for our team to analyze and we then will have conversations with our teachers in PLC's of what is being seen from the data collected.

Monitoring:

Person responsible for monitoring outcome: Derrick Hibler (derrick.hibler@palmbeachschools.org)

Evidence-based Strategy: We will be using the school-wide monitoring tool as explained above to collect the data. We will also use our Marzano observations (informal & formal) with teachers throughout the school year.
 The school-wide monitoring tool provides us on the spot data of what is seen during each teacher observation as a look-for observation. This monitoring tool is a Look-for tool that is duplicated from the District. We use this tool as often as needed to collect baseline, and overall school data to make sure enough data is collected to get a clear picture from our look-fors the progress we made with small group instruction.

Rationale for Evidence-based Strategy: iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
 The Marzano Observation tool will be used to do informal and formal observations with teachers to help shape and guide our school-wide expectations for putting emphasis on small group instruction.

Action Steps to Implement

Use the School-wide monitoring tool to do Look-fors weekly by coaches/admin in all classrooms

Person Responsible Derrick Hibler (derrick.hibler@palmbeachschools.org)

Analyze the reusults weekly in our ILT meetings with coaches/admin to see what teachers are doing whole group and small group instruction

Person Responsible Derrick Hibler (derrick.hibler@palmbeachschools.org)

The School-wide monitoring tool will be used to track how much time is being used for small group instruction by looking at the bell-to-bell schedules as teachers are being monitored by coaches/admin

Person Responsible Derrick Hibler (derrick.hibler@palmbeachschools.org)

PD will be provided by our PLC Facilitator with all teachers weekly to assure they understand the expectations of small group instruction

Person Responsible Suzanne Mawhinney (suzanne.mawhinney@palmbeachschools.org)

After providing several look-fors and conversations with teachers with the expectations of the small group instruction, the principal & assistant principal will begin conducting informal/formal observations with teachers using the Marzano Observation Tool from October to April FY22.

Person Responsible Derrick Hibler (derrick.hibler@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the School Safety Dashboard, KE Cunningham Canal Point Elementary School ranked low (#499) out of 1,395 elementary schools statewide. Our school ranked #41/82 elementary schools in the county. Our school reported 0.3 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. For suspension rates, our school ranked #1 out of 1,395 elementary schools statewide, and #1/126 in the county. Suspensions per 100 students: 0.0, and Total Reported Suspensions: 0 compared to the Statewide rate.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, with school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator. English language learning technology (Rosetta Stone) will also be available for interested families for use on-site and at home. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. Our school provides opportunities for all parents (Prek-5) to attend our Academic Parent Teacher Team (APTT) sessions three times per year. These APTT sessions provides our parents time to attend their child's class and see the overall performance of their child compared to other students in the class. Students are assigned a number to protect the identity of the student. Parents follow their child's number as teachers show a variety of formative assessments collected at that point of the school year. This data is also shared with parents and community stakeholders in our School Advisory Council (SAC) meetings once per month. Parents are provided activities to take home after each APTT session to continue practicing certain skills with their child. This process helps the school build the academic connections with home to school environments for the child.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Our school provides a variety of clubs and activities for our students throughout each school year. Some of the clubs and activities are listed below:

1. TV Production: This club meets each morning where students are provided opportunities to produce live morning announcements in our TV Production Studio. Students are chosen by their teachers and the instructor by showing positive attitudes and following all school expectations on a daily basis.
2. Art Club: This club provides students opportunities to display more advanced art work around the school and district art exhibitions.
3. SCHME: This club participates in contests each year at the district level. This club has won 1st place three times for having the fastest mouse trap car built by students. KE Cunningham is the first and only school that has received 1st place awards from participating in this contest in the district. Our school has participated in contest for over 10 years.
4. Music Department: This program participates in several school and community events throughout the school year. Our school was one of the first elementary school's to have a band program for elementary students. All students from preK-5 participates in either singing classes or playing instruments throughout each week. KE Cunningham Elementary School has one of the best drumlines at the elementary level in

the district.

5. Garden Club: This program was established by our principal, Dr. Hibler from writing a grant in 2014 to start a garden for our students. Each year, our students are provided opportunities to plant vegetables and eat their products during harvest time.

6. ROBOTICS Club: Our school started a Robotics club for our students to learn how to build robots and compete in STEM activities and contests each year. This is our second year with this program. Our students are really engaged by using their technology skills and programing robots.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All of our teachers, staff, and administrators at the school level are responsible for promoting a positive culture and environment at the school. Specifically, we do have our guidance counselor, fine art teachers, and administrators to help foster a positive environment for our students each day throughout the school year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00